

## Brothers, Sheila

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**From:** Cramer, Aaron  
**Sent:** Friday, February 22, 2019 1:42 PM  
**To:** Bird-Pollan, Jennifer; Brothers, Sheila  
**Cc:** Childs, Paul  
**Subject:** Proposed New BSBA in General Business  
**Attachments:** New Undergraduate Degree Pgm Form with attachments\_\_submitted 5.pdf

This is a recommendation that the University Senate approve, for submission to the Board of Trustees, the establishment of a new BSBA degree: General Business, in the Gatton College of Business and Economics.

Rationale: The proposed degree, an online completer degree in general business, is broader than existing undergraduate degrees in the college. The college views the new major as complementing its existing undergraduate offerings in a similar way that the general and more specific graduate degree programs of the college complement each other. The program will focus on students who have started their degrees at UK but did not finish. Program admission requirements are identical to other college programs, requiring completion of 60 hours with an appropriate GPA and completion of required pre-major requirements. Anticipated enrollment is expected to begin at 10 and potentially rise above 150 students.

Aaron

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**PROPOSAL FOR NEW UNDERGRADUATE DEGREE PROGRAM**

**Office of Strategic Planning and Institutional Effectiveness (OSPIE).** The new program approval process begins when a contact person submits a “Notification of Intent” (NOI) and substantive change checklist (available [HERE](#)) to OSPIE. Units have six months from the point of NOI submission to the time when the completed proposal is approved by Senate. After the NOI is submitted, a contact person should begin working to complete this form. Contact persons should work with OSPIE to identify the program’s degree designation and CIP, as well as to solicit a letter of administrative feasibility from the Provost (per SR 3.2.3.A.2).

**Pre-proposal.** The CPE requires that a pre-proposal be submitted after a proposed program has achieved approval at the college level. Answers to questions identified with a \* by the question number on this form will be used by OSPIE staff to submit the pre-proposal to the CPE (Council on Postsecondary Education).

**Form structure.** This form has two sections. The first half (white background) contains information required by the University Senate and Registrar’s office and the second half (beige/brown background) contains information required by two external entities, the CPE and SACSCOC (Southern Association of Colleges and Schools Commission on Colleges). Although only the first half is required for University Senate approval, every question must be answered to receive CPE approval. Please do not leave any area blank, but instead write “not applicable” wherever that is the appropriate response.

**Approval process.** Once approved at the college level, your college will send the proposal to the appropriate Senate academic council (possibly 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 SC and Senate. (The contact person listed on the form will be informed when the proposal has been sent to committee and other times as appropriate.) Once approved by the Senate, the Senate Council office will submit the proposal for it to be placed on an agenda for the Board of Trustees. After approval by the Board, OSPIE will ensure the proposal is submitted to the CPE for final approval. Generally, a new program proposal must have received approval from the Senate by early spring (February or March) in order for the new program to be effective for the following fall semester.

INFORMATION REQUIRED BY UNIVERSITY SENATE	
1. Basic Information: Program Background and Overview	
1a	Home College: <i>Gatton College Of Business And Economics</i>
1b	Home Educational Unit (school, department, college <sup>1</sup> ): <i>college</i>
1c*	Office of Strategic Planning and Institutional Effectiveness (OSPIE) (Please contact OSPIE ( <a href="mailto:OSPIE@L.uky.edu">OSPIE@L.uky.edu</a> ) for help with questions in this section.)
	Date of contact with OSPIE: <i>11/21/18</i>
	<input checked="" type="checkbox"/> Appended to the end of this form is a PDF of the reply from OSPIE.
	<input checked="" type="checkbox"/> Appended to the end of this form is a letter of administrative feasibility from the Provost.
	<input checked="" type="checkbox"/> Appended to the end of this form is a letter(s) of administrative feasibility from the dean(s) of the college(s) offering the degree.
	CIP Code (confirmed by OSPIE): <i>52.0201</i>

<sup>1</sup> Only interdisciplinary undergraduate degrees may be homed at the college level.

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	Degree Type (BA, BS, etc.) <sup>2</sup> : <i>BSBA</i>		
	Is this degree designation on the CPE's list of degree designations <sup>2</sup> ?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
	If "No," please provide an explanation for OSPIE's use in external reporting purposes.		
1d*	Major Name (Interior Design, Social Work, etc.): <i>General Business</i>		
1e	Is there a specialized accrediting agency related to this program?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
	If "Yes," name:		
	Do you intend to seek accreditation from this agency?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
1f	Was this particular program ever previously offered at UK but subsequently suspended?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
	If "Yes," describe. (300 word limit)		
1g*	Requested effective date:	<input checked="" type="checkbox"/> Semester after approval.	OR <input type="checkbox"/> Specific Date <sup>3</sup> : _____
1h	Anticipated date for granting first degree(s): <i>Spring 2021</i>		
1i*	Contact person name: <i>Paul Childs</i>	Email: <i>pchilds@uky.edu</i>	Phone: <i>7-2490</i>
<b>2. Program Overview</b>			
2a*	Provide a brief description of the proposed program. (300 word limit)		
	<i>The General Business degree is a broader completer degree than the existing undergraduate majors in the Gatton College of Business and Economics. At the masters level we have both a general degree (the MBA) as well as discipline-specific degrees (e.g., MS in Accounting and MS in Finance). Thus, this new major complements the existing undergraduate majors in the same way that the MBA complements our other business master's programs. It would appeal to students interested in smaller or family-run firms where employees need a broader background in the various business disciplines. These employees are more likely to have significant interaction with employees outside their discipline in the firm or even may wear several hats in performing duties across several disciplines.</i>		
2b	List the program objectives of the proposed program. These objectives should deal with the specific institutional and societal needs that the program will address, such as how students will benefit from the program, both tangibly and intangibly. (Please note that "program objectives" are different from "student learning outcomes.") (300 word limit)		
	<i>The objective of the program is to produce graduates with a broad foundational understanding of business concepts who are prepared to contribute to the success of businesses.</i>		
	<i>After completing the degree, students will be able to identify business opportunities and problems, apply standard techniques from across the business disciplines to make ethical decisions and find solutions, and communicate effectively.</i>		
2c*	List the intended student learning outcomes (SLOs) for the proposed program. Address one or more of the five areas of learning (1. broad, integrative knowledge; 2. specialized knowledge; 3. intellectual skills; 4.		

<sup>2</sup> Visit <http://dataportal.cpe.ky.gov/cpedegreedesignations.aspx> for the CPE's list of approved degree designations.

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

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	<p>applied learning; and 5. civic learning). 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><i>Learning Outcome 1: Critical Thinking</i>  <i>Learning Objective: Students will demonstrate the ability to think creatively and/or strategically about business problems</i></p> <p><i>Learning Outcome 2: Identification of Ethical Issues</i>  <i>Learning Objective: Students will demonstrate an appreciation of ethical and societal responsibilities</i></p> <p><i>Learning Outcome 3: Quantitative Reasoning Skills</i>  <i>Learning Objective: Students will demonstrate analytical reasoning skills</i></p> <p><i>Learning Outcome 4: Communications Skills (GCCR)</i>  <i>Learning Objective: Students will demonstrate strong written and/or oral communication skills</i></p>	
2d	<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>This program was designed to help round out our undergraduate business offerings with a broad degree. General business degrees and business administration degrees are common broad degrees offered by business schools across the country. The SEC schools display an offering pattern of these type of programs similar to those across the country. Of the 13 SEC schools that offer undergraduate business degrees, 10 of them offer a broad degree. Five of those ten schools offer a general business degree.</i></p>	
2e	<p>Describe the proposed program's uniqueness within UK. (250 word limit)</p>	
	<p><i>This is the only broad business degree offered. It will be a wonderful complement to the existing discipline-specific degrees offered in the business school. The online nature of the completer degree is also fairly new at UK. Many of the online degrees have been at the graduate level.</i></p>	
2f	<p>Describe the target audience. (150 word limit)</p>	
	<p><i>This program would support the CPE Kentucky 60x30 goal of having 60% of the population with degree credentials by 2030. As part of that goal around 6,000 more bachelor's degrees need to be awarded annually. Some of that growth will come in higher demand for existing degrees. Some of the growth will come from offering new degrees like the General Business degree at UK.</i></p> <p><i>Project Graduate at UK identifies UK students that started their degrees at UK but did not finish. The General Business degree would be one attractive avenue for many of these students that completed significant work in the business school to finish a UK degree.</i></p> <p><i>The broad nature of this degree would helpful for students looking to work in small businesses.</i></p>	
2g*	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:	

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	Track #5:	
	Track #6:	
2h	Does the program <u>require</u> a minor?	Yes <sup>4</sup> <input type="checkbox"/> No <input checked="" type="checkbox"/>
	If "Yes," what is the name of the minor?	
2i	Describe how the proposed program will be administered, including admissions, student advising, retention, etc. (150 word limit)	
	<p><i>Admission standards have the same structure as the existing admission standards for the discipline-specific majors. Prior to admission, students will need to complete the UK Core and the program premajor. The current AAGPA for our existing majors is 2.8. The initial AAGPA for the online Business degree will be 2.7.</i></p> <p><i>The Gatton College has worked hard at retention and has retention levels above the campus average. Online programs provide additional challenges for retention. In addition we will use detailed engagement data from the LMS to make a very early identification of at-risk students with unhealthy engagement patterns. We will not wait until there is poor performance in a course or on an exam before the faculty and the program team will reach out to the student to improve engagement and performance. There will be program-specific advisors with significantly lower student-to-advisor ratios that will assist faculty, aggregate the engagement</i></p>	
2j	Are multiple units/programs collaborating to offer this program?	Yes <input checked="" type="checkbox"/> No <input 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.)	
	<i>The university is providing \$100,000 for the RFP winners of the new online programs. The program is funded at the college level and not by the departments. The departments have agreed to provide courses for the degree (see the letters of support from the department chairs/director).</i>	
2k	List all UK programs <sup>5</sup> which the proposed program could be perceived as replicating. Give a rationale for why this is not duplication, or is a necessary duplication. (250 word limit)	
	None.	
2l	The faculty of record is the faculty body responsible for ALL aspects of the program, including courses, credit hours, rigor, changes to the program, etc. Please identify the program's <i>faculty of record</i> by choosing ONE of the four scenarios below. For more information on each faculty of record scenario, visit <a href="https://www.uky.edu/universitysenate/faculty-record">https://www.uky.edu/universitysenate/faculty-record</a> .	
	<input checked="" type="checkbox"/>	Scenario 1
		OR
	<input type="checkbox"/>	Scenario 2
		OR
	<input type="checkbox"/>	Scenario 3
		OR
	<input type="checkbox"/>	Scenario 4

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

<sup>5</sup> You must include a letter of support from any other program's home unit. Please convert the letter to a PDF and append to the end of this form.

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	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)		
2m	Will the program have an advisory board <sup>6</sup> ?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
	If "Yes," please describe the standards by which the faculty of record will select members of the advisory board, the duration of service on the board, and criteria for removal. (150 word limit)		
	If "Yes," please list below the number of each type of individual (as applicable) who will be involved in the advisory board.		
	Faculty within the college who are within the home educational unit.		
	Faculty within the college who are outside the home educational unit.		
	Faculty outside the college who are within the University.		
	Faculty outside the college and outside the University who are within the United States.		
	Faculty outside the college and outside the University who are outside the United States.		
	Students who are currently in the program.		
	Students who recently graduated from the program.		
	Members of industry.		
	Community volunteers.		
	Other. Please explain:		
	<b>Total Number of Advisory Board Members</b>		

3. Delivery Mode		UK DLP and eLearning Office <sup>7</sup>		
3a*	Initially, will any portion of the proposed program's core courses be offered via distance learning <sup>8</sup> ?	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 type="checkbox"/>	25% - 49% <input type="checkbox"/>	50% - 74% <input type="checkbox"/>	75 - 99% <input type="checkbox"/>
				100% <input checked="" type="checkbox"/>
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.		

<sup>6</sup> An advisory board includes both faculty and non-faculty who are expected to advise the faculty of record on matters related to the program, e.g. national trends and industry expectations of graduates.

<sup>7</sup> For questions about alternative delivery modes, please contact UK's Distance Learning Programs and e-Learning office (URL above).

<sup>8</sup> Per the Southern Association of Colleges and Schools Commission on Colleges (SACS) definition of distance education, distance education is a formal educational process in which the majority of the instruction (interaction between students and instructors and among students) in a course occurs when students and instructors are not in the same place. Instruction may be synchronous or asynchronous.

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	<input type="checkbox"/>	Courses with multiple entry, exit, and reentry points.
	<input type="checkbox"/>	Modularized courses.
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"> <li>• Synchronous and asynchronous components.</li> <li>• Balance between traditional and non-traditional aspects.</li> <li>• Hybrid elements.</li> </ul>	
	<p><i>We chose to deliver the degree via distance learning to reach students that we could not previously reach. While courses will be offered in the usual semester length, the asynchronous delivery of the content will allow provide the flexibility to accommodate students with location, job, family or other restrictions.</i></p>	
<b>4. UK Resources</b>		
4a*	Will the program's home educational unit require new or additional faculty?	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
	<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>Yes. Several classes currently exist and are in the college core. For many of those classes, the faculty member teaching the course will also teach the online version for the General Business program. These courses will be the ones offered by the program in the 2019/2020 academic year. A couple of the courses for the 2020/2021 academic year will need to be staffed. We plan to hire full time faculty to staff these courses. These lines will be funded by the college revenue share for the program.</i></p>	
	<p>If "Yes," when will the faculty be appointed? (150 word limit)</p>	
	<p><i>Fall 2020</i></p>	
4b	Will the program's home educational unit require additional non-faculty resources, e.g. classroom space, lab space, or equipment?	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
	<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>	
	<p><i>An online program does not need classroom space or lab space.</i></p>	
4c	Will the program include courses from another educational unit(s)?	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
	<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>CIS 300 will be used for the GCCR.</i></p>	
	<p>If "Yes," append to the end of this form a letter of support from the appropriate educational unit chair/director from whose unit individual courses will be used. A letter must include the following:</p> <ul style="list-style-type: none"> <li>• Demonstration of true collaboration between multiple units<sup>9</sup>;</li> <li>• Impact on the course's use on the home educational unit; and</li> <li>• Verification that the chair/director has consent from the faculty members of the unit.</li> </ul>	

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

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4d	Fill out the faculty roster below for full-time and part-time faculty teaching major core courses in the proposed program.		
<b>NAME</b>	<b>COURSES TAUGHT</b>	<b>ACADEMIC DEGREES AND COURSEWORK</b>	<b>OTHER QUALIFICATIONS AND COMMENTS</b>
List name & identify faculty member as “F” (full-time) or “P” (part-time).	Include term; course prefix, number and title; & credit hours. Identify courses as D, UN, UT or G.	List relevant courses taught, including institution and major.	Note qualifications and comments as they pertain to courses taught.
<i>Holly Hapke (F)</i>	<i>MKT 300</i>	<i>MBA, Tarleton State University</i>	<i>Currently teaches this course in the college core.</i>
<i>Anita-Lee Post (F)</i>	<i>AN 300</i>	<i>PhD, Information Systems and Operations Management, University of Iowa</i>	<i>Currently teaches this course in the college core.</i>
<i>Paul Childs (F)</i>	<i>FIN 300</i>	<i>PhD, Finance, University of Wisconsin</i>	
<i>Alejandro Dellachiesa (F)</i>	<i>ECO 391</i>	<i>PhD, Economics, University of Tennessee-Knoxville</i>	
<i>Jack Kern (F)</i>	<i>MGT 301</i>	<i>MBA, University of Kentucky</i>	<i>Currently teaches this course in the college core.</i>
<i>Rebecca Davis (F)</i>	<i>MGT 340</i>	<i>JD, University of Kentucky</i>	<i>Currently teaches this course in the college core.</i>
<i>Tom Lewis (F)</i>	<i>ACC 360</i>	<i>J.D., University of Kentucky, MBA University of Kentucky</i>	
<i>Huiwen Lian (F)</i>	<i>MGT 410</i>	<i>PhD, Industrial/Organizational Psychology, University of Waterloo</i>	
<i>Andrew Grimes (F)</i>	<i>MKT 315</i>	<i>MBA, University of Kentucky</i>	
<i>See attachment for titles</i>			
F = full time P= part time	D = developmental UN = undergraduate nontransferable UT = undergraduate transferable G = graduate		



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<b>5. Assessment – Program Assessment and Student Learning Outcomes (SLOs)</b>	
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>
	<p><i>As part of the program level assessment, the program director, along with the Gatton Undergraduate Studies Committee, will use five criteria to evaluate the success of the program.</i></p> <ol style="list-style-type: none"> <li><i>1. Program enrollments with an increase over time to a maintainable capacity</i> <ul style="list-style-type: none"> <li><i>• We expect enrollments to be small at first and grow over time to a size that is manageable based on teaching capacity of faculty.</i></li> </ul> </li> <li><i>2. Program degrees conferred</i></li> <li><i>3. Students attainment of learning outcomes</i></li> <li><i>4. Feedback/suggestions from faculty who teach in the program</i></li> <li><i>5. Graduating Exit survey responses from students prior to graduation</i> <ul style="list-style-type: none"> <li><i>• Placement data regarding jobs by graduation and three-months past graduation, along with salary and signing bonus information</i></li> <li><i>• Overall satisfaction with the BSBA program</i></li> </ul> </li> </ol>
5b	<i>(related to section 14) Append an assessment plan<sup>10</sup> for the SLOs to the end of this form. (Click <a href="#">HERE</a> for a sample assessment plan.)</i>
5c	Explain how the curriculum achieves the program level student learning outcomes by describing the relationship between the overall curriculum or the major curricular components and the program objectives. <i>(300 word limit)</i>
	The primary program objective is “to produce graduates with a broad foundational understanding of business concepts who are prepared to contribute to the success of businesses.” After completing the degree, students will be able to “identify business opportunities and problems, apply standard techniques from across the business disciplines, make ethical decisions and find solutions, and communicate effectively.” The curriculum provides a broad foundation of the various business disciplines to prepare students for a variety of entry-level business positions in a breadth of industries. The learning outcomes assessment ensure students not only have the business concepts and skills but also have the supporting skills (critical thinking, communication, analytical skills and ethical decision making) that make students stand out in the employment market.
5d	Append a PDF of the program’s course map <sup>11</sup> to the end of this form. <i>(Click <a href="#">HERE</a> for a sample curricular map.)</i>
5e	<i>(related to 2c) Based on the SLOs from question 2c, which components will be evaluated, i.e. course mapping? For each student learning outcome identify in which courses it is covered in the curriculum and note whether employers, students, alumni, and/or faculty outside of the program were involved in the development of student learning outcomes. (300 word limit).</i>

<sup>10</sup> An assessment plan is typically a tabular grid that illustrates the artifacts, rubrics, assessment team, and periods of assessment for the SLOs.

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

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5f	<p>When will components be evaluated? Identify the review cycle for each student learning outcome. (e.g, every semester or each year) (150 word limit)</p>																									
	<p><i>Below is the proposed assessment cycle for the program learning outcomes. At least one learning outcome will be assessed each year during a three-year cycle.</i></p> <p><i>Undergraduate Reporting Cycle</i></p> <table border="1" data-bbox="228 338 1544 814"> <thead> <tr> <th><i>Learning Goal</i></th> <th><i>Stated Student Learning Outcome</i></th> <th><i>Cycle</i></th> <th><i>Academic Yr</i></th> <th><i>Reporting Yr</i></th> </tr> </thead> <tbody> <tr> <td><i>Critical Thinking</i></td> <td><i>Students will demonstrate the ability to think creatively and/or strategically about business problems</i></td> <td><i>Year 1</i></td> <td><i>2019-20</i></td> <td><i>10/31/20</i></td> </tr> <tr> <td><i>Identification of Ethical Issues</i></td> <td><i>Students will demonstrate an appreciation of ethical and societal responsibilities</i></td> <td><i>Year 2</i></td> <td><i>2020-21</i></td> <td><i>10/31/21</i></td> </tr> <tr> <td><i>Quantitative Reasoning</i></td> <td><i>Students will demonstrate analytical reasoning skills</i></td> <td><i>Year 3</i></td> <td><i>2021-22</i></td> <td><i>10/31/22</i></td> </tr> <tr> <td><i>Communication Skills</i></td> <td><i>Students will demonstrate strong written and/or oral communications skills</i></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	<i>Learning Goal</i>	<i>Stated Student Learning Outcome</i>	<i>Cycle</i>	<i>Academic Yr</i>	<i>Reporting Yr</i>	<i>Critical Thinking</i>	<i>Students will demonstrate the ability to think creatively and/or strategically about business problems</i>	<i>Year 1</i>	<i>2019-20</i>	<i>10/31/20</i>	<i>Identification of Ethical Issues</i>	<i>Students will demonstrate an appreciation of ethical and societal responsibilities</i>	<i>Year 2</i>	<i>2020-21</i>	<i>10/31/21</i>	<i>Quantitative Reasoning</i>	<i>Students will demonstrate analytical reasoning skills</i>	<i>Year 3</i>	<i>2021-22</i>	<i>10/31/22</i>	<i>Communication Skills</i>	<i>Students will demonstrate strong written and/or oral communications skills</i>			
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<i>Communication Skills</i>	<i>Students will demonstrate strong written and/or oral communications skills</i>																									
5g	<p>When will the data be collected? (This may or may not be different from when the assessment is conducted.) (150 word limit)</p>																									
	<p><i>Assessment data will be collected each semester a course is offered where program assessment takes place. Faculty whose courses are to be assessed for the upcoming academic year are contacted in August, notifying them of the learning goal being assessed in their course(s). Faculty collect the assessment data through classroom assignments.</i></p>																									
5h	<p>How will the data be collected? (150 word limit)</p>																									
	<p><i>Data are collected by the instructors through either embedded questions on exams and/or quizzes or from other written assignments. These items are scored based on the Learning Outcomes the courses were assigned to assess. To have sufficient data, at least 40% of all students in each course must be assessed. These data are then summarized into percentages and is included in the class assessment reports. Those with a 90% or above are considered Exemplary, 70-89% scores are Proficient, and 69% and below are Deficient. Each instructor reviews their class-specific data and records their conclusions. Lastly, they describe how they plan to improve students' mastery of the learning goal moving forward.</i></p>																									
5i	<p>What will be the benchmarks and/or targets to be achieved? (150 word limit)</p>																									
	<p><i>Those with a 90% or above are considered Exemplary, 70-89% scores are Proficient, and 69% and below are Deficient. All courses will be divided into these three categories. The benchmark/target is for all students obtain either the proficient or exemplary category.</i></p>																									
5j	<p>What individuals or groups will be responsible for data collection? (150 word limit)</p>																									
	<p><i>Individual faculty members teaching the courses are responsible for data collection, analysis and recommendations for improvements. The reports are then sent to the Gatton Office of Assessment. Data are aggregated for the year across multiple sections of courses by learning goal. These annual summaries are then sent to the college Undergraduate Studies Committee for review.</i></p>																									
5k	<p>How will the data and findings be shared with faculty? (150 word limit)</p>																									
	<p><i>Individual assessment reports, along with any feedback from central UK Assessment or the Undergraduate Studies Committee, will be shared with faculty who complete the assessments.</i></p>																									
5l	<p>How will the data be used for making programmatic improvements? (150 word limit)</p>																									

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	<i>Faculty are expected to implement the improvement actions agreed upon by the Undergraduate Studies Committee and director of the program, most of which are suggested by the original faculty member teaching the course. Suggestions from UK Central Assessment are reviewed but are not required to be implemented.</i>
5m	What are the measures of teaching effectiveness? (150 word limit) <i>All instructors will use the University Teacher Course Evaluation (TCE) process to be evaluated by their students each semester. Each instructor will be asked to provide a self-reflection which will include areas of improvement. The Department Chair will review the TCE results, any available peer review forms, and the self-reflection with the instructors and provide feedback to the instructor. This will occur on an annual basis.</i>
5n	What efforts to improve teaching effectiveness will be pursued based on these measures? (150 word limit) <i>The college has a Teaching Excellence Committee (TEC) that provides professional development around various teaching techniques. Based on feedback from students, the college instructional designer and self-reflection of instruction, a list of possible topics will be shared with TEC.</i>
5o	What are the plans to evaluate students' post-graduate success? (150 word limit) <i>Our department will look at data provided by the Alumni Survey and will work with the Office of Strategic Planning and Institutional Effectiveness (OSPIE) to look at other possible methods.</i>

**6. Miscellaneous**

6a	Is there anything else about the proposed program that should be mentioned? (150 word limit) <i>No.</i>
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**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 course from approved list</i>	3
	Humanities	<i>Choose one course from approved list</i>	3
	Social Sciences	<i>Choose one course from approved list</i>	3
	Natural/Physical/Mathematical	<i>Choose one course from approved list</i>	3
7b	II. Composition and Communication		
	Composition and Communication I	CIS or WRD 110	3
	Composition and Communication II	CIS or WRD 110	3
7c	III. Quantitative Reasoning (one course in each area)		
	Quantitative Foundations	<i>MA 123 or MA 113</i>	4
	Statistical Inferential Reasoning	<i>STA 296</i>	3
7d	IV. Citizenship (one course in each area)		
	Community, Culture and Citizenship in the USA	<i>Choose one course from approved list</i>	3

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	Global Dynamics	<i>Choose one course from approved list</i>	3	
7e	<b>Total UK Core Hours:</b>		31	
7f	<b>Graduation Composition and Communication Requirement (GCCR)</b>			
7f.i	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 type="checkbox"/> Multiple courses within the program's home unit.			
	<input checked="" type="checkbox"/> Single course from outside <sup>12</sup> the program's home unit.		CIS 300	
	<input type="checkbox"/> Multiple courses from outside <sup>11</sup> the program's home unit.			
	<input type="checkbox"/> Combination of course(s) from inside and outside <sup>11</sup> the program's home unit.			
7f.ii	Course	Prefix & Number	Course Status <sup>13</sup>	
	Course #1		Existing	
	Course #2 ( <input type="checkbox"/> Not applicable.)		Select one....	
	Course #3 ( <input type="checkbox"/> Not applicable.)		Select one....	
	Course #4 ( <input type="checkbox"/> Not applicable.)		Select one....	
7f.iii	Provide a narrative regarding this program's GCCR, for inclusion in the Bulletin.			
	This is the GCCR used for all existing B&E majors.			
7g	<b>College-level Requirements</b>			
	How will college-level requirements be satisfied?			
	<input type="checkbox"/> Standard University college requirement	List course(s): <i>Not Applicable</i>		
	OR			
	<input type="checkbox"/> 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*	<b>Program Major Core Courses.</b> (Required for <u>all</u> students in the program and includes pre-major and pre-professional courses. Check the appropriate box to describe the course as either "program core" or "pre-major/pre-professional".)			
Prefix & Number	Course Title	Type of Course	Credit Hrs	Course Status <sup>13</sup>
CIS/WR D	110 or 112	<input type="checkbox"/> Pgm Core <input checked="" type="checkbox"/> Pre-major/prof	3	Existing <b>Counted above</b>
CIS/WR D	111 or 112	<input type="checkbox"/> Pgm Core <input checked="" type="checkbox"/> Pre-major/prof	3	Existing <b>Counted above</b>

<sup>12</sup> You must include a letter of support from the other unit. The letter must address delivery mechanisms and resources allocated for the specified GCCR course(s). Please convert the letter to a PDF and append to the end of this form.

<sup>13</sup> Use the drop-down list to indicate the current status of the course, i.e. if the course is an existing course that will not be changed, if the course is an existing course that will be changed, or if the course is a new course.

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<i>ACC</i>	<i>201</i>	<input type="checkbox"/> Pgm Core <input checked="" type="checkbox"/> Pre-major/prof	<i>3</i>	Existing
<i>ACC</i>	<i>202</i>	<input type="checkbox"/> Pgm Core <input checked="" type="checkbox"/> Pre-major/prof	<i>3</i>	Existing
<i>ECO</i>	<i>201</i>	<input type="checkbox"/> Pgm Core <input checked="" type="checkbox"/> Pre-major/prof	<i>3</i>	Existing
<i>ECO</i>	<i>202</i>	<input type="checkbox"/> Pgm Core <input checked="" type="checkbox"/> Pre-major/prof	<i>3</i>	Existing
<i>MA</i>	<i>(123 and 162) or (113)</i>	<input type="checkbox"/> Pgm Core <input checked="" type="checkbox"/> Pre-major/prof	<i>4-7</i>	Existing
		<input type="checkbox"/> Pgm Core <input type="checkbox"/> Pre-major/prof		Select one....
<i>CIS</i>	<i>300</i>	<input checked="" type="checkbox"/> Pgm Core <input type="checkbox"/> Pre-major/prof	<i>3</i>	Existing
<i>AN</i>	<i>300</i>	<input checked="" type="checkbox"/> Pgm Core <input type="checkbox"/> Pre-major/prof	<i>3</i>	Existing (needs change)
<i>ECO</i>	<i>391</i>	<input checked="" type="checkbox"/> Pgm Core <input type="checkbox"/> Pre-major/prof	<i>3</i>	Existing (needs change)
<i>FIN</i>	<i>300</i>	<input checked="" type="checkbox"/> Pgm Core <input type="checkbox"/> Pre-major/prof	<i>3</i>	Existing (needs change)
<i>MGT</i>	<i>301</i>	<input checked="" type="checkbox"/> Pgm Core <input type="checkbox"/> Pre-major/prof	<i>3</i>	Existing
<i>MGT</i>	<i>340</i>	<input checked="" type="checkbox"/> Pgm Core <input type="checkbox"/> Pre-major/prof	<i>3</i>	Existing (needs change)
<i>MKT</i>	<i>300</i>	<input checked="" type="checkbox"/> Pgm Core <input type="checkbox"/> Pre-major/prof	<i>3</i>	Existing
<i>ACC</i>	<i>360</i>	<input checked="" type="checkbox"/> Pgm Core <input type="checkbox"/> Pre-major/prof	<i>3</i>	New
<i>ECO</i>	<i>311</i>	<input checked="" type="checkbox"/> Pgm Core <input type="checkbox"/> Pre-major/prof	<i>3</i>	Existing (needs change)
<i>FIN</i>	<i>310</i>	<input checked="" type="checkbox"/> Pgm Core <input type="checkbox"/> Pre-major/prof	<i>3</i>	New
<i>MGT</i>	<i>410</i>	<input checked="" type="checkbox"/> Pgm Core <input type="checkbox"/> Pre-major/prof	<i>3</i>	Existing (needs change)
<i>MKT</i>	<i>315</i>	<input checked="" type="checkbox"/> Pgm Core <input type="checkbox"/> Pre-major/prof	<i>3</i>	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		Select one....

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		<input type="checkbox"/> Pre-major/prof		
		<input type="checkbox"/> Pgm Core		Select one....
		<input type="checkbox"/> Pre-major/prof		Select one....
		<input type="checkbox"/> Pgm Core		Select one....
		<input type="checkbox"/> Pre-major/prof		Select one....
		<input type="checkbox"/> Pgm Core		Select one....
		<input type="checkbox"/> Pre-major/prof		Select one....
<b>Total Core Courses Credit Hours:</b>			<del>45-48</del>	<b>52 or 55</b>
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"/>
7j	Is there any narrative about core courses for the program that should be included in the Bulletin? If "Yes," note below.		Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
<b>Program Guided Electives<sup>14</sup> (Guided electives for <u>all</u> students in the program.)</b>			<input checked="" type="checkbox"/> <b>Not Applicable</b>	
7k*	Does the program include any guided electives? (If "No," indicate & proceed to 7n.)		Yes <input type="checkbox"/>	No <sup>15</sup> <input checked="" type="checkbox"/>
7l	Is there any 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"/>
7m*	Using the grid provided, list the guided electives below.			
Prefix & Number	Course Title	Credit Hrs	Course Status	
			Select one....	
			Select one....	
			Select one....	
			Select one....	
			Select one....	
			Select one....	
			Select one....	
			Select one....	

<sup>14</sup> Program guided electives are available to all students in the program and are organized as groups of elective courses, from which a student chooses one (or two, or three, etc.).

<sup>15</sup> If "No," proceed to question 7n.



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*four electives may be taken on a pass/fail basis if they are not being used for any other type of requirement.*

7q	<b>Courses for a program’s track(s).</b> Check the appropriate box to describe the course as either “a core course for the track” or “an elective course for the track.” (Click <a href="#">HERE</a> for a template for additional tracks <sup>17</sup> .)	<input checked="" type="checkbox"/> <b>Not Applicable</b>
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Track name:

Prefix & Number	Course Title	Credit Hrs	Course Status
		<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....
		<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:*

7r	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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7s	Total Credit Hours Required by Level. (below)			
	100-level: 8-13	200-level: 12	300-level: 33	400-level: 3
	500-level:			

7t	What is the total number of 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)	

**8. Degree Plan**

<sup>17</sup> Append a PDF with each track’s courses to the end of this form.



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8a	Create a degree plan for the proposed program by listing in the table below the courses that a typical student would take each semester. If multiple tracks are available, click <a href="#">HERE</a> for a template for additional tracks. Append a PDF with each track’s semester-by-semester program of study to the end of this form.			
	<b>YEAR 1 - FALL:</b>	<i>See Attachment</i>	<b>YEAR 1 - SPRING:</b>	<i>See Attachment</i>
	<b>YEAR 2 - FALL :</b>	<i>See Attachment</i>	<b>YEAR 2 - SPRING:</b>	<i>See Attachment</i>
	<b>YEAR 3 - FALL:</b>	<i>See Attachment</i>	<b>YEAR 3 - SPRING:</b>	<i>See Attachment</i>
	<b>YEAR 4 - FALL:</b>	<i>See Attachment</i>	<b>YEAR 4 - SPRING:</b>	<i>See Attachment</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)
	<i>There are several prereq strings of courses where earlier, simpler concepts are required to do more advanced and complex topics in later courses. For example, FIN 300 requires understanding of concepts from economics (201, 203), and accounting (201, 202) as well as tools from math (123) and statistics (296) to study sources and uses of funds, present value concepts, and an introduction to financial markets. In turn, FIN 300 is required to address more advance topics in FIN 310 such as firm's investment decisions and personal investing choices between different asset classes.</i>

**9. Approvals/Reviews**

Information below about the review process does not supersede the requirement for individual letters of support from educational unit administrators and from educational subunit administrators.

	<b>Reviewing Group Name</b>	<b>Date Approved</b>	<b>Contact Person Name/Phone/Email</b>
9a	(Within College)		
	<i>Gatton College of Business and Economics</i>	<i>12/14/2018</i>	<i>Paul Childs / 7-2490 / pchilds@uky.edu</i>
			/ /
			/ /
			/ /

9b	(Collaborating and/or Affected Units)		
			/ /
			/ /
			/ /
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9c	(Senate Academic Council)	<b>Date Approved</b>	<b>Contact Person Name</b>
	Undergraduate Council	1/29/19	Joanie Ett-Mims

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	Health Care Colleges Council (if applicable)		

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<b>INFORMATION REQUIRED BY CPE AND SACS</b>	
<b>10. Program Overview – Program Quality and Student Success</b>	
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 General Business degree is a broader degree than the existing undergraduate majors in the Gatton College of Business and Economics. At the masters level we have both a general degree (the MBA) as well as discipline-specific degrees (e.g., MS in Accounting and MS in Finance). Thus, this new major complements the existing undergraduate majors in the same way that the MBA complements our other business master's programs. It would appeal to students interested in smaller or family-run firms where employees need a broader background in the various business disciplines. These employees are more likely to have significant interaction with employees outside their discipline in the firm or even may wear several hats in performing duties across several disciplines.</i></p> <p><i>In Kentucky 44.1% of employees work in small businesses. Most small businesses in Kentucky have fewer than 100 employees. Employees that help run small firms are likely to need to play multiple roles and interact with other employees with different job functions. A general degree provides the type of broader background that would be very useful for these employees. The General Business degree requires additional classes in all the business disciplines, and these classes emphasize topics that would benefit employees of small to medium sized companies.</i></p> <p><i>As this is a general degree, there is no research field of general business. Rather it takes our existing expertise in the individual disciplines and combines them in a different way that the discipline-specific degrees. Just as at the master's level where some faculty teach in both the MBA program and a discipline-specific program like the MSACC or the MSF, some faculty teaching in our undergraduate majors will also teach in the online General Business program. As the program grows we will be able to hire more faculty across the disciplines, further building and strengthening the Gatton faculty.</i></p>
10b	<p>Clearly state the student admission, retention, and completion standards designed to encourage high quality. (300 words)</p> <p><i>Admission standards have the same structure as the existing admission standards for the discipline-specific majors. Note that the Annual Admission GPA (AAGPA) for this new program may differ from the Annual Admission GPA for the online General Business degree. The current AAGPA is 2.8. The initial AAGPA for the online Business degree will be 2.7.</i></p> <p><i>The Gatton College has worked hard at retention and has retention levels above the campus average. Online programs provide additional challenges for retention. In addition to the usual college-wide retention effort, this program will also do the following to help retention. We will use detailed engagement data from the LMS to make a very early identification of at-risk students with unhealthy engagement patterns. We will not wait until there is poor performance in a course or on an exam before the faculty and the program team will reach out to the student to improve enagement and performance. There will be program-specific advisors with significantly lower student-to-advisor ratios that will assist faculty, aggregate the engagement data across courses for a student and maintain an ongoing dialogue and relationship.</i></p> <p><i>To graduate a student must have a total of 120 credit hours (exclusive of lower division military science courses, physical education service courses, remedial courses, and performance type courses) with a 2.0 grade-point standing. Students are required to earn at least 50 percent of their business credit hours required for the business degree at the University of Kentucky. Incoming students can transfer in credits with the usual Gatton and UK rules. Once a student begins the online General Business degree at Kentucky, a maximum of 3 additional credits can be transferred in toward degree completion. Minimum GPA requirements will be the same as the discipline-specific majors.</i></p>
10c	<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</p>

**PROPOSAL FOR NEW UNDERGRADUATE DEGREE PROGRAM**

	articulation agreements related to this proposed program to PDF and append to the end of this form. (300 word limit)
	<i>One of the main feeders for this program will be the KCTCS schools. KCTCS has suggested using pathway guides like those used for the existing discipline-specific UK degrees. Since the first two years of study for the existing discipline-specific majors are almost identical to the first two years of study for the new online General Business degree, the degree pathway guides would be effectively identical.</i>
10d	Identify the applicant pool and how applicants will be reached. (300 word limit)
	<i>The Gatton College already has an active and successful recruiting effort for reaching business students. The online General Business degree will be expand the set of opportunities for these students. This program will also hire recruiting staff specific to this program and will be part of the college's efforts as well as engaging in new initiatives targeting online students. At the university level there is a large new online initiative at UK that includes staffing and a full service website to advertise and attract online students to UK. We will also work closely with KCTCS and Project Graduate to identify and attract students to the program.</i>
<b>11. Mission: Centrality to the Institution's Mission and Consistency with State's Goals</b>	
11a*	(related to 2b) Explain how the program objectives support at least two aspects of <a href="#">UK's institutional mission and academic strategic plan</a> ? (150 word limit)
	<i>As this is an undergraduate program, it relates most directly to the strategic objective of Undergraduate Student Success. The second Strategic Initiative for this objective is relevant. This program builds on successful business school programs to develop a new degree (Action Step 2). Current business degree offerings are very discipline specific. This new program provides a broader degree particularly useful for employees of smaller firms. Also, this program will be the first online undergraduate program in the business school and one of the first on campus (Action Step 5). As part of this move online, business school faculty, the college and the university will use the online space to strengthen teaching effectiveness and to experiment and innovative content delivery.</i>
11b*	(related to 2b) How do the program objectives support at least two aspects of the Council on Postsecondary Education's (CPE) Strategic Agenda and the statewide implementation plan? (300 word limit)
	<i>The broad nature of this program will help train students to work in small businesses. The SBA 2018 Small Business Profile for Kentucky states that small businesses in Kentucky employ 44.1% of Kentucky employees and "Firms with fewer than 100 employees have the largest share of small business employees." In addition, the flexible nature of online delivery will make a degree more accessible to students who are working full time. There are also over 700 UK students identified by Project Graduate that have declared a business major or pre-major, earned credits and not completed a degree. This new degree shares the UK core, most of the pre-major and the college core with our existing business school degrees. Thus, the online General Business Degree is a great way for the Project Graduate students to leverage their completed classes to finish a UK degree. We will also work with Kentucky community colleges where students can complete the UK Core and the pre-major requirements before moving to UK to complete the junior and senior years of the degree. See Strategies 3.2, 3.3, and 7.2</i>
11c*	If an approval letter from an Education Professional Standards Board (EPSB) is required, check the box below and append a PDF version of the letter to this form. <input type="checkbox"/> (E.g. any program leading to teacher, principal, or superintendent certification, rank change, etc.)
<b>12. Resources</b>	
12a*	How will the program support or be supported by other programs within the institution? For example, shared faculty, shared courses, collaborative research, etc. (300 word limit)
	<i>The courses up to and including the College Core are shared by all the existing discipline-specific undergraduate majors in the Gatton College of Business and Economics. The same faculty will teach or be available to teach in all of these programs. There is no separate research done for general business as it is a collection of the various business disciplines.</i>
12b	What will be the projected "faculty-to-student in major" ratio? (150 word limit)

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	<i>Since all the courses are online, the setup for staffing the courses will be as follows. For each course, a faculty member will be the faculty of record. As the courses get larger there will be additional teaching assistant help. For every fifty general business majors in the class, there will be a teaching assistant that will help ensure timely access to course instructors.</i>
12c	Describe the library resources available <sup>18</sup> to support this program. Access to the qualitative and quantitative library resources must be appropriate for the proposed program and should meet recognized standards for study at a particular level or in a particular field where such standards are available. Adequacy of electronic access, library facilities, and human resources to service the proposed program in terms of students and faculty will be considered. (300 word limit)
	<i>Fortunately, the University of Kentucky has a great library with many, many resources available online. UK also has Distance Learning Library Services (DLLS) to support students. Links to DLLS and the distance learning librarian (Carla Cantagallo) are included on every course syllabus.</i>
12d	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)
	<i>As this is an online program, there is no need for classroom and laboratory space. There will be need to produce high quality instructional materials. The Faculty Media Depot on campus is expanding to help meet these needs. The degree has a coach and instructional designer, Kelley Cruse, to work with us to utilize these campus resources effectively.</i>
<b>13. Demand and Unnecessary Duplication</b>	
13a*	Provide justification and evidence to support the need and demand for this proposed program. Include any data on student demand, career opportunities at any level, or any recent trends in the discipline that necessitate a new program. (300 word limit) <ul style="list-style-type: none"> <li>• This evidence is typically in the form of surveys of potential students and enrollments in related programs at the institution.</li> <li>• Anecdotal evidence is insufficient. Demonstrate a systematic collection of data, thorough study of the data, and a reasonably estimated student demand for the program.</li> <li>• Provide evidence of student demand at state and national levels.</li> </ul>
	<i>The program would help CPE's Kentucky 60x30 Goal. To meet this goal an additional 300,000 Kentuckians will need to earn degrees between 2015 and 2030. This is an ambitious goal that will require the work of many programs at many colleges and universities. The online General Business degree will help with this goal and provide more skilled and productive workers to the workforce.</i>  <i>The US Small Business Administration reports that 44.1% of Kentucky employees are employed by small businesses. The largest share of these employees are employed by firms with fewer than 100 employees. A general business degree provides a good background for employees in small businesses that need to be familiar with several disciplines or even have jobs that require work across several business disciplines.</i>  <i>A Burning Glass market analysis for the CIP code 52.0201 shows that there were 12,719 job postings for graduates in these areas in the last 12 months in Kentucky. It expects steady and continued growth in the number of these jobs.</i>
13b	Clearly state the degree completion requirements for the proposed program. (150 word limit)
	<i>The degree requires 120 hours. The first two years of the degree can be completed at Kentucky community colleges where the UK Core and pre-major courses are available. Note that the UK Core, and pre-major requirements for this new major are almost identical to those of our existing majors. The degree will be completed at UK by taking the College Core, the major classes and CIS 300 (the GCCR requirement). Once a student has started the program, a maximum of 3 credits may be transferred in to complete the program.</i>

<sup>18</sup> Please contact OSPIE ([OSPIE@L.uky.edu](mailto:OSPIE@L.uky.edu)) for more information.

**PROPOSAL FOR NEW UNDERGRADUATE DEGREE PROGRAM**

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)		
	<p><i>This program is a completer program, so we would need students that have completed the first two years of the curriculum. We are in contact with KCTCS work with them to make a seamless transition from the first two years to the second two years. Note that the UK Core and the pre-major requirements for this new major are almost identical to those of our existing majors, so all of these courses are currently being offered by KCTCS. Another source of students will be from Project Graduate. There are over 700 students that have previously enrolled at UK that made significant progress in coursework and were business school majors or pre-majors in good academic and financial standing.</i></p>		
13e	Describe the student recruitment and selection process. (300 word limit)		
	<p><i>The Gatton College of Business and Economics already has a staff that recruits business students to the college. This degree will be expand the set of offerings to prospective students they contact via media, visits to high schools, campus visits to UK, electronically, etc. We will also hire a new recruiter specifically for the online General Business degree. We'll work with KCTCS to promote taking the first two years of classes at Kentucky community colleges before moving the UK to complete the online General Business degree.</i></p> <p><i>UK is also launching a general online initiative and web page that will recruit students to all UK online programs.</i></p> <p><i>We will work with Project Graduate to identify and contact students from their database interested in completing a business degree at UK.</i></p> <p><i>In addition to relating the various advantages of a UK online General Business degree, we will also have a conversation about the nature of online degrees. Online degrees provide much more flexibility for students. Online students have much more freedom to choose when, where and how they study than traditional students. This is a great benefit for many. With these benefits come some additional responsibilities. Online students must be planners and time managers. It is the student twhot decides the when and the where of engaging in the courses. Students that struggle with these responsibilities are likely to struggle with an online degree program and may be better suited to a program with less flexibility that is traditionally delivered.</i></p> <p><i>Selection for admission will work in a similar way to our existing degrees (see answer to 10b).</i></p>		
13f*	Specify any distinctive qualities of the proposed program. (300 word limit)		
	<p><i>This program is a focused set of classes aimed at students interested in working in small businesses. Online delivery of the degree means that students have much more flexibility to manage their studies around work or other life events.</i></p>		
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)		
	<p><i>We do not currently offer a broad undergraduate degree. By offering this degree students looking for it will not have to go elsewhere. Further, prospective students that have job or family obligations that do not allow them to move to Lexington to complete a degree can complete the degree online.</i></p> <p><i>The Project Graduate database of undergraduate students that left UK after completing courses towards a business degree is over 700. This degree is an attractive option for these students to complete a UK business degree.</i></p>		
13h	Use table below to estimate student demand for the first five years following implementation.		



**PROPOSAL FOR NEW UNDERGRADUATE DEGREE PROGRAM**

	Academic Year	# Degrees Conferred	Majors (headcount) Fall Semester	
	2019 - 2020	0	10	
	2020 - 2021	9	34	
	2021 - 2022	21	71	
	2022 - 2023	43	118	
	2023 - 2024	64	164	
13i	Clearly describe all evidence justifying a new program based on changes in the academic discipline or other academic reasons. (300 word limit)			
	<p><i>We are offering a broader degree (General Business) at the undergraduate level to fill out the palette of degree choices for students. With a similar motivation at the graduate level, we are expanding the degree choices by complementing our broad MBA degree with discipline-specific degrees (like the MS in Finance or the MS in Supply Chain).</i></p> <p><i>Many other schools like UK already offer a broad degree in business. For example, of the other 13 SEC schools, 10 of them offer a broad business degree and half of those are general business degrees.</i></p>			
13j	Has the Council on Postsecondary Education identified similar programs?		Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
	(Please contact OSPIE ( <a href="mailto:OSPIE@L.uky.edu">OSPIE@L.uky.edu</a> ) for help with this question.)			
	If "Yes," the following questions (5h1 – 5h5) must be answered.			
(1)	Does the program differ from existing programs in terms of curriculum, focus, objectives, etc.? (150 word limit)		Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
	<p>If "Yes," explain: <i>The other state general business programs give students a wide choice of courses to take after the college requirements to complete their general business degrees This does provide a lot of flexibility for students taking the degree. Our program targets a specific set of classes designed to give students significant exposure to all our business school disciplines with emphasis on employment in small businesses. There is very little overlap in curriculum with our post-college core classes compared to the other general business degrees offered in-state. In fact, many of the variations at each institution would share no common courses with our post-college core curriculum. The other general business degrees listed in the 52.0101 and 52.0201 inventories are Eastern Kentucky University, Morehead State University, Murray State University and Northern Kentucky University.</i></p>			
(2)	Does the proposed program serve a different student population (e.g., students in a different geographic area or nontraditional students) from existing programs? (150 word limit)		Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
	<p>If "Yes," explain: <i>Project Graduate students that have previously enrolled at UK and earned credits toward a UK business degree would be one student segment that would differ from other existing programs.</i></p>			
(3)	Is access to existing programs limited? (150 word limit)		Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
	If "Yes," explain:			
(4)	Is there excess demand for existing programs? (150 word limit)		Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
	<p>If "Yes," explain: <i>To satisfy the CPE's Kentucky's 60x30 Goal an additional 300,000 Kentuckians will need to earn degrees between 2015 and 2030. A goal this ambitious will require graduates in many areas from many institutions. The annual undergraduate degrees produced will need to increase from 22,608 in 2015 to 28,599 in 2030 (an increase of 26.5%). Students with a General Business degree would particularly help expand a flexible, skilled workforce.</i></p>			
(5)	Will there be collaboration between the proposed program and existing programs? (150 word limit)		Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>

**PROPOSAL FOR NEW UNDERGRADUATE DEGREE PROGRAM**

	If “yes,” explain the collaborative arrangements with existing programs. If “no,” explain why there is no collaboration with existing programs.		
	<i>As this is a completer degree, we have begun work with KCTCS to set up a pathway guide where students complete the first two years of the curriculum at a Kentucky community college and have a seamless transition to complete the remaining two years in the online Business degree at UK.</i>		
13k*	Are there similar programs in other <a href="#">Southern Regional Education Board (SREB)</a> states in the nation?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
	If “Yes,” please answer the questions below to demonstrate why this proposed program is needed in addition to the one(s) currently in existence.		
13k.i*	Identify similar programs in other SREC states and in the nation.		
	Most flagship state institutions have some sort of broad business degree. These broad degrees are split roughly 50-50 between general business and business administration. Examples of SREB schools with a degree in general business include Florida, Mississippi, Alabama, LSU, Arkansas and West Virginia.		
13k.ii*	Does the program differ from existing programs in terms of curriculum, focus, objectives, etc.?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
	If “Yes,” explain. (300 word limit)		
	The other SREB general business programs give students a wide choice of courses to take after the college requirements to complete their general business degrees. Our program targets a specific set classes designed to give students significant exposure to all our business school disciplines with emphasis on employment in small businesses. In this sense it is a more focused degree.		
13k.iii*	Does the proposed program serve a different student population (e.g., students in a different geographic area and non-traditional students) from existing programs?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
	If “Yes,” explain. (300 word limit)		
	While much of the student population would be similar, a segment that would be different would be the Project Graduate students that have already earned significant credit in the UK business curriculum.		
13k.iv*	Is access to existing programs limited?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
	If “Yes,” explain. (300 word limit)		
13k.v*	Is there excess demand for existing similar programs?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
	If “Yes,” explain. (300 word limit)		
13k.vi*	Will there be collaboration between the proposed program and existing programs?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
	If “No,” explain. (300 word limit)		
13l	Would your institution like to make this program available through the <a href="#">Academic Common Market</a> <sup>19</sup> ?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
13m	Clearly describe evidence of employer demand or discipline needs. 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		

<sup>19</sup> Please contact OSPIE ([OSPIE@L.uky.edu](mailto:OSPIE@L.uky.edu)) for more information.



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	<p>having alternative existing credentials and employers' willingness to pay higher salaries to graduates of the proposed program. (300 word limit)</p> <p><i>Burning Glass data for CIP code 52.0201 reports the number of job postings in Kentucky was 12,719. The projected growth in postings between 2018 and 2026 is business analysis (19.4%), sales managers (12.7%), client support and sales (18.4%), operations managers (17.6%), general managers (17.3%), office and building administration (23.7%), and customer service managers (23.2%).</i></p>
13n*	<p>Describe the types of jobs available for graduates, average wages for these jobs, and the number of anticipated openings for each type of jobs at the regional, state, and national levels.</p> <p><i>Burning Glass data for CIP code 52.0201 includes the following occupations (with average wage in parentheses): business analysis (\$76,441), sales managers (\$75,441), client support and sales (63,380), operations managers (\$66,072), general managers (\$73,394), office and building administration (\$54,658), and customer service managers (\$60,278). The number of job postings for the CIP code 52.0201 in Kentucky in the last 12 months was 12,719. States with the highest number of job postings in this CIP code include California (252,673), Texas (133,296), New York (111,051), Illinois (72,414) and Florida (70,808).</i></p>
<b>14. Assessment and Oversight</b>	
14a	<p>Describe <i>program</i> evaluation procedures for the proposed program. These procedures may include evaluation of courses and faculty by students, administrators, and departmental personnel as appropriate. Program review procedures shall include standards and guidelines for the assessment of student outcomes implied by the program objectives and consistent with the institutional mission. (300 word limit)</p> <p><i>The Gatton College of Business and Economics is accredited by the Association to Advance Collegiate Schools of Business (AACSB). As part of the accreditation process that takes place every five years, all academic programs are reviewed to ensure that standards of quality and alignment with workforce needs are met. For each program, the college is required to demonstrate that relevant and appropriate learning goals have been identified and have been assessed on a regular basis to ensure students are meeting these goals. If not, the college has processes in place to identify steps for improvement. These goals are assessed annually within a three-year cycle in accordance with university requirements.</i></p> <p><i>As a basic tenant of this review, all programs must capture “input from key business school stakeholders” and must be “influenced by assurance of learning results, new developments in business practices and issues” and “revision of mission and strategy that relate to new areas of instruction” (2013 Eligibility Process and Accreditation Standards for Business Accreditation, pgs. 32-33). The college must demonstrate that curricular improvements have been made based on the assurance of learning (assessment) process.</i></p> <p><i>All Gatton academic programs participate in the University’s periodic program review, which includes a review of program curricula and assurance of learning/obtaining the learning goals outlined by each academic program.</i></p>
14b*	<p>Describe how each program-level student learning outcome will be assessed and how assessment results will be used to improve the program. (300 word limit)</p> <p><i>All programmatic learning outcomes are assessed within a three-year cycle per university requirements. Each year, at least one learning outcome (usually several) is assessed for each academic program. Course instructors assess the learning outcome(s) tied to their courses through the most appropriate assessment method based on the course and learning outcome. These methods may include embedded questions on an exam, team projects/presentations, case studies or other written assignments. Faculty within each department identify the target/benchmark that assessment results should meet based on national standards or previous data collections.</i></p> <p><i>Course instructors submit an assessment report, including results of the assessment itself, an interpretation of the results and suggestions for improvement if the target/benchmark was not met. The Gatton Office of Assessment and Accreditation provides oversight and assistance to faculty for the assessment process, including the submission of reports to the University central assessment office. Completed reports, along with feedback from the central assessment office are then reviewed by the college undergraduate studies</i></p>

**PROPOSAL FOR NEW UNDERGRADUATE DEGREE PROGRAM**

*committee (USC), which oversees all curricular management and changes for the undergraduate programs. The USC will then recommend changes to the college/departmental faculty, as needed.*

**15. Cost and Funding of the Proposed Program<sup>20</sup>**

15a	Will this program require additional resources?	Yes <input checked="" type="checkbox"/>	No <input 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>This program won one of the RFP awards for new online programs at UK. As part of the award, we will receive \$100,000 in seed money from the Provost to help develop the program.</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. Note whether the program is predicted to: increase retention rates; increase revenue; attract a new pool of students; meet employment needs in the state; feed into fields that have been shown to be beneficial to the economic needs of the state, etc. (300 word limit)		
	<i>See the budget estimate below. This degree does not require any additional state funds. The university and the college will pay the investment costs and the operating costs. These estimates show that the program will recover the investment costs in less than three years. The internal rate of return for the five-year period is over 90%. There is a revenue share agreement between the university and the colleges that will enable the college to hire additional faculty and staff to support the program from the program revenues.</i>		

**16.\* 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.)**

<b>Total Resources Available from Federal Sources</b>	1 <sup>st</sup> Year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	4 <sup>th</sup> Year	5 <sup>th</sup> Year
New					
Existing					
Narrative/Explanation:					
<b>Total Resources Available from Other Non-State Sources:</b>	1 <sup>st</sup> Year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	4 <sup>th</sup> Year	5 <sup>th</sup> Year
New					
Existing					
Narrative/Explanation:					
<b>State Resources</b>	1 <sup>st</sup> Year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	4 <sup>th</sup> Year	5 <sup>th</sup> Year
New					
Existing					
Narrative/Explanation:					

<sup>20</sup> For questions about cost and funding of the program, please contact your department chair, business officer, or associate dean for academic affairs.

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<b>Internal</b>	1 <sup>st</sup> Year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	4 <sup>th</sup> Year	5 <sup>th</sup> Year
(New) Allocated Resources					
(Existing) Reallocated Resources					
Narrative/Explanation:					
<b>Student Tuition</b>	1 <sup>st</sup> Year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	4 <sup>th</sup> Year	5 <sup>th</sup> Year
New	133426	\$459,834	\$1,006,169	1707136	2447765
Existing					
Narrative/Explanation:	<i>Upper division undergraduate tuition in 2018/2019 is \$12,420 per year. Assume 3% growth in tuition every year. Fees approximately \$100 per 3 credit class.</i>				
<b>Total Funding Sources</b>	1 <sup>st</sup> Year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	4 <sup>th</sup> Year	5 <sup>th</sup> Year
<u>Total</u> New	133426	459834	1006169	1707136	2447765
<u>Total</u> Existing					
<b>17. Breakdown of Program Expenses/Requirements<sup>4</sup></b>					
<b>(Please note – all the fields in number 17 are required for the CPE’s pre-proposal form.)</b>					
<b>Staff: Executive, Administrative &amp; Managerial</b>	1 <sup>st</sup> Year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	4 <sup>th</sup> Year	5 <sup>th</sup> Year
New					
Existing	\$40,000	\$40,000	\$40,000	\$40,000	\$40,000
Narrative/Explanation:	<i>Pay and course release for program director.</i>				
<b>Faculty</b>	1 <sup>st</sup> Year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	4 <sup>th</sup> Year	5 <sup>th</sup> Year
New		\$24,000	\$24,000	\$24,000	\$24,000
Existing	\$72,000	\$108,000	\$108,000	\$126,000	\$141,000
Narrative/Explanation:	<i>Instructional cost of approximately \$12,000 per course. The six courses in the college core go online in the first year. All courses are online thereafter. Starting in the second year we will hire two faculty that teach one course each for the program. The cost of our share of the new faculty will be approximately \$12,000 per course.</i>				
<b>Student Employees</b>	1 <sup>st</sup> Year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	4 <sup>th</sup> Year	5 <sup>th</sup> Year
New					
Existing					
Narrative Explanation/Justification:					
<b>Equipment and Instructional Materials</b>	1 <sup>st</sup> Year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	4 <sup>th</sup> Year	5 <sup>th</sup> Year
New	\$210,000	\$160,000	\$80,000	\$100,000	\$100,000
Existing					
Narrative Explanation/Justification:	<i>This includes the cost to develop new online materials/courses and resources to support online production of curriculum above and beyond existing resources like the Faculty Media Depot. Development of new online content the first two years will</i>				

**PROPOSAL FOR NEW UNDERGRADUATE DEGREE PROGRAM**

	<i>be costly. After that, redevelopment of the online materials will be less costly and be done on a three-year rolling schedule.</i>				
<b>Library</b>	1 <sup>st</sup> Year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	4 <sup>th</sup> Year	5 <sup>th</sup> Year
New					
Existing					
Narrative Explanation/Justification:					
<b>Contractual Services</b>	1 <sup>st</sup> Year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	4 <sup>th</sup> Year	5 <sup>th</sup> Year
New					
Existing					
Narrative Explanation/Justification:					
<b>Academic and/or Student Services</b>	1 <sup>st</sup> Year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	4 <sup>th</sup> Year	5 <sup>th</sup> Year
New	\$180,000	\$180,000	\$180,000	\$180,000	\$180,000
Existing					
Narrative Explanation/Justification:	<i>We will hire an additional advisor that specializes in advising online students. There will also be an additional recruiter and an employer relations staff person.</i>				
<b>Other Support Services</b>	1 <sup>st</sup> Year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	4 <sup>th</sup> Year	5 <sup>th</sup> Year
New	\$25,000	\$15,000	\$15,000	\$15,000	\$15,000
Existing					
Narrative Explanation/Justification:	<i>These costs are to market the program.</i>				
<b>Faculty Development</b>	1 <sup>st</sup> Year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	4 <sup>th</sup> Year	5 <sup>th</sup> Year
New					
Existing	3				
Narrative Explanation/Justification:					
<b>Assessment</b>	1 <sup>st</sup> Year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	4 <sup>th</sup> Year	5 <sup>th</sup> Year
New					
Existing					
Narrative Explanation/Justification:	<i>We have an existing assessment process. The process for this program will be the same. It does not require hiring additional staff.</i>				
<b>Other</b>	1 <sup>st</sup> Year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	4 <sup>th</sup> Year	5 <sup>th</sup> Year
New					
Existing					





## Childs, Paul

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**From:** Weber, Annie  
**Sent:** Wednesday, November 21, 2018 10:49 AM  
**To:** Childs, Paul  
**Cc:** OSPIE; Conatser, Trey; Cruse, Kelley  
**Subject:** New UK Undergraduate Degree Proposal - General Business  
**Attachments:** Supplemental Substantive Change Form\_Faculty Courses\_Fillable.pdf

Dear Paul,

Thank you for your NOI submission regarding the proposed new undergraduate degree in **General Business (52.0201)**

My email will serve 2 purposes: 1.) Next steps for SACSCOC, and 2.) Verification and notification that you have contacted the Office of Strategic Planning and Institutional Effectiveness (OSPIE)—a Senate requirement for proposal approval.

1. **Next steps for SACSCOC:** Unknown at this time
2. **Verification that OSPIE has reviewed the proposal:** Based on the proposal documentation presented and Substantive Change Checklist, the proposed program changes (refer to list below) **we cannot determine** if this is a substantive changes as defined by University or SACSCOC, the university's regional accreditor. Therefore, the Office of Strategic Planning & Institutional Effectiveness requests that you complete the attached **Supplemental Substantive Change Form** at this time. If need assistance with the supplemental form, please let me know. After the form is returned and OSPIE has made a determination, then your proposed program change(s) may move forward in accordance with college and university-level approval processes.

List of Proposed Change(s):

- Initiate new undergraduate degree in General Business

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

Annie

### Annie Davis Weber, Ed.D.

Assistant Provost for Strategic Planning & Institutional Effectiveness  
SACSCOC Accreditation Liaison

University of Kentucky  
355B Patterson Office Tower  
Lexington, KY 40506

Phone: (859) 257-1962  
Email: [ann.weber@uky.edu](mailto:ann.weber@uky.edu)

October 29, 2018

Kathi Kern  
Center for the Enhancement of Learning &  
Teaching (CELT)  
518 King Building  
179 Funkhouser DR.  
Lexington, KY 40506-0039

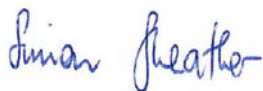
Dear Dr. Kern:

The General Business degree is a broader degree than the existing undergraduate majors in the Gatton College of Business and Economics. Currently, Gatton offers several specialized degrees (accounting, economics, finance, management and marketing). Thus, this new major complements the existing majors and would appeal to students interested in smaller or family-run firms where employees need a broader background in the various business disciplines.

Attached please find an Excel spreadsheet with the detailed list of costs for the program. The college will support the costs of this program. After two years we expect the program to be self-supporting.

Thank you for your consideration.

Sincerely,



Simon Sheather  
Dean, Gatton College

Cc: Nicole Jenkins, Executive Associate Dean  
Paul Childs, Department Chair, Economics



<b>Revenues</b>	<b>2019/2020</b>	<b>2020/2021</b>	<b>2021/2022</b>	<b>2022/2023</b>	<b>2023/2024</b>
New Junior Transfers in the Major	10	25	50	75	100
New Tuition Revenue	\$ 127,926	\$ 441,409	\$ 966,981	\$ 1,642,511	\$ 2,357,703
Fee Revenue	\$ 5,500	\$ 18,425	\$ 39,188	\$ 64,625	\$ 90,063
<b>Total Revenues</b>	<b>\$ 133,426</b>	<b>\$ 459,834</b>	<b>\$ 1,006,169</b>	<b>\$ 1,707,136</b>	<b>\$ 2,447,765</b>

## **Expenditures**

### **Faculty**

Faculty costs	\$ 72,000	\$ 132,000	\$ 132,000	\$ 132,000	\$ 132,000
TA support				\$ 18,000	\$ 33,000
Course development costs	\$ 150,000	\$ 100,000	\$ 20,000	\$ 40,000	\$ 40,000
<b>Total Faculty</b>	<b>\$ 222,000</b>	<b>\$ 232,000</b>	<b>\$ 152,000</b>	<b>\$ 190,000</b>	<b>\$ 205,000</b>

### **Staff**

Program Director	\$ 20,000	\$ 20,000	\$ 20,000	\$ 20,000	\$ 20,000
(course buyout)	\$ 20,000	\$ 20,000	\$ 20,000	\$ 20,000	\$ 20,000
Additional Advisors	\$ 60,000	\$ 60,000	\$ 60,000	\$ 60,000	\$ 60,000
Recruiter	\$ 60,000	\$ 60,000	\$ 60,000	\$ 60,000	\$ 60,000
Employer Relations	\$ 60,000	\$ 60,000	\$ 60,000	\$ 60,000	\$ 60,000
Technology Help	\$ 60,000	\$ 60,000	\$ 60,000	\$ 60,000	\$ 60,000
<b>Total Staff</b>	<b>\$ 280,000</b>	<b>\$ 280,000</b>	<b>\$ 280,000</b>	<b>\$ 280,000</b>	<b>\$ 280,000</b>

### **Projected Operating Expense**

Marketing Costs	\$ 25,000	\$ 15,000	\$ 15,000	\$ 15,000	\$ 15,000
<b>Total Current Operating</b>	<b>\$ 25,000</b>	<b>\$ 15,000</b>	<b>\$ 15,000</b>	<b>\$ 15,000</b>	<b>\$ 15,000</b>

<b>Total Expenses</b>	<b>\$ 527,000</b>	<b>\$ 527,000</b>	<b>\$ 447,000</b>	<b>\$ 485,000</b>	<b>\$ 500,000</b>
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<b>Total Net Revenues</b>	<b>\$ (393,574)</b>	<b>\$ (67,166)</b>	<b>\$ 559,169</b>	<b>\$ 1,222,136</b>	<b>\$ 1,947,765</b>
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**Childs, Paul**

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**From:** Sheather, Simon  
**Sent:** Monday, December 17, 2018 10:36 AM  
**To:** B&E Faculty  
**Subject:** Results of last week's online vote

Colleagues,

Thank you to all those who participated in last week’s online vote. As you can see from the detailed results below, there was very strong support for each of the proposals under consideration.

Sincerely,

Simon



**Simon J. Sheather**  
Dean  
Gatton College of Business & Economics

Melissa Richards  
Executive Assistant  
859-257-8939  
[Melissa.richards@uky.edu](mailto:Melissa.richards@uky.edu)

University of Kentucky  
Gatton College  
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The Undergraduate Studies Committee moves to approve:

- 1. Proposed updates to course titles and descriptions: AN 300, 306, 324, 420G, and 450G  
100% approve      0% disapprove
- 2. Proposed Business Analytics  
Minor disapprove      100% approve      0%

The Undergraduate Studies Committee moves to approve:

- 1. Online delivery of MGT 292  
disapprove      100% approve      0%
- 2. Proposed updates to ACC 221 course description and credit hours (from 2-credit hour to 3-credit hour)  
100% approve      0% disapprove
- 3. Proposed Undergraduate Certificate in Business  
97% approve      3% disapprove

The Undergraduate Studies Committee moves to approve:

1. Proposed new courses: ACC 356, 357, 457; FIN 357, 358,  
359 100% approve 0%  
disapprove

2. Proposed Undergraduate Certificate in Financial  
Planning 100% approve 0% disapprove

The Undergraduate Studies Committee moves to approve:

1. Proposed new courses: ACC 360 and FIN  
310 98% approve 2% disapprove (ACC 360)  
100% approve 0% disapprove (FIN 301)

2. Online delivery of: ECO 391, FIN 300, MGT 340, ECO 311, MGT 410, ACC  
201 100% approve 0% disapprove (except for FIN 300 98% approve 2%  
disapprove)

3. Proposed Online General Business  
degree 93% approve 7% disapprove

December 4, 2018

To: Paul Childs  
Chair, Department of Finance and Quantitative Methods

From: Urton Anderson  
Director, School of Accountancy



Digitally signed by Urton  
Anderson  
Date: 2018.12.05 00:14:18 -05'00'

The School of Accountancy approves the use of an online version of ACC 360 in the online general business degree (BSBA). ACC 360 is a new course that was passed by the School of Accountancy and includes approval for online delivery in its December 4 2018 faculty meeting. Approval was unanimous.

seeblue.



Gatton College of  
Business and Economics  
Department of Economics

Monday, December 3, 2018

To: Paul Childs  
Chair, Ad Hoc Undergraduate Online General Business Degree


From: William Hoyt   
Chair, Department of Economics

Paul,

On December 3, 2018, the faculty of the Department of Economics approved the use of the online versions of ECO 391 and ECO 311 in the online general business degree (BSBA). Both courses are currently in the approval process to become online courses.

December 4, 2018

To: Nicole Jenkins  
Executive Associate Dean for Administration, Faculty and Research

From: Paul Childs   
Chair, Department of Finance and Quantitative Methods

Digitally signed by Paul Childs  
DN: cn=Paul Childs, o=University  
of Kentucky, ou=Department of  
Finance and Quantitative Methods,  
email=pchildsk@uky.edu, c=US  
Date: 2018.12.04 18:22:21 -0500

The Department of Finance and Quantitative methods approves the use of online versions of FIN 300 and FIN 310 in the online general business degree (BSBA). FIN 300 is an existing course that the department recently approved for online delivery. FIN 310 is a new course that has been passed by the Department of Finance and Quantitative Methods and includes approval for online delivery.

see blue.

December 4, 2018

To: Paul Childs  
Chair, Department of Finance and Quantitative Methods

From: Dan Brass  
Chair, Department of Management

The Department of Management approves the use of the online versions of MGT 301, MGT 340 and MGT 410 in the online general business degree (BSBA). These are existing courses and we are in the approval process for online delivery.

Daniel J.  
Brass

Digitally signed by Daniel J. Brass  
DN: cn=Daniel J. Brass,  
o=University of Kentucky,  
ou=Department of Management,  
email=dbrass@uky.edu, c=US  
Date: 2018.12.05 09:02:20 -05'00'

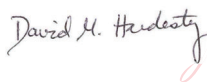
see blue.

December 4, 2018

To: Paul Childs  
Chair, Department of Finance and Quantitative Methods

From: David Hardesty  
Chair, Department of Marketing and Supply Chain

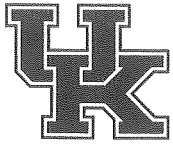
The Department of Marketing and Supply Chain approves the use of online versions of MKT 300 and MKT 315 in the online general business degree (BSBA). MKT 300 is an existing course with online approval and MKT 315 has been approved at the college for as a new course for online delivery.



DN: cn=David Hardesty, o=University  
of Kentucky, ou=Gatton Business and  
Economics,  
email=david.hardesty@uky.edu, c=US  
Date: 2018.12.05 11:10:41 -05'00'

see blue.





University of Kentucky  
College of Communication  
and Information  
© School of Information Science

January 10, 2019

Rena M. Keath  
Director Assessment and Accreditation  
Gatton College of Business and Economics  
University of Kentucky  
CAMPUS

Dear Dr. Keath:

As Director of the School of Information Science, I write in support of the proposed new undergraduate general business administration degree program the Gatton College of Business and Economics is planning. Our School is supportive of these additional new students completing CIS 300 Strategic Business and Professional Communication to satisfy their Graduation Composition & Communication Requirement.

Sincerely,

A handwritten signature in black ink, appearing to read 'Jeffrey T. Huber'.

Jeffrey T. Huber  
Director and Professor

seeblue.

4d

<b>NAME</b>	<b>COURSES TAUGHT</b>	<b>ACADEMIC DEGREES AND COURSEWORK</b>	<b>OTHER QUALIFICATIONS</b>
Holly Hapke (F)	MKT 300 - Marketin Management (3 credits)	MBA, Tarleton State University	Currently teaches this course in the
Anita Lee-Post (F)	AN 300 - Introduction to Business Analytics (3 credits)	PhD, Information Systems and Operations Management, University of Iowa	Currently teaches this course in the college core.
Paul Childs (F)	FIN 300 - Corporation Finance (3 credits)	PhD, Finance, University of Wisconsin	
Alejandro Dellachiesa (F)	ECO 391 - Economic and Business Statistics (3 credits)	PhD, Economics, University of Tennessee-Knoxville	
Jack Kern (F)	MGT 301 - Business Management (3 credits)	MBA, University of Kentucky	Currently teaches this course in the
Rebecca Davis (F)	MGT 340 - Ethical and Regulatory Environment (3 credits)	JD, University of Kentucky	Currently teaches this course in the
Tom Lewis (F)	ACC 360 - Accounting and Tax for Small Business (3 credits)	J.D.,University of Kentucky, MBA University of Kentucky	
Huiwen Lian (F)	MGT 410 - Analysis of Organizational Behavior (3 credits)	PhD, Industrial/Organizational Psychology, University of Waterloo	
Andrew Grimes (F)	MKT 315 - Digital Marketing Stratety Creation (3 credits)	MBA, University of Kentucky	

**UNIVERSITY OF KENTUCKY**  
**GATTON COLLEGE OF BUSINESS AND**  
**ECONOMICS**

**STUDENT LEARNING OUTCOMES**

Bachelor of Science in Business Administration (BSBA)

## 1. Introduction

### **Assessment Plan for Bachelor of Science in Business Administration, College of Business and Economics**

#### ***Unit Mission Statement:***

The Unite home for this degree will be College of Business and Economics. The College mission statement states:

The Gatton College of Business and Economics is focused on enriching people's lives by creating and disseminating intellectual capital through excellence in teaching, research and engagement. The Gatton College's intellectual domains within the University are the intellectual disciplines of business and economics.

Across these disciplines the College:

- Expands knowledge through research, scholarship and creative activity
- Facilitates learning, informed by scholarship and research
- Serves a global community by disseminating, sharing and applying knowledge
- Promotes human and economic development that improves lives within Kentucky's borders and beyond.

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

All outcomes will be assessed within a three-year cycle, using direct and indirect methods. Please see attached Curriculum Map and Artifact Map.

#### ***Definition of Key Terms:***

*Assessment:* A strategy for evaluating and improving student learning through a continuous, systematic process.

*Curriculum Map:* A visual depiction of how learning outcomes and/or professional standards are translated into individual courses taught within a program.

*Learning Outcomes:* Statements of learning expectations.

*Indirect Evidence:* Data from which you can make inferences about learning but do not demonstrate actual learning, such as perception or comparison data. Includes, but is not limited to: surveys, focus groups, exit interviews, grades, and institutional performance indicators.

*Direct Evidence:* Students show achievement of learning goals through performance of knowledge and skills. Includes, but is not limited to: capstone experiences, portfolios, and substantial course assignments that require performance of learning.

## 2. Assessment Oversight, Resources

Data are collected by the instructors through either embedded questions on exams and/or quizzes or from other written assignments. These items are scored based on the Learning Outcomes (see below) the courses were assigned to assess. To have sufficient data, at least 40% of all students in each course must be assessed. These data are then summarized into percentages and is included in the class assessment reports. Those with a 90% or above are considered Exemplary, 70-89% scores are Proficient, and 69% and below are Deficient. Each instructor reviews their class-specific data and records their conclusions. Lastly, they describe how they plan to improve students' mastery of the learning goal moving forward.

The reports are then sent to the Gatton Office of Assessment. Data are aggregated for the year across multiple sections of courses by learning goal. These annual summaries are reviewed by the Undergraduate Studies Committee where the College's continuing strengths and weaknesses are discussed. Plans to address weaknesses are generated, agreed upon and executed by this Committee.

## 3. Program-Level Learning Outcome

Learning Outcome 1: Critical Thinking

*Learning Objective: Students will demonstrate the ability to think creatively and/or strategically about business problems*

Learning Outcome 2: Identification of Ethical Issues

*Learning Objective: Students will demonstrate an appreciation of ethical and societal responsibilities*

Learning Outcome 3: Quantitative Reasoning Skills

*Learning Objective: Students will demonstrate analytical reasoning skills*

Learning Outcome 4: Communications Skills

*Learning Objective: Students will demonstrate strong written and/or oral communication skills*

#### 4. Curriculum Maps

##### College Core and Undergraduate Curriculum

Goals and Objectives				
Courses	Critical Thinking	Identification of Ethical Issues	Quantitative Reasoning	Communication Skills
CIS 300				X
AN 300		X	X	
ECO 391		X	X	X
FIN 300	X	X		
MGT 301		X		
MGT 340	X	X	X	
MKT 300		X		
ACC 360			X	
ECO 311	X	X		
FIN 310			X	
MGT 410	X	X		X
MKT 315		X		X

**\*Note: X indicates where the assessment of the goal will occur.**

#### 5. Assessment Methods and Measures

Direct Methods:

- Exams
  - Using a series of embedded questions that align with the learning outcomes the course is oriented toward.
  - This is the primary method for courses assessing LO1, LO2 and LO3.
- Written Paper with attached Rubrics
  - This is the primary method for courses assessing LO4.
- Group Projects with attached Rubrics
  - This is the primary method for courses assessing LO4.

Indirect Methods:

- Graduating Exit Surveys

#### 6. Data Collection and Review

Undergraduate Reporting Cycle				
Learning Goal	Stated Student Learning Outcome	Cycle	Academic Year	Reporting Year
Critical Thinking	Students will demonstrate the ability to think creatively and/or strategically about business problems	Year 1	2019-20	10/31/20
Identification of Ethical Issues	Students will demonstrate an appreciation of ethical and societal responsibilities	Year 2	2020-21	10/31/21
Quantitative Reasoning	Learning Objective: Students will demonstrate analytical reasoning skills	Year 3	2021-22	10/31/22
Communication Skills	Students will demonstrate strong written and/or oral communication skills	Year 3	2021-22	10/31/22

## **7. Assessment Cycle and Data Analysis**

Assessment of student learning takes place throughout the program and occurs in select courses. Program faculty will be asked to maintain records of course-level assessment. Program-level assessment data will only be gathered at summative points in the curriculum.

The program will follow a three-year cycle: one outcome assessed in Years 1 and 2, and two outcomes in Year 3. All student data will be gathered for the purpose of the program assessment. A minimum of 40% of all students enrolled in the identified course are to be assessed.

Results will be analyzed and reviewed with the Gatton College Undergraduate Studies Committee each year. Assessment reports will be completed by the end of each term, Spring and/or Fall) and submitted to the College's Office of Assessment. Final reports will be sent to the University's Assessment Office upon request.

## **8. Teaching Effectiveness**

All instructors will use the University Teacher Course Evaluation (TCE) process to be evaluated by their students each semester. Each instructor will be asked to provide a self-reflection which will include areas of improvement. The Department Chair will review the TCE results, any available peer review forms, and the self-reflection with the instructors and provide feedback to the instructor. This will occur on an annual basis.

## **9. What are the plans to evaluate students' post-graduate success?**

Our department will look at data provided by the Alumni Survey and will work with the Office of Strategic Planning and Institutional Effectiveness (OSPIE) to look at other possible methods.

## **10. Appendices-Required**

Sample rubrics for the above Learning Outcomes can be found in Appendix A.

		Goals and Objectives	
Courses	Critical Thinking	Identification of Ethical Issues	Quantitative Reasoning
CIS 300			
AN 300		X	X
ECO 391		X	X
FIN 300	X	X	
MGT 301		X	
MGT 340	X	X	X
MKT 300		X	
ACC 360			X
ECO 311	X	X	
FIN 310			X
MGT 410	X	X	
MKT 315		X	





(related to 2c) Based on the SLOs from question 2c, which components will be evaluated, i.e. course mapping? For each student learning outcome identify in which courses it is covered in the curriculum and note whether employers, students, alumni, and/or faculty outside of the program were involved in the development of student learning outcomes. (300 word limit).

Below are the courses identified where the assessments of student learning will take place. All Gatton undergraduates include a core list of learning outcomes based on the college's accreditation from AACSB. The college must address how and where students are achieving each of the skills below.

5e.

Goals and Objectives				
Courses	Critical Thinking	Identification of Ethical Issues	Quantitative Reasoning	Communication Skills
CIS 300				X
AN 300		X	X	
FIN 300	X	X		
MGT 340	X	X	X	

## Online General Business Degree

Year 1			
<u>Fall</u>	<u>Credit Hours</u>	<u>Spring</u>	<u>Credit Hours</u>
UK Core: CIS 110	3	UK Core: CIS 111	3
MA 109	3	UK Core: MA 123 <sup>2</sup>	4
UK Core <sup>1</sup>	3	UK Core <sup>1</sup>	3
UK Core <sup>1</sup>	3	UK Core <sup>1</sup>	3
UK Core <sup>1</sup>	3	UK Core <sup>1</sup>	3
	<u>15</u>		<u>16</u>
Year 2			
<u>Fall</u>	<u>Credit Hours</u>	<u>Spring</u>	<u>Credit Hours</u>
ECO 201	3	ECO 202	3
ACC 201	3	ACC 202	3
MA 162 <sup>2</sup>	3	UK Core: STA 296	3
Elective <sup>4</sup>	3	Elective <sup>4</sup>	3
Elective <sup>4</sup>	3	Elective <sup>4</sup>	3
	<u>15</u>	Transfer to UK <sup>3</sup>	<u>15</u>
Year 3			
<u>Fall</u>	<u>Credit Hours</u>	<u>Spring</u>	<u>Credit Hours</u>
FIN 300	3	MGT 301	3
MKT 300	3	MGT 340	3
AN 300	3	ECO 391	3
CIS 300	3	Elective <sup>4</sup>	3
Elective <sup>4</sup>	3	Elective <sup>4</sup>	3
	<u>15</u>		<u>15</u>
Year 4			
<u>Fall</u>	<u>Credit Hours</u>	<u>Spring</u>	<u>Credit Hours</u>
FIN 310	3	MKT 315	3
ECO 311	3	ACC 360	3
MGT 410	3	Elective <sup>4</sup>	3
Elective <sup>4</sup>	3	Elective <sup>4</sup>	3
Elective <sup>4</sup>	3	Elective <sup>4</sup>	3
<b>Apply for Graduation</b>	<u>15</u>	<b>Register for Commencement</b>	<u>15</u>

<sup>1</sup> UK Core must include one of each of the following course categories:

Inquiry: Arts and Creativity

Inquiry: Social Sciences

Inquiry: Natural, Physical, and Mathematical Sciences

Inquiry: Humanities

Global Dynamics

Community, Culture, Citizenship in the US

<sup>2</sup> MA 123 and 162 can be replaced with MA 113.

<sup>3</sup> Cumulative and Pre-major GPA of 2.7 is required for admission to the General Business program.

<sup>4</sup> KHP, MUP, MUC, and Military courses worth 1 credit hour will not count toward elective hours for graduation.

\*Total hours must be equal to or greater than 120 to qualify for graduation upon completion of required courses.

\*\*If adjustments to this plan are needed, consult an academic advisor to ensure that course sequencing remains intact.

Prefix and Number	Course Description (from the Bulletin or the most recent new/change course form)
CIS 110 (or 112)	Composition and Communication I is the introductory course in a two-course sequence designed to engage students in composing and communicating ideas using speech, writing, and visuals. Students will develop interpersonal communication, critical thinking, and information literacy skills by exploring what it means to be engaged, twenty-first century citizens. Students will practice composing, critiquing, and revising ideas based on personal experience, observation, and fieldwork in the community, culminating in several discrete projects using oral, written, and visual modalities.
CIS 111 (or 112)	Composition and Communication II is the advanced course in a two-course sequence designed to engage students in composing and communicating ideas using speech, writing, and visuals. In this course, students will work in small groups to explore issues of public concern using rhetorical analysis, engage in deliberation, compose conscientious and well-developed arguments, and propose viable solutions to different audiences. Students will sharpen their ability to conduct research; compose and communicate in spoken, written, and visual forms; and work effectively in teams through sustained interrogation of an issue. A significant component of the class will involve learning to use visual and digital resources both to enhance written and oral presentations and to communicate with public audiences.
ACC 201	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.
ACC 202	An introduction to the use of accounting data within an organization to analyze and solve problems and to make planning and control decisions.
ECO 201	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.
ECO 202	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.
MA 123 (or 113)	An introduction to differential and integral calculus, with applications to business and the biological and physical sciences.
MA 162	Finite mathematics with applications to business, biology, and the social sciences. Linear functions and inequalities, matrix algebra, linear programming, probability. Emphasis on setting up mathematical models from stated problems.

AN 300	This course introduces Business Analytics and its application to business problems in functional domains including Operations, Marketing, Management, etc. Students learn contemporary tools, models, and methods for developing and deploying descriptive, predictive, and prescriptive analytics approaches to solving such problems. This core course enables future in-depth knowledge of Business Analytics in advanced classes.
CIS 300	This communication intensive course prepares students for their careers by developing effective communication skills (integrated written, oral, and visual) applied specifically to today's technology-driven and global business environment. The course will focus on developing strong communication skills in interpersonal settings, on small group teams, and when delivering public presentations. Students will prepare cover letters, resumes, websites, and portfolios; develop effective interviewing skills in face-to-face and online environments; communicate effectively based on audience analysis in face-to-face and online settings; deliver effective formal public business presentations (informative and persuasive) based on audience analysis and using a variety of presentational aids that enhance the message; and learn to manage data, graphics, and a positive online presence (e.g., websites, blogs, social media outlets, email messages, and webinars). Prereq: Upper division status in accounting, analytics, communication, economics, finance, management, marketing, or permission from instructor. 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.
ECO 391	A survey of statistical techniques relevant to modern economics and business, with major emphasis on correlation and regression, Bayesian decision theory, index numbers, time series analysis, and forecasting models.
FIN 300	An introduction to the basic principles, concepts, and analytical tools in finance. Includes an examination of the sources and uses of funds, budgeting, present value concepts and their role in the investment financing and dividend decision of the corporate enterprise.
MKT 300	The literature and problems in the retail distribution of consumers' goods, wholesale distribution of consumers' goods, industrial goods, sales organizations, sales promotion and advertising, and price policies.
MGT 301	A study of planning, organizing and controlling; an interdisciplinary approach; actual decision-making cases.
MGT 340	This course focuses on ethical principles, the nature of the capitalist-collectivist continuum, government influence on business, and the responsibility of business to society. Topics to be considered include major approaches to ethical reasoning, antitrust law, social regulation, and the economic and social theories that undergird the concept of the social responsibility of business.
ACC 360	managing a small business. Students are exposed to important tax and legal considerations in deciding on the appropriate form for conducting business. This course also explores significant tax-related issues and rules for operating and expanding a small business.
ECO 311	owners and the interaction of such individual economic units in markets. We will study the role that prices play in guiding the allocation of resources in a market economy. To reinforce students' understanding of microeconomic theory, and also to demonstrate the relevance of particular theoretical concepts, we will include numerous real world situations as we apply each topic.

FIN 310	This course studies investments as broadly defined. Topics covered come from financial investments, corporate investments and personal finance.
MGT 410	This course draws on a variety of pedagogical sources – ranging from social psychological theories to in-depth case analyses and organizational simulations – to help students better manage the human and interpersonal challenges they confront in the contemporary workplace.
MKT 315	This course addresses the evaluation of a firm’s digital marketing strategy. The objective of the course is for students to understand the different approaches firms can use in developing a cohesive digital marketing strategy through content. Topics covered include the customer journey, search engine optimization, paid traffic, and social media marketing campaigns. Students will learn how to develop a comprehensive digital marketing content strategy.