PROPOSAL FOR NEW UNDERGRADUATE PROGRAM

University of Louisville
Institution Submitting Proposal

Bachelor of Science in Business Administration
Degree Designation as on Diploma

Management Major
Title of Proposed Degree Program

EEO Status

CIP Code   52.0201

Academic Unit (e.g. Department, Division, School)   Management Department

Name of Academic Unit   College of Business

Name of Program Director   Dr. Carl Maertz, Chair

Intended Date of Implementation   Fall 2020

Anticipated Date for Granting First Degrees   May 2022

Date of Governing Board Approval

Name, Title and Information of Contact Person   Dr. Lynn Boyd

                                                             Senior Associate Dean

                                                             College of Business

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Date of CPE Approval

Introduction

The Management Department is proposing a new Management Major to be offered by the Management Department in the College of Business at the University of Louisville. The proposed major includes the College of Business core courses, six required courses to be taught by the Management Department, three courses in an additional functional area of business, and a management internship.

The College of Business previously offered a Management Major, which was suspended in 2008. The reason for its suspension was the belief that it was too general and did not provide students with specific skills that would be immediately useful upon graduation. For that reason, it did not sufficiently prepare students for responsible and rewarding careers, which is a central component of the mission of the College of Business.

The revised Management Major addresses those concerns by providing more targeted course offerings in management, requiring functional knowledge another business discipline (e.g., accounting, finance, marketing, or computer information systems), and requiring an internship experience in management. These changes will provide students with knowledge and experience necessary to accelerate their professional success as managers.

At the time of its suspension in 2008, Management was the largest major in the College of Business, graduating nearly 150 students per year over the final five full years of enrollment. We expect the new major to reach a similar size over time, with two significant benefits to the University: The major will (a) allow numerous UofL business students whose interests and career aspirations are in management to pursue a better fitting major than is currently offered; and (b) attract students who currently do not enroll at UofL because we do not offer a management major.

Please see Appendix A for a letter of support from Dean Mooradian.

Evaluation Criteria

All actions in the approval of new programs for public institutions are subject to a stipulation regarding the program's ability to attain specified goals that have been established by the institution and approved by the Council on Postsecondary Education (the Council). At the conclusion of an appropriate period of time, the program's performance shall be reviewed by Council staff following criteria established in the Council's Academic Programs Policy.

A. Centrality to the Institution's Mission and Consistency with State's Goals

A program will adhere to the role and scope of the institution as set forth in its mission statement and as complemented by the institution's strategic plan.

1. List the objectives of the proposed program. These objectives should deal with the specific institutional and societal needs that this program will address.

   This major is intended to provide a path for students who are interested in becoming managers and want to focus their education on the practice of management. There are three key components of the proposed major that will help students achieve this goal: (a) Two of the required six courses in

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the proposed major focus on human resources management because a key part of the practice of management is people management; and (b) 9 required credit hours in another functional area of business will provide students with a targeted area of business expertise to allow them to gain a starting level position while having the management knowledge and skills necessary to move up in an organization; and (c) a required management internship will provide valuable real-world experience.

2. Explain how the proposed program relates to the institutional mission and strategic plan.

   The proposed program is consistent with the mission of the University of Louisville as outlined in the Mission Statement (http://louisville.edu/about/), particularly with regard to teaching diverse undergraduate students in order to develop engaged citizens and leaders. The proposed program also is consistent with the mission of the College of Business, which is to prepare students for responsible and rewarding careers, as well as to enhance the economic vitality of the city, the region, and the broader business community.

   More specifically the proposed program is designed to provide a high-quality educational opportunity to (a) serve existing students and attract new students with a major that will prepare them to be business leaders; (b) enhance the economic vitality of the city, region and business community by graduating career-ready professionals who can fill critical gaps in the talent pipeline; and (c) foster close collaborations with local businesses and not-for-profit organizations through internships and class projects .

3. Explain how the proposed program addresses the state's postsecondary education strategic agenda.

   The Commonwealth of Kentucky's 2016-2021 Strategic Agenda for Postsecondary and Adult Education (http://cpe.ky.gov/ourwork/documents/201621strategicagenda.pdf) lists three urgent priorities:

   a. Opportunity, Objective 3: Increase participation in postsecondary education.

      The proposed major could increase the number of degree seekers by offering a major that directly aligns with career ambitions (management) and that is geographically accessible (offered in Louisville). We expect the management major to be especially attractive for people already working in business careers in the Louisville Metro area and for low- to middle-income students in the area for whom postsecondary education would be more accessible if they could commute to school.

      In addition, there are many working adults in the community who started a business degree in the past and dropped out prior to completing their degree. Some of these mid-career professionals—especially those working in business or management roles—may be attracted to a management major and would consider returning to school to finish their degree.

   b. Success, Objective 6: Increase persistence and timely completion for all students at all levels.

The propsed management major provides a path to degree completion for students who have specific aptitude for and interest in the practice of management. For students who are interested in management as a future career, offering a major that is directly aligned with those interests and has immediate applicability for their planned career should increase persistence and timely degree completion.

    c.   Impact, Objective 9: Improve the career readiness and employability of postsecondary education graduates.

Management major graduates would be ready for and employable in a variety of careers – from being a manager in an existing organization, to running a family business, to starting their own business. They will develop the knowledge skills and abilities to manage people, manage projects, work collaboratively with others, and make and communicate data-driven decisions.

4.   Explain how the proposed program furthers the [statewide implementation plan](#).

Page 19 of "stronger by Degree" ([http://cpe.ky.gov/ourwork/documents/201621strategic agenda.pdf](http://cpe.ky.gov/ourwork/documents/201621strategicagenda.pdf)) documents the statewide implementation plan. Six policy objectives are detailed:

(a) Adequate funding: *To the extent that students currently enrolled in other business majors change to the proposed management major overall resource requirements for the College of Business will not change. As additional students enroll in the management major who would not otherwise have enrolled at UofL, incremental tuition revenue will more than cover increased instructional and other costs. Please see the financial model in the later part of this document for detail.*

(b) Accountability: *The accreditation of the proposed program will fall under the general Association to Advance Collegiate Schools of Business (AACSB) College of Business accreditation. We earned an extension of our accreditation for 2018-2024. Our next accreditation review is scheduled for AY 2023-24.*

(c) Outcomes-based funding: *We expect that offering a new management major will improve persistence to graduation for some students who enroll in the College of Business as undecided business majors and are not motivated to pursue as a major one of the other majors currently offered in the College. We also expect that some College of Business students who are currently enrolled in one of the other majors and would drop out before graduating may be sufficiently motivated by a management major to persist to graduation.*

(d) Measures of progress: *The [statewide implementation plan](#), p. 21, lists a set of State-Level Metrics. The metrics specifically addressed by this proposal are:*

    1) *Percent of recent Kentucky high school graduates entering postsecondary education within the state who met statewide readiness standards, and*
    2) *Percent of Kentuckians ages 25-64 enrolled in a Kentucky postsecondary institution*

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(e) Progress reports: *Progress reports will be based on the key metrics identified in part (d) above. Progress reports are anticipated to be generated annually.*

(f) Campus strategic plans: *The proposed program will meet several important components of the University of Louisville strategy (http://louisville.edu/graduatecatalog/mission-statement). More specifically the proposed program is designed to provide a high-quality educational opportunity to (a) serve existing students; (b) attract new students; (c) serve hiring needs of local businesses; and (d) foster close collaborations with local businesses through internships and class projects based on real business problems.*

B. Program Quality and Student Success

The curriculum should be structured to meet the stated objectives and student learning outcomes of the program.

1. List all student learning outcomes of the program.
   - *LO1: Apply the concepts and tools of human resource management to managerial situations.*
   - *LO2: Apply the concepts and tools of project management to management situations.*
   - *LO3: Apply the concepts and tools of team dynamics, conflict management, and collaboration to management situations.*
   - *LO4: Apply tools of data analysis, visualization and presentation to management situations.*

2. 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.

Learning Outcomes	*Courses*	*Credit Hours*
LO1: Apply the concepts and tools of human resource management to managerial situations.	*MGMT 305: Human Resource Management* *MGMT 306: HR Management Applications* *MGMT 440, 441, 442: MGMT CUE Course* *MGMT 397: Internship*	*6*
LO2: Apply the concepts and tools of project management to management situations.	*MGMT 404: Project Management* *MGMT 440, 441, 442: MGMT CUE Course* *MGMT 397: Internship*	*3*
LO3: Apply the concepts and tools of team dynamics, conflict management, and collaboration to management situations.	*MGMT 315: Collaboration: Theory and Skills* *MGMT 440, 441, 442: MGMT CUE Course* *MGMT 397: Internship*	*3*

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LO4: Apply tools of data analysis, visualization and presentation to management situations.	MGMT 459: Managerial Analytics MGMT 440, 441, 442: MGMT CUE Course MGMT 397: Internship	3

3. Highlight any distinctive qualities of this proposed program.

    a. *The program requires a at least nine credit hours in another functional business area.*
    b. *The program includes a required internship/co-op experience.*

4. Will this program replace or enhance any existing program(s) or track(s) within an existing program?

    The Management Major will enhance COB undergraduate programs by providing another option for undergraduate students pursing the BSBA degree.

5. Is there a specialized accrediting agency related to this program?

    As part of the College of Business, the program will come under the purview of AACSB accreditation.

6. Attach the SACS Faculty Roster Form. Faculty resources shall be demonstrated to be adequate and appropriate for the proposed program. The number of faculty should meet external standards where appropriate. The qualifications of faculty will support the objectives and curriculum of the proposed program.

    See Appendix B for SACS Faculty Roster Form. Currently, and conservatively estimating initial demand, there are sufficient faculty resources. All but one course required for the major is offered on a regular basis. The additional course (MGMT 459: Managerial Analytics) can be covered by finding efficiency in delivery (e.g., making a larger section of an existing course) or by offering the course on an x-pay basis.

    Additional faculty will be hired on an as needed basis. Part-time faculty may teach courses in the program. We anticipate using them in the same capacity we currently use them. For example, we currently use an adjunct faculty member to teach an evening section of the Project Management course (our daytime sections of Project Management are taught by a tenured professor). We have numerous contacts within the local business community, which we can call upon to identify well-qualified part-time faculty.

    NOTE: There are checks and balances built into the College of Business's operating procedures and practices that will ensure the program will not be taught primarily by adjunct faculty. Perhaps the most significant is the Association to Advance Collegiate Schools of Business (AACSB), which is our accrediting body. In order to maintain our accreditation, we must meet AACSB guidelines for faculty deployment in all programs.

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Those AACSB guidelines are: 40% of faculty must be scholarly academic ("SA"; hold PhD in teaching field and publish peer-reviewed research). 60% must be scholarly academic and/or practice academic ("PA"; hold PhD in teaching field and retain currency and relevance through practical application; e.g., consulting, applied research projects, etc.) 90% must be scholarly academic, practice academic, scholarly practitioner ("SP" hold master's degree and publish peer-reviewed research), or instructional practitioner ("IP"; master's degree and 5 years of current, relevant work experience). In practice, SA qualified faculty tend to be tenured or tenure-track; PA faculty tend to be tenured faculty; and IP faculty tend to be either term faculty or adjuncts.

7. 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. Physical facilities and instructional equipment must be adequate to support a high quality program. The proposal must address the availability of classroom, laboratory, and office space as well as any equipment needs.

   a. Describe the library resources available to support this program. You may attach any documentation provided to SACS.

      Existing library resources are adequate to support this program. Please see Appendix C for the Support Letter from UofL Library and Evaluation of Library Resources Report for the proposed program.

   b. Describe the physical facilities and instructional equipment available to support this program.

      We will be using current classroom space in the College of Business to deliver this program. Classrooms are equipped with sufficient technology needs including computer, projector, doc cam, Panopto recording capabilities, and whiteboards.

8. Clearly state the admission, retention, and completion standards designed to encourage high quality.

   Students must meet the same admissions criteria as all other BSBA programs. The management major will have the same graduation requirements as all other BSBA degrees and College of Business majors.

9. Clearly state the degree completion requirements for the program.

   Students will take 41 credit hours of business core/breadth courses (required of all business majors and which include 6 credit hours of MGMT courses), 18 credit hours of additional management courses, 9 credit hours in another functional business area (e.g., ACCT, CIS,

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ECON, ENTP, FIN, MKTG), 3 credit hours of required co-op or internship, and 9 credit hours of additional electives. Students must have 120 credit hours to graduate.

10. Provide the following information for the program and for each concentration (some categories may not apply to all programs):

    a. Total number of hours required for degree: **120**
    b. Number of hours in degree program core: 41 (business) + 18 (MGMT) = **59**
    c. Number of hours in functional business area: **9**
    d. Number of hours in guided electives (internship): **3**
    e. Number of hours in free electives: **9**

11. Describe how the proposed program will articulate with related programs in the state. It should describe the extent to which student transfer has been explored and coordinated with other institutions. Attach all draft articulation agreements related to this proposed program.

    The College of Business Assistant Dean for Undergraduate Advising reports that Management is the most requested major by external transfer students. The number of credit hours is consistent with other management programs across the state. Courses in Human Resource Management, Operations Management, and Project Management from other institutions are equivalent to the courses we will offer in the new major. See Appendix D for a spreadsheet of equivalent courses.

12. List courses under the appropriate curricular headings.

Course	Credit Hours	Course Name/Description
	31	**General Education Requirements** *Note: Up to 6 general education credits can be filled with College of Business requirements
MATH 180 or MATH 205	3	180- **Elements of Calculus** Appropriate placement score or equivalent coursework. Differential and integral calculus of polynomial, logarithmic, and exponential functions with applications. 205-**Calculus I** A first course in differential and integral calculus of single variable functions.
PHIL 222 or PHIL 225 or PHIL 321 or PHIL 323	3	222-**Contemporary Moral Problems** Moral aspects of current medical, legal, political, environmental and social problems and of the presuppositions contained in their various solutions. 225-**Business Ethics** Analysis of moral problems that arise in contemporary business practice and of the different ethical frameworks proposed to resolve them. 321-**Ethics** Main theoretical frameworks for systematically addressing questions about moral

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obligation and the good life. Additional topics may include responsibility, virtue, justice, law and morality, relativism, evil, and reasons to be moral.

323-**Medical Ethics**
Analysis of codes of ethics and concepts of ethical practice in the profession of medicine; historical developments, contemporary problems, and case studies.

Business Core/Breadth Courses		
ACCT 201	3	**Principles of Financial Accounting** The course focuses on the relevance and interpretation of accounting information for decision making. Preparation of financial statements is also covered.
ACCT 202	3	**Principles of Managerial Accounting** The course focuses on the information needed by management, where this information can be obtained, and how it can be used to carry out management's responsibilities within an organization.
BSTAT 301	3	**Business Statistics** Designed for students in Business and Economics, this course introduces them to the basic elements of probability and statistics, covers descriptive statistics, elements of probability theory, properties of discrete and continuous random variables, sampling estimation, hypothesis testing, analysis of variance and regression analysis. The application of these concepts to problem solving in business and economics is emphasized.
BUS 301	1	**Career Development** Introduces business students to career development, including the importance of career planning.
BUS 301	3	**Business Communication** Students will learn to tailor messages to specific receivers in order to meet business goals. They will develop their ability to be professional, clear, concise, evidence-driven, and persuasive in communication interactions.
CAMP 100	1	**Campus Culture/Business** Introduction to the multiple dimensions of university life, with emphasis on business education. Students will gain an understanding of various parts of the University and the College of Business--the administration, the faculty, the learning resources, support services, extra-curricular activities--and how these parts contribute to the learning process and academic success.
CIS 205	3	**Information Systems in Organizations** This course helps students develop a working understanding of the differences between information systems and information technology, and how to apply those concepts to facilitate business processes successfully. Broad information systems literacy is a goal since all business majors must take this course.
CIS 305	3	**Data Analysis for Decision Making** This project-based course provides students with an opportunity to explore data analysis using spreadsheet and database techniques, including incorporating contemporary decision-making tools in modern spreadsheet software. This course emphasizes the roles of business analysis and knowledge workers through projects and discussions and teaches students how creative use of strong analytical skills can lead to career advancement in any business domain.

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CLAW 301	3	**Legal Environment of Business** An introduction to the American legal and judicial system, with particular emphasis on the relationship of the law to business activities. A study of the developments of the law and the operation of the judicial system. Emphasis will be placed on the impact that government regulations and certain areas of the Uniform Commercial Code have on business.
ECON 201	3	**Principles of Microeconomics *** An introduction to the supply and demand model of price determination. Includes a theoretical treatment of consumer and producer behavior, a study of industrial structures, and the economic foundation for public policy. Topics may include pricing decisions, entrepreneurship, labor markets, taxation, foreign exchange rates, and advertising.
ECON 202	3	**Principles of Macroeconomics*** An introduction to the U.S. economy, including long-term structural developments and short-term fluctuations. Theoretical models are presented to explain changes in national output, the price level, employment, and unemployment. Competing macroeconomic models are examined and contrasted. The models provide a framework for studying fiscal and monetary policy, and the effectiveness of macroeconomic policy during recent economic history is evaluated.
FIN 301	3	**Corporate Finance** A study of techniques that enable firms to efficiently manage their financial resources and maximize the value of their owners' investment. Investment techniques and analysis applied to the individual as well as to the firm. Computer and calculator problem solving.
MKT	3	**Principles of Marketing** A study of the behavioral, functional, societal, international, and institutional foundations of marketing, as well as the following marketing mix variables: product, price, promotion, and channels of distribution.
MGMT 301	3	**Management and Organizational Behavior** Designed to provide students with the basic level of knowledge and skills in management and interpersonal processes necessary for more advanced business study and employment success.
MGMT 401	3	**Operations Management** This course presents topics related to the transformation of inputs into goods and/or services such as operations strategy, quality management, supply chain management, and enterprise resource planning. It covers quantitative models to solve various operational problems.
Management Major Courses		
MGMT 305	3	**Human Resources Management** The goal of the course is two-fold: to introduce students to the philosophy of the personnel function in business, and to develop understanding concerning application of the basic manpower management functions-employment training and education, labor relations, employee services, wage and salary analysis, and personnel research.
MGMT 306	3	**HR Management Applications** This course will cover a broad range of applications associated with human resource management from the perspective of the manager and supervisor. Students will

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		practice and develop skills in interviewing, delivering performance feedback, dealing with personnel issues, and terminating employees.
MGMT 315	3	**Collaboration: Theory & Practice** In this course, students will learn theory and develop skills for collaborating across the wide range of circumstances they are likely to encounter in their careers. The three emphasis areas in the course are team design and process, conflict management, and collaboration.
MGMT 404	3	**Project Management** This course will describe the use of projects to support business objectives in modern organizations. Topics to be covered include the selection of projects, their initiation, implementation, control and termination. The roles of the project manager and project team members will be covered as well.
MGMT 459	3	**Managerial Analytics** This course will cover tools and techniques of data analysis for making better managerial decisions regarding people, processes, and resources. Students will learn how to apply data mining, text analysis, and visual analysis tools to solve business problems. Students will present data-based analyses clearly and persuasively in order to gain support from stakeholders.
MGMT 440 or MGMT 441 or MGMT 442	3	**440- Small Business Counseling (CUE)** Providing students an opportunity to work with a partner in addressing problems or needs of a small business (up to 150 employees), this course enables students to consult, counsel, and offer recommendations to the business owner. Students select the projects from a list provided and work together with the faculty member to create a course of action for the business to pursue. **441- Business Strategy & Policy (CUE)** The study of the interdisciplinary nature of upper level management decision-making. Comprehensive cases and/or computer simulations are used to familiarize students with the analysis of industry trends, internal operations, and the external environment under conditions of uncertainty. Domestic and international dimensions of strategy formulation and execution are examined. **442- Community Outreach & Consulting (CUE)** This course will match students with a Louisville Metro area not-for-profit organization to engage in volunteerism for the semester. Based on insights gleaned from engagement with the organization, students will propose and execute a project that will benefit the sponsoring organization. Students will utilize and further sharpen project management skills.
Guided Electives	9	9 credit hours in an additional functional business area: Accounting (ACCT) Computer Information Systems (CIS) Economics (ECON) Entrepreneurship (ENTP) Equine Administration (EQIN) Finance (FIN) Marketing (MKTG)

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MGMT 397	3	**Co-op in Management [Internship]** A new workplace experience in an approved Management position which offers a progression of learning in a level appropriate opportunity for practical application of classroom theory and tools. Note: Application to the co-op program and completion of orientation processes should be completed prior to employment**.**
Free Electives	9	Electives without any restriction.
Additional Requirements		
	Varies	Additional coursework (double major, minor*, internship, electives) to complete the 120 required credit hours for a bachelor's degree. *NOTE: Management majors may declare any minor of their choosing available at the University. The requirements for the minor will be set by the Unit offering the minor.
TOTAL CREDIT HOURS	**120**	

13. Describe planned alternative methods of program delivery involving greater use of technology, distance education, and/or accelerated degree designs, to increase efficiency, better address student educational and workforce needs, and maximize student success, for both traditional and non-traditional students.

   We are working with the Delphi Center to identify a strategic plan for online course development and delivery. Pending approval of the Management Major, it will be a likely BSBA degree major to develop as a fully online degree.

   All business core/breadth courses are either developed or slated for development and delivery by Fall 2019. Additionally, MGMT 305 and 404 are currently available online. Because we only would need to develop four more online courses, we could have a fully online BSBA in Management that could be ready for launch concurrently with on-campus courses.

C. **Program Demand/Unnecessary Duplication**

Proposed programs must respond to the needs of the academy and to larger economic and social environments. Thus, the institution must demonstrate demand for the proposed program. All proposed programs must address student demand. Programs must also address either employer demand or academic disciplinary needs.

1. Student Demand: Clearly describe all evidence of student demand, typically in the form of surveys of potential students and/or enrollments in related programs at the institution.

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a. Provide evidence of student demand at the regional, state, and national levels.

There is great student demand for a Management Major. Dr. Nora Scobie, the Assistant Dean of Undergraduate Advising for the COB, reports that Management is the most requested major by external transfer students, and that we currently have more than 165 undecided business majors, largely due to a lack of the desired management major.

Historical data also shows significant student demand. At the time our prior management major was suspended in 2008, it had been the most popular major in the College of Business, averaging 144 graduates annually from AY 2005/06 through AY 2009/10.

Survey results from a September 2018 survey of College of Business students noted that of the 200 respondents, 71% would be interested in the management major as a potential degree option: 16% would definitely change from their current major to Management; 34% would be interested in double majoring; and 23% would consider changing their major to Managment. 60 respondents (or 30%) stated they selected their current major only because Management was not an option.

b. Identify the applicant pool and how they will be reached.

Students will be identified and communicated with through the same channels used across the College of Business. This includes email blasts, mailings, invitations to campus events, personal contact, and campus signage, all coordinated through the Advising Center. Additionally, our College of Business advisors will reach out personally to Undecided Business majors to make them aware of the new major.

c. Describe the student recruitment and selection process.

Students will be recruited and selected by the same processes used across the College of Business. The College of Business Advising Center works in partnership with University Undergraduate Admissions to identify and communicate with prospects. All students would be evaluated by the same admissions criteria used for existing BSBA programs.

d. Identify the primary feeders for the program.

In addition to all of the feeders used for existing College of Business majors, we also plan to recruit students from (a) the BUS 100 Dual Credit program at Central High School; (b) the Project Graduate Initiative (which identifies former students who have previously completed 75%+ of degree requirements); and (c) transfer students from community colleges.

e. Provide any evidence of a projected net increase in total student enrollments to the campus as a result of the proposed program.

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Even though there is a decrease in the number of college-aged students overall, the University is expanding efforts to attract out of state and international students. The addition of the Management degree would make the College of Business more competitive with other regional and out-of-state institutions.

    f.   Project estimated student demand for the first five years of the program.

We are estimating an enrollments based on two different pools of students. The first is incremental new students to UofL. The second, and much larger of the two, is students drawn from the existing student body, especially undecided COB and pre-business majors.

We are projecting an estimate of 10 incremental incoming students in Year 1 and then growing by 25% per year (i.e., Year 1: 10, Year 2: 13, Year 3: 16, Year 4: 20, Year 5: 25). Retaining students for four years of the program (FY, SO, JR, SR) will give us total incremental new student enrollment of Year 1: 10, Year 2: 23, Year 3: 39, Year 4: 59, and Year 5: 74.

We also are estimating that given the backlog of demand for the major, existing students will declare a management major in a stepwise manner, growing by an additional "cohort" of 40 students each year until we reach the enrollment levels we were at in 2008. (Year 1: 40, Year 2: 80, Year 3: 120, Year 4: 160, Year 5: 160). Retaining students for four years of the program (FY, SO, JR, SR) will give us an enrollment of existing students of Year 1: 40, Year 2: 120, Year 3: 240, Year 4: 400, Year 5: 560).

	Year 1	*Year 2*	*Year 3*	*Year 4*	*Year 5+*
Incoming Students	10	13	16	20	25
Year 1 retained		10	10	10	
Year 2 retained			13	13	13
Year 3 retained				16	16
Year 4 retained					20
Total New Incremental Students	**10**	**23**	**39**	**59**	**74**
Existing Students	40	80	120	160	160

Year 1 retained		40	40	40	
Year 2 retained			80	80	80
Year 3 retained				120	120
Year 4 retained					160
Total Existing Students	**40**	**120**	**240**	**400**	**520**
Total Enrollment	**50**	**140**	**279**	**459**	**594**

2. Employer Demand: Clearly describe evidence of employer demand. Such evidence may include employer surveys, current labor market analyses, and future human resources projections. Where appropriate, evidence should demonstrate employers' preferences for graduates of the proposed program over persons having alternative existing credentials and employers' willingness to pay higher salaries to graduates of the proposed program.

   a. 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.

   There is high employer demand. The 2017 National Association of Colleges and Employers (NACE) Job Outlook Report states that 77% of employers plan to hire Management or Business Administration majors in the coming year. The only college major that is more sought after is Finance (at 78%).

   Local employer demand is strong, too. Even though we do not offer a management major, local employers posted more than 400 full-time jobs and more than 75 internships at the Ulmer Career Center looking for management majors.

   Regional demand for management majors is on the rise. Management job postings in CareerTrak, which covers Louisville and the surrounding region, increased from 287 in 2012 to 576 in 2016.

   The Bureau of Labor Statistics reports that employment in management occupations is projected to grow 8% from 2016 to 2026, about as fast as the average for all occupations, which will result in more than 800,000 new jobs. Also, the median annual wage for management occupations was $102,590 in May 2017, which was the highest wage of all the major occupational groups.

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3. Academic Disciplinary Needs: Clearly describe all evidence justifying a new program based on changes in the academic discipline or other academic reasons.

Our students will develop the most sought after skills employers seek in candidates (NACE, 2017). They will develop team skills in the Collaboration: Theory & Practice course, with those skills being reinforced with other team projects. They will develop problem-solving skills in their Project Management and Managerial Analytics courses. They will develop communication skills in the business core Business Communication course.

Our students will develop basic competency in business analytics. More than ever, business decisions are being driven by data. Following required core courses in statistics and computer information systems, Management Majors will complete Managerial Analytics, a course that teaches them how to identify business problems, analyze data to inform their decision, and present the business case for their decision.

Our students will have functional business knowledge. Effective managers must know about core business operations in order to manage those operations. With 9 credit hours in another functional business area, students will have a strong foundation for understanding aspects of operations.

Our students will graduate with relevant, hands-on experience. Our students will gain important experience with a required internship and a CUE course that involves a capstone experience (Small Business Counseling; Business Strategy & Policy; or Community Outreach & Consulting).

4. If the proposed program is an advanced practice doctorate, explain the new practice or licensure requirements in the profession and/or requirements by specialized accrediting agencies that necessitate a new doctoral program.

N/A

5. **Similar programs:** A new program may serve the same potential student population, the proposed program must be sufficiently different from existing programs in the state or access to existing programs must be sufficiently limited to warrant initiation of a new program.
   a. If similar programs exist in Kentucky,
      i. Does the proposed program differ from existing programs? If yes, please explain.
      ii. Does the proposed program serve a different student population (i.e., students in a different geographic area) from existing programs? If yes, please explain.
      iii. Is access to existing programs limited? If yes, please explain.
      iv. Is there excess demand for existing similar programs? If yes, please explain.
      v. Will there be collaboration between the proposed program and existing programs?

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i. If yes, please explain the collaborative arrangements with existing programs.

ii. If no, please explain why there is no proposed collaboration with existing programs.

There are Management Majors offered at: University of Kentucky, Eastern Kentucky University, Western Kentucky University, Northern Kentucky University, Murray State University, Morehead State University, Kentucky State University, and Sullivan University.

Even with multiple universities offering a management major, there is sufficient demand from students at UofL and in the city of Louisville. By offering a management major in the biggest and most diverse city in the Commonwealth, we would be greatly expanding educational access for young people and non-traditional students living and working in the city of Louisville to earn a degree that would help them advance their professional careers.

Although not a formal collaborative arrangement, due to the similarity of programs, many course credits should transfer between programs (either from or to UofL) if a student chooses to transfer universities. Please refer to Section 11 and Appendix D for details.

D. Cost and Funding of the Proposed Program

The resource requirements and planned sources of funding of the proposed program must be detailed in order to assess the adequacy of the resources to support a quality program. This assessment is to ensure that the program will be efficient in its resource utilization and to assess the impact of this proposed program on the institution's overall need for funds.

1. Will this program require additional resources? Y or **N** If yes, provide a brief summary of additional resources that will be needed to implement this program over the next five years.

   Initially, we will not need additional resources. With a first-year enrollment of 50 stutdents, we will be be able to cover the new major with existing resources by paying faculty x-pays for any necessary overload teaching (which should be minimal). When the major grows, the tuition generated will exceed the resources needed to hire term faculty to support additional students.

2. Will this program impact existing programs and/or organizational units within your institution? Y/**N** If yes, please describe the impact.

   Yes, there will be some impact. Because the primary and initial target for the new management major is Undecided and other Business Majors who would prefer a Management major, we project a reduction of students in other majors. Most of that shift will likely be from Marketing and Undecided majors. The impact of changing majors should not have any significant effect on

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other units because these students are already being served by Cardinal Core courses, College of Business Core courses, College of Business services (Advising, Career Counseling).

As the program grows and begins to attact new students to the Univeristy of Louisville, there will be an impact. That impact includes the need for additional coverage of Cardinal Core courses, College of Business Core courses, Management Major courses (more sections, different delivery methods), College of Business services, and University services. If the program is offered fully online, there also will be impact on Delphi Center and other online support services. Growth of the major, whether in a traditional seated program or an online program, would also have the positive impact of generating new tuition revenues.

With the new budget model, attracting additional students to the University would also positively impact other units delivering credits for the degree. Please see Appendix E for a letter of support from Dean Kempf-Leonard from Arts & Sciences.

3. Provide adequate documentation to demonstrate sufficient return on investment to the state to offset new costs and justify approval for the proposed program.

See Budget proposal in Appendix F. Please note the budget reflects only revenues and costs associated with the incremental new students to UofL. Revenues and costs associated with existing students who are already being served and will declare/change their major to management are not included.

E. Program Review and Assessment

Describe program 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.

1. For each assessment method, please provide direct indicators of achievement of program-level student learning outcomes and frequency of data collection:
   a. Which components will be evaluated?
   b. When will the components be evaluated?
   c. When will the data be collected?
   d. How will the data be collected?
   e. What will be the benchmarks and/or targets to be achieved?
   f. What individuals or groups will be responsible for data collection?
   g. How will the data and findings be shared with faculty?
   h. How will the data be used for making programmatic improvements?

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We will assess each of our learning objectives in designated courses:

Learning Outcomes	Courses	Credit Hours
LO1: Apply the concepts and tools of human resource management to managerial situations.	*MGMT 305: Human Resource Management* *MGMT 306: HR Management Applications* *MGMT 440, 441, 442: MGMT CUE Course* *MGMT 397: Internship*	*6*
LO2: Apply the concepts and tools of project management to management situations.	*MGMT 404: Project Management* *MGMT 440, 441, 442: MGMT CUE Course* *MGMT 397: Internship*	*3*
LO3: Apply the concepts and tools of team dynamics, conflict management, and collaboration to management situations.	*MGMT 315: Collaboration: Theory and Skills* *MGMT 440, 441, 442: MGMT CUE Course* *MGMT 397: Internship*	*3*
LO4: Apply tools of data analysis, visualization and presentation to management situations.	*MGMT 459: Managerial Analytics* *MGMT 440, 441, 442: MGMT CUE Course* *MGMT 397: Internship*	*3*

To assess LO1: Apply the concepts and tools of <u>human resource management</u> to management situations.

a) *Students will learn the theory, practice, strategy and process of human resource management as defined by the Society of Human Resource Management (SHRM). SHRM is the global professional society of human resource practitioners and has developed 15 HR competencies. Leading HR textbooks are designed around SHRM competencies.*
b) *Knowledge of HR theory and practice will be assessed weekly via homework assignments, exams and a group project*
c) *Data will be collected from the weekly homework, two exams (midterm and final), and a group project at the end of the semester.*
d) *Data will be collected and entered as scores into Blackboard from the homework, exams and group project. The group project will be assessed by the instructor based on the written report and project presentation, and the appropriate grade entered into Blackboard.*
e) *80% of the students should achieve an overall 80% score on the homework assignments and both exams. The group project benchmark is 90% of students receiving at least a 90% score.*
f) *The faculty member for each course will be responsible for data collection.*
g) *The data and findings will be summarized in a standardized Assurance of Learning report that will be submitted to the Associate Dean for Programs.*
h) *As part of the Assurance of Learning report, faculty members will be responsible for identifying any learning gaps and creating a "Close the Loop" plan for addressing those gaps. In the case of multi-section courses, the Course Coordinator will be responsible for preparing the Assurance of Learning Report.*

To assess LO2: Apply the concepts and tools of project management to management situations.

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a) *Students will learn the terminology, processes, and tools of project management as defined by the Project Management Institute's (PMI) Project Management Body of Knowledge (PMBOK).*

b) *Knowledge of the terminology, processes, and tools will be assessed weekly via homework assignments. Further, exams, a simulation and a group project will be used as more comprehensive assessments of the students' knowledge of project management as applied to various management situations.*

c) *Data will be collected from the weekly homework, two exams (midterm and final), a simulation and group project both at the end of the semester.*

d) *Data will be collected and entered as scores into Blackboard from the homeworks and exams. The simulation score from the Harvard website will be translated into a grade and entered into Blackboard. The group project will be assessed by the instructor based on the written report and project presentation, and the appropriate grade entered into Blackboard.*

e) *80% of the students should achieve an overall 80% score on the homework assignments and both exams. Simulation scores (practicing managing a business project) will be benchmarked with the goal of a majority of students scoring 750 or more out of 1000. The group project benchmark is 90% of students receiving at least 90% score on this cumulative project management planning project.*

f) *The faculty member for each course will be responsible for data collection.*

g) *The data and findings will be summarized in a standardized Assurance of Learning report that will be submitted to the Associate Dean for Programs.*

h) *As part of the Assurance of Learning report, faculty members will be responsible for identifying any learning gaps and creating a "Close the Loop" plan for addressing those gaps. In the case of multi-section courses, the Course Coordinator will be responsible for preparing the Assurance of Learning Report.*

To assess LO3: Apply the concepts and tools of team dynamics, conflict management, and collaboration to management situations.

a) *Students will learn theories of conflict management as well as team design and process. Individuals will also practice conflict management and collaboration tools and skills and be evaluated for their progress in skill development.*

b) *Knowledge of theory will be tested in two tests that occur during the semester. Skills development will be assessed at the beginning and end of the course, with check-in on skill practices regularly throughout the course.*

c) *Data collection and component evaluation will occur at the same time.*

d) *Tests, the initial assessment, and the final assessment will occur in class. Practice will be tallied through an online platform and also through assignments turned in as homework on a regular basis.*

e) *Students should achieve a 10% increase in skill development.*

f) *The faculty member for each course will be responsible for data collection.*

g) *The data and findings will be summarized in a standardized Assurance of Learning report that will be submitted to the Associate Dean for Programs.*

h) *As part of the Assurance of Learning report, faculty members will be responsible for identifying any learning gaps and creating a "Close the Loop" plan for addressing those gaps. In the case of multi-section courses, the Course Coordinator will be responsible for preparing the Assurance of Learning Report.*

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To assess LO4: Apply tools of data analysis, visualization and presentation to management situations.

a) *Students will learn processes and tools needed to analyze, present, and use data in a managerial context as defined by the competencies for Certified Clinical Data Managers provided by the Society of Clinical Data Management (SCDM). SCDM is a non-profit international organization made up of data management professionals across the globe.*

b) *Knowledge and practices of data analysis will be assessed via two comprehensive exams throughout the semester; visualization and strategic use of data will be assessed at the end of the course via an individual presentation.*

c) *The data will be collected at the midway point of the semester and at the end of the semester via two exams and an individual presentation.*

d) *Exams will be analyzed via a blind review process and graded on both comprehension of material and ability to analyze data using statistical tools (e.g., R, SAS, SPSS); the ability to effectively present data will be analyzed using rubrics of business communication.*

e) *Upon completing the course, 80% of students will be expected to perform at a good or excellent evaluation for comprehension, application, and presentation of data analytics.*

f) *The faculty member for each course will be responsible for data collection.*

g) *The data and findings will be summarized in a standardized Assurance of Learning report that will be submitted to the Associate Dean for Programs.*

h) *As part of the Assurance of Learning report, faculty members will be responsible for identifying any learning gaps and creating a "Close the Loop" plan for addressing those gaps. In the case of multi-section courses, the Course Coordinator will be responsible for preparing the Assurance of Learning Report.*

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2. What are the measures of teaching effectiveness?

    Teaching effectiveness in the Management Major will be evaluated via the student evaluations per course (on a 5 point scale). These measures three items: "instructor effectiveness," "course worthwhile," and instructor accessibility."

    The UofL Office of Institutional Effectiveness is working on implementing an additional short set of standardized course evaluation questions related to teaching effectiveness to be used across all student evaluations. These should be implemented by the end of Fall 2019.

3. What efforts to improve teaching effectiveness will be pursued based on these measures?

    Any instructors performing at a lower level (<3.5) will be assigned to work with UofL's Delphi Center to improve their course content, assessments, and/or delivery style to improve. We also intend to identify highly effective instructors (>4.5) who may be willing to be peer mentors for less effective instructors.

4. What are the plans to evaluate students' post-graduate success?

    The Management Department will utilize a post-graduation survey administed by the Reinhart Academic Center and Institutional Research and Planning to track post-graduate success.

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Appendix A

Letter of Support from Dean Mooradian

UNIVERSITY OF LOUISVILLE.

COLLEGE OF BUSINESS

Date: May 1, 2019

To: Robert Goldstein, Vice Provost, Institutional Research, Effectiveness and Analytics

From: Todd Mooradian, Dean, College of Business

Subject: Bachelor of Science in Business Administration – Management Major

I am writing in full support of the undergraduate BSBA Management Major proposed by the Management Department and the College of Business. As outlined in the proposal, the Management Major is a newly designed major that will update and replace the previous Management Major that was suspended in 2008.

The curriculum for the Management Major was designed by faculty to target the most essential skills and knowledge that employers are seeking in new hires. It provides targeted course offerings in management (including a courses that develop skills in managerial analytics, teamwork, problem-solving, and communication), requires a concentration in another business discipline (e.g., accounting, marketing, computer information systems) to add functional business expertise, and requires an internship in management to give students real world experience.

There is much demand for the Management Major, from students and employers alike. Students make frequent inquiries with their academic advisors about majoring in management, while employers continue to recruit College of Business students and alumni for internships and full-time positions in management.

Re-introducing a Management Major will be a significant step in helping the College achieve its goal of introducing significant programs that both serve needs of our students and our business communities in the city and across the Commonwealth. This proposal has my full support.

Appendix B

Faculty Roster Form

Faculty Roster Form
Qualifications of Full-Time and Part-Time Faculty

Name of Institution: University of Louisville

Name of Primary Department, Academic Program, or Discipline: Management Department

Academic Term(s) Included: Fall 2019, Spring & Summer 2020, Fall 2020   **Date Form Completed:** October 1, 2019

1	2	3	4
NAME (F, P)	COURSES TAUGHT Including Term, Course Number & Title, Credit Hours (D, UN, UT, G)	ACADEMIC DEGREES& COURSEWORK Relevant to Courses Taught, Including Institution & Major List specific graduate coursework, if needed	OTHER QUALIFICATIONS & COMMENTS Related to Courses Taught
Full Time			
Bruce, Reginald (FT)	MGMT 301: Management & Organizational Behavior (CORE) MGMT 460: Images of Leadership	PhD, University of Michigan, Organizational Psychology	Psychology is a foundational discipline of Management. Dr. Bruce is considered "PA" (Practice Academic) qualified by AACSB standards
Fiet, James (FT)	MGMT 441: Business Strategy & Policy (CUE)	PhD, Texas A&M University, Entrepreneurship & Strategic Management	
Gosser, Kathleen (FT)	MGMT 301: Management & Organizational Behavior (CORE) MGMT 315: Collaboration Theory & Practice	PhD, University of Louisville, Educational Leadership and Organizational Development	35 years of experience in corporate HR/training and development/team building
Gupta, Mahesh (FT)	MGMT 401: Operations Management (CORE)	PhD, University of Louisville, Industrial Engineering MS, University of Manitoba, Operations Management	Dr. Gupta has published extensively in Operations Management journals. He is considered "SA" (Scholarly Academic) qualified by AACSB standards.
Haugen, Jenna (FT)	MGMT 442: Community Outreach & Consulting (CUE)	PhD, University of Kansas, Organizational Communication	Serves as the lead faculty member for College of Business Civic Engagement initiatives
**Maertz, Carl	Program Director MGMT 305: Human Resource Management	PhD, Purdue University, Organizational Behavior &	As Department Chair, Dr. Maertz will serve as

Form Updated: January 2011

	MGMT 306: Human Resource Management Applications MGMT 397: Co-Op in Management	Human Resource Management	program director. CV is attached.
Manikas, Andrew (FT)	MGMT 404: Project Management MGMT 459: Managerial Analytics	PhD, Georgia Institute of Technology, Operations Management	
Myers, Robert (FT)	MGMT 301: Management & Organizational Behavior (CORE)	ABD, Columbia University, Management	
Quinn, Ryan (FT)	MGMT 315: Collaboration Theory & Practice	PhD, University of Michigan, Organizational Behavior & Human Resources Management	

Part-Time			
Blade, Vivian (PT)	MGMT 404: Project Management	MBA, Eastern Kentucky University	Experienced business consultant; 6+ years of experience teaching project management; Certified Project Management Professional (PMP); Lean Six Sigma Black Belt
Gage, Abraham (PT)	MGMT 404: Project Management	MBA, Duke University	10+ years of project management and business analysis experience; Certified Project Management Professional (PMP)
Kuzmits, Frank (PT)	MGMT 305: Human Resource Management	PhD, Georgia State University, Management	Associate Professor Emeritus of HRM
Scott, Vaughan (PT)	MGMT 440: Small Business Counseling (CUE)	MBA, Thunderbird School of Global Management	20+ years of family business consulting experience
Shah, Shalin (PT)	MGMT 401: Operations Management (CORE)	MBA, University of Louisville	15+ years of operations management experience
Wheatley, Jennifer (PT)	MGMT 305: Human Resource Management	MA, Webster University, Human Resources Management & Personnel Administration	20+ years of HRM experience

F, P: Full-time or Part-time; D, UN, UT, G: Developmental, Undergraduate Nontransferable, Undergraduate Transferable, Graduate

NOTE: AACSB, the accrediting organization for business schools, provides guidelines for faculty qualifications. 40% of faculty must be scholarly academic (hold PhD in teaching field and publish peer reviewed research). 60% must be scholarly academic and/or practice academic (hold PhD in teaching field and retain currency and relevance through practical application; e.g., consulting, applied research projects, etc.) 90% must be scholarly academic, practice academic, or instructional practitioner (master's degree and 5 years of current, relevant work experience).

Form Updated: January 2011

Appendix C

Letter of Support from University Library

UNIVERSITY OF
LOUISVILLE.
UNIVERSITY LIBRARIES

April 16, 2018

Connie Shumake
Office of the Provost
University of Louisville
Louisville, KY 40292

Connie,

We have been asked to provide a letter of support for the proposed undergraduate major in Management in the College of Business. The University Libraries have prepared an analysis of their ability to support the new major. The review indicates that, when compared to peer institutions, our book, journal, and database collections are adequate in this discipline though areas for possible improvements are noted. We would welcome input from management faculty on potential resources that could be added to benefit the program.

I am attaching a copy of our review report for your records. Please contact us if you have any questions or need additional information.

Sincerely,

Robert E. Fox, Jr.
Dean, University Libraries

Cc: Lynn Boyd
        Sue Finley

EVALUATION OF LIBRARY RESOURCES
ESSENTIAL TO THE SUPPORT OF:

MANAGEMENT MAJOR
COLLEGE OF BUSINESS

Susan Finley
Business Librarian

Dean Robert E. Fox, Jr.
University Libraries
April, 2018

BACKGROUND

University of Louisville (UofL) Libraries are comprised of: 1) Ekstrom Library serving humanities, social sciences, life sciences, business, engineering, physical sciences, and technology, 2) Kornhauser Health Sciences Library, 3) Anderson Music Library, 4) Bridwell Art Library, and 5) the Law Library. University Archives and Special Collections center is also part of the UofL library system. Materials relevant to business management are found primarily in Ekstrom Library.

UofL's library system supports instructional and research needs of about 22,000 full and part-time students and about 7,000 faculty and staff. UofL belongs to the Association of Research Libraries (ARL), an organization of 126 North American library systems affiliated with large, comprehensive research institutions, as well as the State-Assisted Academic Library Council of Kentucky (SAALCK), and Kentuckiana Metroversity, a consortium of Louisville area libraries.

UofL's new proposed Management major will include five required management courses, a capstone leadership experience, an internship/practicum, three courses in a selected concentration area (e.g., Accounting, Computer Information Systems, Finance, Marketing, Equine Industry), and nine hours of electives. The overall program design will be similar to the Business & Enterprise Management undergraduate degree offered at Wake Forest University.

About half of the required management courses, and all of the select concentration courses, are currently offered by UofL's College of Business (COB) and supported by UofL Libraries. The capstone course will involve a Harvard Business simulation, and such programs typically require only limited supplemental information from general business publications and databases. Similarly, COB internships and practicums usually need little, if any, library support. Thus, both the College of Business and UofL Libraries' believe UofL's current library system should be able to provide adequate support for the new program.

Nevertheless, in the interest of developing a better understanding of UofL Libraries capabilities relative to libraries at institutions offering similar programs, this report compares Ekstrom Library's resources and services to those at Z. Smith Reynolds Library at Wake Forest University, as well as five other Atlantic Coast Conference schools with Management majors (Boston College, Florida State University, Georgia Institute of Technology, University of Miami, and Syracuse University) plus five regional competitors (Indiana University, University of Kentucky, Miami University, Ohio University and University of Tennessee). All eleven benchmarks were identified by the College of Business.

COLLECTIONS

According to WorldCat First Search, Ekstrom Library has about 23,000 non-Internet materials cataloged under the subject of management. This is significantly more (+64%) than the number held by Wake Forest, but about 12% lower than the average for ACC schools offering Management majors. It is also lower than all five regional competitors, particularly Indiana University (-66%) and the University of Kentucky (-53%).

	Management Subject Resources		
	Total	**Books**	**Other Non-Internet**
UofL	23,420	22,782	638
ACC			
Boston College	20,073	19,318	755
Florida State	34,836	33,490	1,346
Georgia Tech	29,636	28,281	1,355
University of Miami	22,872	21,859	1,013
Syracuse University	35,813	34,320	1,493
Wake Forest	14,281	13,785	496
Average	26,252	25,176	1,076
Regional Competition			
Indiana University	68,984	66,037	2,947
University of Kentucky	43,814	41,494	2,320
Miami of Ohio	27,493	26,473	1,020
Ohio University	32,752	31,174	1,578
University of Tennessee	29,663	28,604	1,059
Average	40,541	38,756	1,785

Source: WorldCat First Search, March, 2018

It should also be noted that in addition to having a significantly smaller business collection than some benchmarks, UofL's business book collection is somewhat less current than desired. For example, an OCLC WorldShare Analytics comparison of UofL's Business & Economics holdings to those at the top ten management universities in the United States shows that only 4% of UofL's collection was published in the last eight years versus 10% at the top benchmarks.

Business & Economics Library Holdings by Publication Date

	UofL	Top Management Benchmarks*
Pre-1800	1%	5%
1800-1899	1%	8%
1900-1999	71%	62%
2000-2009	23%	15%
2010-2014	3%	7%
2015+	1%	3%
Total	100%	100%

*Columbia, Dartmouth, Duke, Harvard, Stanford, UC Berkley, Michigan, Virginia, Wharton

Source: OCLC WorldShare Analytics, April 2018

Periodical Collection

UofL currently subscribes to databases with full-text access to over 2000 business journals. Listed below are the most frequently used and cited journals on the subject of management according to the Web of Science. As noted, UofL has current full-text access to all but one of these forty-three high usage journals. The exception is the *Journal of International Business Studies,* which has a one-year embargo in ABI/INFORM Global. Electronic access to a few journals extends back to the middle of the last century, but for most, online full-text is limited to the past 20-25 years. UofL does have earlier print for many, and others are available via Inter-Library Loan.

	Online Full-Text
Academy of Management Journal	1958-Present
Academy of Management Learning & Education	2002-Present
Academy of Management Perspectives	1987-Present
Academy of Management Review	1976-Present
Administrative Science Quarterly	1956-Present
British Journal of Management	1990-Present
California Management Review	1958-Present
Decision Sciences	1977-Present
European Journal of Operational Research	1995-Present
Harvard Business Review	1922-Present
Human Relations	1992-Present
Industrial and Corporate Change	1996-Present
Industrial Marketing Management	1995-Present
Information Systems Research	1990-Present
International Journal of Management Reviews	1999-Present
International Journal of Operations & Production Management	1994-Present
International Journal of Physical Distribution & Logistical Management	1992-Present
International Journal of Project Management	1995-Present

Journal of Applied Psychology	1917-Present
Journal of Business Logistics	1978-Present
Journal of International Business Studies	1970-2017
Journal of Management	1999-Present
Journal of Management Information Systems	1984-Present
Journal of Management Studies	1964-Present
Journal of Operations Management	1984-Present
Journal of Product Innovation Management	1997-Present
Journal of Strategic Information Systems	1995-Present
Leadership Quarterly	1995-Present
Long Range Planning	1995-Present
Management Decision	1994-Present
Management Science	1954-Present
MIS Quarterly	1977-Present
MIT Sloan Management Review	1970-Present
Omega-International Journal of Management Science	1995-Present
Organization Science	1990-Present
Organization Studies	1999-Present
Organizational Behavior and Human Decision Process	1995-Present
R&D Management	1998-Present
Research Policy	1995-Present
Small Business Economics	1989-Present
Strategic Management Journal	1980-Present
Technovation	1995-Present
Tourism Management	1995-Present

Bibliographic Resources

Indexes and abstracts constitute the primary bibliographic resources through which faculty and students find reports and articles relevant to their studies and research. Most of the high usage journals listed above, as well as thousands of other business journals and trade publications, are indexed in Business Source Premier and/or ABI/INFORM. Nexis Uni (formerly LexisNexis) also provides access to thousands of business and legal sources.

As shown below, UofL and all of the benchmarks provide their students and faculty with access to Nexis Uni and an EBSCO Business Source product, but 8 of the 11 benchmarks subscribe to Business Source Complete, which includes about twice as many full-text journals and magazines as the product UofL subscribes to, Business Source Premier. It appears that one ACC and four regional benchmarks have recently dropped their subscriptions to ABI/INFORM in favor of other products.

Most Popular General Business Databases

	EBSCO Business Source	ProQuest ABI/INFORM Collection	Nexis Uni
UofL	Premier	Yes	Yes
ACC			
Boston College	Complete		Yes
Florida State	Complete	Yes	Yes
Georgia Tech	Complete	Yes	Yes
University of Miami	Premier	Yes	Yes
Syracuse University	Elite	Yes	Yes
Wake Forest	Premier	Yes	Yes
Regional Competition			
Indiana University	Complete	Yes	Yes
University of Kentucky	Complete		Yes
Ohio University	Complete		Yes
Miami of Ohio	Complete		Yes
University of Tennessee	Complete		Yes

Source: University library websites, April 2018

Statistics and Datasets

UofL and all eleven benchmark institutions subscribe to the Inter-University Consortium of Political & Social Research (ICPSR), which includes social science datasets. UofL also subscribes to Statista, a portal for quantitative data on a wide variety of topics, including business. It was added in 2017 in response to growing demand for facts, statistics, and other data to support class assignments and research. Five benchmarks also list Statista as a business resource.

Unlike UofL Libraries, however, all of the benchmarks subscribe to at least one other statistics database. The table below does not include all options, as some schools also offer resources such as BizMiner, Statistical Insight, Advertising Age DataCenter, and the like. but it does show that, on average, including ICPSR, the benchmark institutions subscribe to at least 4.4 statistics and/or dataset sources versus only 2.0 for UofL.

Popular Business Statistics and Dataset Resources

	Data-Planet Ref Stats & Datasets	Factiva	SAGE Stats & Datasets	Simply Analytics	Statista
UofL					Yes
ACC					
Boston College	Both	Yes	Datasets		Yes
Florida State		Yes	Stats		
Georgia Tech	Both	Yes		Yes	Yes
University of Miami				Yes	Yes
Syracuse University	Both		Datasets	Yes	
Wake Forest					
Regional Competition					
Indiana University		Yes		Yes	
University of Kentucky		Yes			
Miami of Ohio		Yes	Stats	Yes	Yes
Ohio University	Datasets	Yes	Stats	Yes	Yes
University of Tennessee	Both	Yes	Both	Yes	Yes

Source: University library websites, April 2018

Four benchmarks (Boston College, Wake Forest, Indiana University, and the University of Tennessee) list Wharton Research Data Services (WRDS) among their library resources. COB subscribes to at least some modules of WRDS and access is controlled through COB instead of UofL Libraries.

It is also worth noting that the libraries affiliated with at least three benchmarks, Boston College, Florida State University, and the University of Tennessee, subscribe to Sage Business Cases and/or Sage Research Method Cases, which could be applicable to Management and other business courses. UofL Libraries has no similar resources.

SERVICES

Document Delivery
Books and periodicals not held by the UofL Libraries are identified through online databases and the online union catalog, WorldCat, which includes more than 32 million records describing materials owned by libraries around the world. Materials are obtained through the traditional Interlibrary Loan (ILL) service.

Research Assistance

Each library within the University of Louisville Libraries offers instruction programs designed to meet the needs of its researchers. Ekstrom Library also provides research assistance via in-person appointments, email, telephone, and online chat to help faculty and students locate specific data, business information, and bibliographic citations.

STAFFING

According to data available from ARL and the Association of College & Research Libraries (ACRL), UofL Libraries' staff to student ratio is below the averages for both the ACC benchmarks and UofL's regional competition, but better than Florida State, Georgia Tech, Ohio University, and Miami of Ohio.

	Library Faculty & Staff	Enrollment	Ratio Staff : Students
UofL	111	21,294	1:192
ACC			
Boston College	149	14,354	1: 96
Florida State	171	40,830	1:239
Georgia Tech	111	25,034	1:226
University of Miami	179	16,825	1: 94
Syracuse University	168	21,789	1:130
Wake Forest	93	7,837	1: 84
Average	145	21,112	1:145
Regional Competition			
Indiana University	309	48,514	1:157
University of Kentucky	188	29,707	1:158
Miami of Ohio	88	19,076	1:217
Ohio University	89	29,217	1:328
University of Tennessee	212	21,845	1:103
Average	177	29,672	1:167

Sources: FY 2015-16, ARL Annual Library Statistics; FY 2015-16, ACRL Metrics Portal; *Forbes Magazine* enrollment figures

All six ACC institutions list at least two different librarians as primary contacts for Business & Economics departments. UofL, and most of the regional competition, currently have only one librarian covering those same departments. Separate Data Services or Research Data librarians are also available at most of the ACC and some regional libraries, but not UofL.

CONCLUSION

The University of Louisville College of Business does not anticipate needing any new library books, journals, databases, or other services to support the new proposed Management major program. This review shows that Ekstrom Library currently provides coverage of almost all of the leading journals and most of the databases that index and abstract scholarly articles related to management, but is not particularly strong in terms of recent monograph holdings on the subject or online resources for business statistics, datasets, and case studies. We will look for opportunities to strengthen UofL libraries' collections in these key areas as we allocate the monograph budget and review subscription renewals during the coming year.

Appendix D

Equivalent Courses

UofL

MGMT 441	Business Strategy and Policy	3	The study of the interdisciplinary nature of upper level management decision-making. Comprehensive cases and/or computer simulations are used to familiarize students with the analysis of industry trends, internal operations, and the external environment under conditions of uncertainty. Domestic and international dimensions of strategy formulation and execution are examined.

EKU   NA

UK   NA

WKU   NA

NKU

MGT 490	Business Policy	3	Application of theoretical knowledge to a wide variety of business situations; development of top management viewpoint in developing and assessing corporate strategy; case method and classroom presentations. Recommended to be taken during the last 18 semester hours of business coursework.

Murray   NA

MSU   NA

KSU   NA

SU

MGT 464	Business Policy	4	Specific problems involved in the forming of consistent business policies and maintaining an efficient organization are discussed. Actual cases are used for discussions and preparation of reports for executive decision making. Prerequisite(s): Last Quarter or advisor approval

UofL

MGMT 442	Community Outreach & Consulting	3	This course will match students with a louisville Metro area not·for·profit organization to engage in volunteerism for the semester. Based on insights gleaned from engagement with the organization, students will propose and execute a project that will benefit the sponsoring organization. Students will utilize and further sharpen project management skills.

EKU   NA

KSU   NA

MSU   NA

Murray   NA

NKU   NA

SU   NA

UK   NA

WKU   NA

UofL

MGMT 459	Managerial Analytics	3	This course will cover tools and techniques of data analysis for making better managerial decisions regarding people, processes, and resources. Students will learn how to apply data mining, text analysis, and visual analysis tools to solve business problems. Students will present data-based analyses clearly and persuasively in order to gain support from stakeholders.

UK

AN 300	Analyzing Business Operations	3	To be well-prepared, a business graduate must appreciate the nature and importance of an enterprise's operations. This core business course introduces underlying concepts and basic analytical techniques essential for managing a firm's manufacturing and service operations. Operations decisions focus on how to plan, control, and coordinate the organizational resources and processes concerned with producing and distributing goods and/or services. This course emphasizes quantitative and technology-based analyses of real decision problems involving such operations issues as quality control, capacity planning, location analysis, layout analysis, inventory management, forecasting, and project management within a business firm.

EKU   NA

WKU

MGT 313	Decision Modeling	3	Prerequisites: ECON 206, CIS 243. This course deals with modeling problems that are similar to those faced by business managers. The problem is viewed as the focal point of analysis, and appropriate decision modeling tools are applied to obtain a solution
MGT 305	Ethics and Critical Thinking	3	Prerequisites: MGT 200 and junior standing. This course is designed to develop skills needed for analyzing a problem or situation to arrive at a hypothesis or conclusion about it after synthesizing or integrating all available information. In critical thinking, all assumptions are open to question, divergent views are sought, and the investigation is not biased in favor of a particular solution

KSU   NA
MSU   NA
Murray   NA
NKU   NA

SU

MGT 364	Analysis of Management Systems	4	A study of the functions of management and how they can be organized into a system for effective use. An analysis of similarities of organizations, jobs, management styles and techniques is used in solving management problems. Prerequisite(s): MGT 304 or HMS 304

UofL

MGMT 460	Images of Leadership	3	Prerequisite: MGMT 301. This course integrates the theories of leadership with the practice of leading high-performing systems. Through exposure to different perspectives of leadership, as well as case studies of several different leaders, students are shown that leaders look and behave differently. There is not simply a single set of behavior patterns that all leaders follow. On the other hand, leadership is shown to be consistent from leader to leader.

EKU   NA

UK   NA

WKU   NA

NKU

MGT 406	Leadership and Change	3	Identify and assess competencies and values relevant to leadership. Identify and develop skills needed to effectively lead organizations through change. Develop and implement lifelong learning plans for acquiring future needed competencies.

KSU   NA

MSU   NA

Murray   NA

SU   NA

Bluegrass Comm & Tech College

Course	UofL Equivalent	Management Degree Offered
BAS 250 BUSINESS EMPLOY-ABILITY SEMINAR	MGMT 100X 100 LOWER LEVEL TRANSFER CREDIT	N
BA 160 INTRODUCTION TO BUSINESS	MGMT 101 INTRODUCTION TO BUSINESS	
BAS 160 INTRODUCTION TO BUSINESS	MGMT 101 INTRODUCTION TO BUSINESS	
BAS 200 SMALL BUSINESS MANAGEMENT	MGMT 200X 200 LOWER LEVEL TRANSFER	
BAS 256 INTERNATIONAL BUSINESS	MGMT 200X 200 LOWER LEVEL TRANSFER CREDIT	
BAS 274 HUMAN RESOURCE MANAGEMENT	MGMT 200X 200 LOWER LEVEL TRANSFER CREDIT	
BAS 283 PRINCIPLES OF MANAGEMENT	MGMT 200X 200 LOWER LEVEL TRANSFER CREDIT	
BAS 284 APPLIED MANAGEMENT SKILLS	MGMT 200X 200 LOWER LEVEL TRANSFER CREDIT	
BAS 287 SUPERVISORY MANAGEMENT	MGMT 200X 200 LOWER LEVEL TRANSFER CREDIT	
BAS 288 PERSONAL AND ORGANIZATIONAL LEADERSHIP	MGMT 200X 200 LOWER LEVEL TRANSFER CREDIT	
BAS 289 OPERATIONS MANAGEMENT	MGMT 200X 200 LOWER LEVEL TRANSFER CREDIT	
BAS 290 MANAGEMENT, ETHICS AND SOCIETY	MGMT 200X 200 LOWER LEVEL TRANSFER CREDIT	
LOM 100 INTRODUCTION TO LOGISTICS MANAGEMENT	MGMT 200X 200 LOWER LEVEL TRANSFER CREDIT	
MGT 160 INTRODUCTION TO BUSINESS	MGMT 101 INTRODUCTION TO BUSINESS	
MGT 200 SMALL BUSINESS MANAGEMENT	MGMT 200X 200 LOWER LEVEL TRANSFER CREDIT	
MGT 240 BUSINESS ETHICS AND SELF MANAGEMENT	MGMT 200XN 200 LOWER LEVEL OUT OF MAJOR TRANSFER CREDIT	
MGT 274 HUMAN RESOURCE MANAGEMENT	MGMT 200X 200 LOWER LEVEL TRANSFER CREDIT	
MGT 283 PRINCIPLES OF MANAGEMENT	MGMT 200X 200 LOWER LEVEL TRANSFER CREDIT	
MGT 284 APPLIED MANAGEMENT SKILLS	MGMT 200X 200 LOWER LEVEL TRANSFER CREDIT	
MGT 287 SUPERVISORY MANAGEMENT	MGMT 200X 200 LOWER LEVEL TRANSFER CREDIT	

Transfer Credit Equivalencies

Eastern Kentucky University

Course	UofL Equivalent	Management Degree Offered
CCT 101 INTRODUCTION TO BUSINESS	MGMT 101 INTRODUCTION TO BUSINESS	Y
GBU 480 BUSINESS STRATEGY	MGMT 441 BUSINESS STRATEGY AND POLICY	
INT 408 HUMAN RESOURCE DEVELOPMENT	MGMT 490 SPECIAL TOPICS IN MANAGEMENT	
MGT 300 PRINCIPLES OF MANAGEMENT	MGMT 301 MANAGEMENT AND ORGANIZATIONAL BEHAVIOR	
MGT 320 HUMAN RESOURCE MANAGEMENT	MGMT 305 HUMAN RESOURCE MANAGEMENT	
MGT 330 SMALL BUSINESS MANAGEMENT	MGMT 340 ENTREPRENEURSHIP	
MGT 340 MANAGEMENT SCIENCE	MGMT 358 MANAGEMENT SCIENCE	
MGT 370 OPERATIONS MANAGEMENT	MGMT 401 OPERATIONS MANAGEMENT	
MGT 400 ORGANIZATION THEORY	MGMT 402 ESSENTIALS OF ORGANIZATIONAL BEHAVIOR	
MGT 430 INTERNATIONAL MANAGEMENT	MGMT 360 MANAGING THE MULTINATIONAL ENTERPRISE	
PSY 319 PSYCHOLOGY OF WORK	MGMT 402 ESSENTIALS OF ORGANIZATIONAL BEHAVIOR	

Transfer Credit Equivalencies

Gateway Comm & Tech College

Course	UofL Equivalent	Management Degree Offered
120PHL BUSINESS ETHICS	MGMT 200X 200 LOWER LEVEL TRANSFER CREDIT	N
BA 160 INTRODUCTION TO BUSINESS	MGMT 101 INTRODUCTION TO BUSINESS	
BAS 160 INTRODUCTION TO BUSINESS	MGMT 101 INTRODUCTION TO BUSINESS	
BAS 200 SMALL BUSINESS MANAGEMENT	MGMT 200X 200 LOWER LEVEL TRANSFER CREDIT	
BAS 250 BUSINESS EMPLOY-ABILITY SEMINAR	MGMT 100X 100 LOWER LEVEL TRANSFER CREDIT	
BAS 256 INTERNATIONAL BUSINESS	MGMT 200X 200 LOWER LEVEL TRANSFER CREDIT	
BAS 274 HUMAN RESOURCE MANAGEMENT	MGMT 200X 200 LOWER LEVEL TRANSFER CREDIT	
BAS 283 PRINCIPLES OF MANAGEMENT	MGMT 200X 200 LOWER LEVEL TRANSFER CREDIT	
BAS 284 APPLIED MANAGEMENT SKILLS	MGMT 200X 200 LOWER LEVEL TRANSFER CREDIT	
BAS 287 SUPERVISORY MANAGEMENT	MGMT 200X 200 LOWER LEVEL TRANSFER CREDIT	
BAS 288 PERSONAL AND ORGANIZATIONAL LEADERSHIP	MGMT 200X 200 LOWER LEVEL TRANSFER CREDIT	
BAS 289 OPERATIONS MANAGEMENT	MGMT 200X 200 LOWER LEVEL TRANSFER CREDIT	
BAS 290 MANAGEMENT, ETHICS AND SOCIETY	MGMT 200X 200 LOWER LEVEL TRANSFER CREDIT	
LOM 100 INTRODUCTION TO LOGISTICS MANAGEMENT	MGMT 200X 200 LOWER LEVEL TRANSFER CREDIT	
MGT 160 INTRODUCTION TO BUSINESS	MGMT 101 INTRODUCTION TO BUSINESS	
MGT 200 SMALL BUSINESS MANAGEMENT	MGMT 200X 200 LOWER LEVEL TRANSFER CREDIT	
MGT 240 BUSINESS ETHICS AND SELF MANAGEMENT	MGMT 200XN 200 LOWER LEVEL OUT OF MAJOR TRANSFER CREDIT	
MGT 274 HUMAN RESOURCE MANAGEMENT	MGMT 200X 200 LOWER LEVEL TRANSFER CREDIT	
MGT 283 PRINCIPLES OF MANAGEMENT	MGMT 200X 200 LOWER LEVEL TRANSFER CREDIT	
MGT 284 APPLIED MANAGEMENT SKILLS	MGMT 200X 200 LOWER LEVEL TRANSFER CREDIT	
MGT 287 SUPERVISORY MANAGEMENT	MGMT 200X 200 LOWER LEVEL TRANSFER CREDIT	

Transfer Credit Equivalencies

JCTC

Course	UofL Equivalent	Management Degree Offered
120PHL BUSINESS ETHICS	MGMT 200X 200 LOWER LEVEL TRANSFER CREDIT	N
BA 160 INTRODUCTION TO BUSINESS	MGMT 101 INTRODUCTION TO BUSINESS	
BAS 160 INTRODUCTION TO BUSINESS	MGMT 101 INTRODUCTION TO BUSINESS	
BAS 200 SMALL BUSINESS MANAGEMENT	MGMT 200X 200 LOWER LEVEL TRANSFER CREDIT	
BAS 250 BUSINESS EMPLOY-ABILITY SEMINAR	MGMT 100X 100 LOWER LEVEL TRANSFER CREDIT	
BAS 256 INTERNATIONAL BUSINESS	MGMT 200X 200 LOWER LEVEL TRANSFER CREDIT	
BAS 274 HUMAN RESOURCE MANAGEMENT	MGMT 200X 200 LOWER LEVEL TRANSFER CREDIT	
BAS 283 PRINCIPLES OF MANAGEMENT	MGMT 200X 200 LOWER LEVEL TRANSFER CREDIT	
BAS 284 APPLIED MANAGEMENT SKILLS	MGMT 200X 200 LOWER LEVEL TRANSFER CREDIT	
BAS 287 SUPERVISORY MANAGEMENT	MGMT 200X 200 LOWER LEVEL TRANSFER CREDIT	
BAS 288 PERSONAL AND ORGANIZATIONAL LEADERSHIP	MGMT 200X 200 LOWER LEVEL TRANSFER CREDIT	
BAS 289 OPERATIONS MANAGEMENT	MGMT 200X 200 LOWER LEVEL TRANSFER CREDIT	
BAS 290 MANAGEMENT, ETHICS AND SOCIETY	MGMT 200X 200 LOWER LEVEL TRANSFER CREDIT	
LOM 100 INTRODUCTION TO LOGISTICS MANAGEMENT	MGMT 200X 200 LOWER LEVEL TRANSFER CREDIT	
MGT 160 INTRODUCTION TO BUSINESS	MGMT 101 INTRODUCTION TO BUSINESS	
MGT 200 SMALL BUSINESS MANAGEMENT	MGMT 200X 200 LOWER LEVEL TRANSFER CREDIT	
MGT 240 BUSINESS ETHICS AND SELF MANAGEMENT	MGMT 200XN 200 LOWER LEVEL OUT OF MAJOR TRANSFER CREDIT	
MGT 274 HUMAN RESOURCE MANAGEMENT	MGMT 200X 200 LOWER LEVEL TRANSFER CREDIT	
MGT 283 PRINCIPLES OF MANAGEMENT	MGMT 200X 200 LOWER LEVEL TRANSFER CREDIT	
MGT 284 APPLIED MANAGEMENT SKILLS	MGMT 200X 200 LOWER LEVEL TRANSFER CREDIT	
MGT 287 SUPERVISORY MANAGEMENT	MGMT 200X 200 LOWER LEVEL TRANSFER CREDIT	

Transfer Credit Equivalencies

KY Comm & Tech College System

Course	UofL Equivalent	Management Degree Offered
120PHL BUSINESS ETHICS	MGMT 200X 200 LOWER LEVEL TRANSFER CREDIT	N
BA 160 INTRODUCTION TO BUSINESS	MGMT 101 INTRODUCTION TO BUSINESS	
BAS 160 INTRODUCTION TO BUSINESS	MGMT 101 INTRODUCTION TO BUSINESS	
BAS 200 SMALL BUSINESS MANAGEMENT	MGMT 200X 200 LOWER LEVEL TRANSFER CREDIT	
BAS 250 BUSINESS EMPLOY-ABILITY SEMINAR	MGMT 100X 100 LOWER LEVEL TRANSFER CREDIT	
BAS 256 INTERNATIONAL BUSINESS	MGMT 200X 200 LOWER LEVEL TRANSFER CREDIT	
BAS 274 HUMAN RESOURCE MANAGEMENT	MGMT 200X 200 LOWER LEVEL TRANSFER CREDIT	
BAS 283 PRINCIPLES OF MANAGEMENT	MGMT 200X 200 LOWER LEVEL TRANSFER CREDIT	
BAS 284 APPLIED MANAGEMENT SKILLS	MGMT 200X 200 LOWER LEVEL TRANSFER CREDIT	
BAS 287 SUPERVISORY MANAGEMENT	MGMT 200X 200 LOWER LEVEL TRANSFER CREDIT	
BAS 288 PERSONAL AND ORGANIZATIONAL LEADERSHIP	MGMT 200X 200 LOWER LEVEL TRANSFER CREDIT	
BAS 289 OPERATIONS MANAGEMENT	MGMT 200X 200 LOWER LEVEL TRANSFER CREDIT	
BAS 290 MANAGEMENT, ETHICS AND SOCIETY	MGMT 200X 200 LOWER LEVEL TRANSFER CREDIT	
LOM 100 INTRODUCTION TO LOGISTICS MANAGEMENT	MGMT 200X 200 LOWER LEVEL TRANSFER CREDIT	
MGT 160 INTRODUCTION TO BUSINESS	MGMT 101 INTRODUCTION TO BUSINESS	
MGT 200 SMALL BUSINESS MANAGEMENT	MGMT 200X 200 LOWER LEVEL TRANSFER CREDIT	
MGT 240 BUSINESS ETHICS AND SELF MANAGEMENT	MGMT 200XN 200 LOWER LEVEL OUT OF MAJOR TRANSFER CREDIT	
MGT 274 HUMAN RESOURCE MANAGEMENT	MGMT 200X 200 LOWER LEVEL TRANSFER CREDIT	
MGT 283 PRINCIPLES OF MANAGEMENT	MGMT 200X 200 LOWER LEVEL TRANSFER CREDIT	
MGT 284 APPLIED MANAGEMENT SKILLS	MGMT 200X 200 LOWER LEVEL TRANSFER CREDIT	
MGT 287 SUPERVISORY MANAGEMENT	MGMT 200X 200 LOWER LEVEL TRANSFER CREDIT	

Transfer Credit Equivalencies

Kentucky State University

Course	UofL Equivalent	Management Degree Offered
MGT 490 STRATEGIC MANAGEMENT	MGMT 441 BUSINESS STRATEGY AND POLICY	Y

Transfer Credit Equivalencies

Kentucky Wesleyan University

Course	UofL Equivalent	Management Degree Offered
BA 3354 HUMAN RESOURCE MANAGEMENT	MGMT 305 HUMAN RESOURCE MANAGEMENT	N

Transfer Credit Equivalencies

Northern Kentucky University

Course	UofL Equivalent	Management Degree Offered
BUS 101 INTRODUCTION TO BUSINESS	MGMT 101 INTRODUCTION TO BUSINESS	Y
BUS 330 ETHICS: MANAGERIAL DECISION MAKING	MGMT 490 SPECIAL TOPICS IN MANAGEMENT	
MGT 205 BUSINESS MANAGEMENT PRINCIPLES	MGMT 200 ELEMENTS OF MANAGEMENT	
MGT 300 BEHAVIOR IN ORGANIZATIONS: UNDERSTANDING ORGANIZATIONAL LIFE	MGMT 301 MANAGEMENT AND ORGANIZATIONAL BEHAVIOR	
MGT 305 OPERATIONS MANAGEMENT IN BUSINESS	MGMT 401 OPERATIONS MANAGEMENT	
MGT 330 NEGOTIATION AND CONFLICT RESOLUTION	MGMT 490 SPECIAL TOPICS IN MANAGEMENT	
MGT 340 HUMAN RESOURCES ADMINISTRATION	MGMT 305 HUMAN RESOURCE MANAGEMENT	
MGT 490 BUSINESS POLICY	MGMT 441 BUSINESS STRATEGY AND POLICY	

Transfer Credit Equivalencies

Simmons College of KY

Course	UofL Equivalent	Management Degree Offered
BUS101 FOUNDATIONS OF BUSINESS AND SOCIETY	MGMT 100X 100 LOWER LEVEL TRANSFER CREDIT	N
BUS102 CORPORATE RESPONSIBILITY AND ETHICS	MGMT 100X 100 LOWER LEVEL TRANSFER CREDIT	

Southcentral KY Comm & Tech Col

Course	UofL Equivalent	Management Degree Offered
120PHL BUSINESS ETHICS	MGMT 200X 200 LOWER LEVEL TRANSFER CREDIT	N
BA 160 INTRODUCTION TO BUSINESS	MGMT 101 INTRODUCTION TO BUSINESS	
BAS 160 INTRODUCTION TO BUSINESS	MGMT 101 INTRODUCTION TO BUSINESS	
BAS 200 SMALL BUSINESS MANAGEMENT	MGMT 200X 200 LOWER LEVEL TRANSFER CREDIT	
BAS 250 BUSINESS EMPLOY-ABILITY SEMINAR	MGMT 100X 100 LOWER LEVEL TRANSFER CREDIT	
BAS 256 INTERNATIONAL BUSINESS	MGMT 200X 200 LOWER LEVEL TRANSFER CREDIT	
BAS 274 HUMAN RESOURCE MANAGEMENT	MGMT 200X 200 LOWER LEVEL TRANSFER CREDIT	
BAS 283 PRINCIPLES OF MANAGEMENT	MGMT 200X 200 LOWER LEVEL TRANSFER CREDIT	
BAS 284 APPLIED MANAGEMENT SKILLS	MGMT 200X 200 LOWER LEVEL TRANSFER CREDIT	
BAS 287 SUPERVISORY MANAGEMENT	MGMT 200X 200 LOWER LEVEL TRANSFER CREDIT	
BAS 288 PERSONAL AND ORGANIZATIONAL LEADERSHIP	MGMT 200X 200 LOWER LEVEL TRANSFER CREDIT	
BAS 289 OPERATIONS MANAGEMENT	MGMT 200X 200 LOWER LEVEL TRANSFER CREDIT	
BAS 290 MANAGEMENT, ETHICS AND SOCIETY	MGMT 200X 200 LOWER LEVEL TRANSFER CREDIT	
LOM 100 INTRODUCTION TO LOGISTICS MANAGEMENT	MGMT 200X 200 LOWER LEVEL TRANSFER CREDIT	
MGT 160 INTRODUCTION TO BUSINESS	MGMT 101 INTRODUCTION TO BUSINESS	
MGT 200 SMALL BUSINESS MANAGEMENT	MGMT 200X 200 LOWER LEVEL TRANSFER CREDIT	
MGT 240 BUSINESS ETHICS AND SELF MANAGEMENT	MGMT 200XN 200 LOWER LEVEL OUT OF MAJOR TRANSFER CREDIT	
MGT 274 HUMAN RESOURCE MANAGEMENT	MGMT 200X 200 LOWER LEVEL TRANSFER CREDIT	
MGT 283 PRINCIPLES OF MANAGEMENT	MGMT 200X 200 LOWER LEVEL TRANSFER CREDIT	
MGT 284 APPLIED MANAGEMENT SKILLS	MGMT 200X 200 LOWER LEVEL TRANSFER CREDIT	
MGT 287 SUPERVISORY MANAGEMENT	MGMT 200X 200 LOWER LEVEL TRANSFER CREDIT	

Transfer Credit Equivalencies

Southeast KY Comm & Tech Colleg

Course	UofL Equivalent	Management Degree Offered
120PHL BUSINESS ETHICS	MGMT 200X 200 LOWER LEVEL TRANSFER CREDIT	N
BA 160 INTRODUCTION TO BUSINESS	MGMT 101 INTRODUCTION TO BUSINESS	
BAS 160 INTRODUCTION TO BUSINESS	MGMT 101 INTRODUCTION TO BUSINESS	
BAS 200 SMALL BUSINESS MANAGEMENT	MGMT 200X 200 LOWER LEVEL TRANSFER CREDIT	
BAS 250 BUSINESS EMPLOY-ABILITY SEMINAR	MGMT 100X 100 LOWER LEVEL TRANSFER CREDIT	
BAS 256 INTERNATIONAL BUSINESS	MGMT 200X 200 LOWER LEVEL TRANSFER CREDIT	
BAS 274 HUMAN RESOURCE MANAGEMENT	MGMT 200X 200 LOWER LEVEL TRANSFER CREDIT	
BAS 283 PRINCIPLES OF MANAGEMENT	MGMT 200X 200 LOWER LEVEL TRANSFER CREDIT	
BAS 284 APPLIED MANAGEMENT SKILLS	MGMT 200X 200 LOWER LEVEL TRANSFER CREDIT	
BAS 287 SUPERVISORY MANAGEMENT	MGMT 200X 200 LOWER LEVEL TRANSFER CREDIT	
BAS 288 PERSONAL AND ORGANIZATIONAL LEADERSHIP	MGMT 200X 200 LOWER LEVEL TRANSFER CREDIT	
BAS 289 OPERATIONS MANAGEMENT	MGMT 200X 200 LOWER LEVEL TRANSFER CREDIT	
BAS 290 MANAGEMENT, ETHICS AND SOCIETY	MGMT 200X 200 LOWER LEVEL TRANSFER CREDIT	
LOM 100 INTRODUCTION TO LOGISTICS MANAGEMENT	MGMT 200X 200 LOWER LEVEL TRANSFER CREDIT	
MGT 160 INTRODUCTION TO BUSINESS	MGMT 101 INTRODUCTION TO BUSINESS	
MGT 200 SMALL BUSINESS MANAGEMENT	MGMT 200X 200 LOWER LEVEL TRANSFER CREDIT	
MGT 240 BUSINESS ETHICS AND SELF MANAGEMENT	MGMT 200XN 200 LOWER LEVEL OUT OF MAJOR TRANSFER CREDIT	
MGT 274 HUMAN RESOURCE MANAGEMENT	MGMT 200X 200 LOWER LEVEL TRANSFER CREDIT	
MGT 283 PRINCIPLES OF MANAGEMENT	MGMT 200X 200 LOWER LEVEL TRANSFER CREDIT	
MGT 284 APPLIED MANAGEMENT SKILLS	MGMT 200X 200 LOWER LEVEL TRANSFER CREDIT	
MGT 287 SUPERVISORY MANAGEMENT	MGMT 200X 200 LOWER LEVEL TRANSFER CREDIT	

Transfer Credit Equivalencies

University of Kentucky

Course	UofL Equivalent	Management Degree Offered
AN 300 ANALYZING BUSINESS OPERATIONS	MGMT 401 OPERATIONS MANAGEMENT	Y
B&E 120 LEADERSHIP IN THE GLOBAL MARKETPLACE	MGMT 460 IMAGES OF LEADERSHIP	
B&E 122 THE CHALLENGE OF LEADERSHIP	MGMT 200XN 200 LOWER LEVEL OUT OF MAJOR TRANSFER CREDIT	
B&E 223 INTRODUCTION TO THE ECONOMICS OF BUSINESS	MGMT 101 INTRODUCTION TO BUSINESS	
B&E 240 INTER-CULTURAL BUSINESS COMMUNICATION	MGMT 300 BUSINESS COMMUNICATIONS	
B&E 309 INTRODUCTION TO INTERNATIONAL BUSINESS	MGMT 360 MANAGING THE MULTINATIONAL ENTERPRISE	
CLD 230 INTRAPERSONAL LEADERSHIP	MGMT 460 IMAGES OF LEADERSHIP	
DIS 300 QUANTITATIVE ANALYSIS IN OPERATIONS MANAGEMENT	MGMT 401 OPERATIONS MANAGEMENT	
DIS 600 PRODUCTION MANAGEMENT	MGMT 401 OPERATIONS MANAGEMENT	
ECO 391 ECONOMIC AND BUSINESS STATISTICS	MGMT 350 STATISTICAL INFERENCE AND FORECASTING	
MGT 301 BUSINESS MANAGEMENT	MGMT 301 MANAGEMENT AND ORGANIZATIONAL BEHAVIOR	
MGT 309 INTRODUCTION TO INTERNATIONAL BUSINESS	MGMT 490 SPECIAL TOPICS IN MANAGEMENT	
MGT 320 SURVEY OF HUMAN RESOURCE MANAGEMENT	MGMT 305 HUMAN RESOURCE MANAGEMENT	
MGT 410 ANALYSIS OF ORGANIZATIONAL BEHAVIOR	MGMT 402 ESSENTIALS OF ORGANIZATIONAL BEHAVIOR	
MGT 450 NEGOTIATIONS AND CONFLICT RESOLUTION	MGMT 490 SPECIAL TOPICS IN MANAGEMENT	
MGT 491 SMALL BUSINESS MANAGEMENT	MGMT 440 SMALL BUSINESS COUNSELING	
MGT 499 STRATEGIC MANAGEMENT	MGMT 441 BUSINESS STRATEGY AND POLICY	
MGT 699 BUSINESS POLICY AND STRATEGY II	MGMT 441 BUSINESS STRATEGY AND POLICY	

Transfer Credit Equivalencies

West KY Comm & Tech College

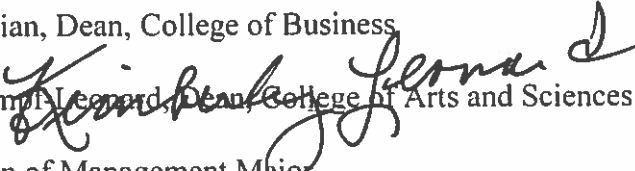| Course	UofL Equivalent	Management Degree Offered
120PHL BUSINESS ETHICS	MGMT 200X 200 LOWER LEVEL TRANSFER CREDIT	N
BA 160 INTRODUCTION TO BUSINESS	MGMT 101 INTRODUCTION TO BUSINESS	
BAS 160 INTRODUCTION TO BUSINESS	MGMT 101 INTRODUCTION TO BUSINESS	
BAS 200 SMALL BUSINESS MANAGEMENT	MGMT 200X 200 LOWER LEVEL TRANSFER CREDIT	
BAS 250 BUSINESS EMPLOY-ABILITY SEMINAR	MGMT 100X 100 LOWER LEVEL TRANSFER CREDIT	
BAS 256 INTERNATIONAL BUSINESS	MGMT 200X 200 LOWER LEVEL TRANSFER CREDIT	
BAS 274 HUMAN RESOURCE MANAGEMENT	MGMT 200X 200 LOWER LEVEL TRANSFER CREDIT	
BAS 283 PRINCIPLES OF MANAGEMENT	MGMT 200X 200 LOWER LEVEL TRANSFER CREDIT	
BAS 284 APPLIED MANAGEMENT SKILLS	MGMT 200X 200 LOWER LEVEL TRANSFER CREDIT	
BAS 287 SUPERVISORY MANAGEMENT	MGMT 200X 200 LOWER LEVEL TRANSFER CREDIT	
BAS 288 PERSONAL AND ORGANIZATIONAL LEADERSHIP	MGMT 200X 200 LOWER LEVEL TRANSFER CREDIT	
BAS 289 OPERATIONS MANAGEMENT	MGMT 200X 200 LOWER LEVEL TRANSFER CREDIT	
BAS 290 MANAGEMENT, ETHICS AND SOCIETY	MGMT 200X 200 LOWER LEVEL TRANSFER CREDIT	
LOM 100 INTRODUCTION TO LOGISTICS MANAGEMENT	MGMT 200X 200 LOWER LEVEL TRANSFER CREDIT	
MGT 160 INTRODUCTION TO BUSINESS	MGMT 101 INTRODUCTION TO BUSINESS	
MGT 200 SMALL BUSINESS MANAGEMENT	MGMT 200X 200 LOWER LEVEL TRANSFER CREDIT	
MGT 240 BUSINESS ETHICS AND SELF MANAGEMENT	MGMT 200XN 200 LOWER LEVEL OUT OF MAJOR TRANSFER CREDIT	
MGT 274 HUMAN RESOURCE MANAGEMENT	MGMT 200X 200 LOWER LEVEL TRANSFER CREDIT	
MGT 283 PRINCIPLES OF MANAGEMENT	MGMT 200X 200 LOWER LEVEL TRANSFER CREDIT	
MGT 284 APPLIED MANAGEMENT SKILLS	MGMT 200X 200 LOWER LEVEL TRANSFER CREDIT	
MGT 287 SUPERVISORY MANAGEMENT	MGMT 200X 200 LOWER LEVEL TRANSFER CREDIT	

Transfer Credit Equivalencies

Western Kentucky University

Course	UofL Equivalent	Management Degree Offered
BE 350 BUSINESS COMMUNICATION	MGMT 300 BUSINESS COMMUNICATIONS	Y
BUS 100C INTRODUCTION TO BUSINESS	MGMT 101 INTRODUCTION TO BUSINESS	
BUS 210C ORGANIZATION AND MANAGEMENT	MGMT 301 MANAGEMENT AND ORGANIZATIONAL BEHAVIOR	
BUS 214C BUSINESS COMMUNICATION	MGMT 300 BUSINESS COMMUNICATIONS	
CIT 492 TECHNOLOGY MANAGEMENT I	MGMT 404 PROJECT MANAGEMENT	
ENT 312 ENTREPRENEURSHIP	MGMT 340 ENTREPRENEURSHIP	
MGT 210 ORGANIZATION AND MANAGEMENT	MGMT 402 ESSENTIALS OF ORGANIZATIONAL BEHAVIOR	
MGT 305 ETHICS AND CRITICAL THINKING	MGMT 458 MANAGEMENT DECISION MAKING	
MGT 311 HUMAN RESOURCE MANAGEMENT	MGMT 305 HUMAN RESOURCE MANAGEMENT	
MGT 313 DECISION MODELING	MGMT 458 MANAGEMENT DECISION MAKING	
MGT 314 OPERATIONS MANAGEMENT	MGMT 401 OPERATIONS MANAGEMENT	
MGT 314 OPERATIONS MANAGEMENT	MGMT 402 ESSENTIALS OF ORGANIZATIONAL BEHAVIOR	
MGT 361 BUSINESS COMMUNICATION FUNDAMENTALS	MGMT 300 BUSINESS COMMUNICATIONS	
MGT 417 ORGANIZATIONAL BEHAVIOR	MGMT 402 ESSENTIALS OF ORGANIZATIONAL BEHAVIOR	
MGT 498 STRATEGY AND POLICY	MGMT 441 BUSINESS STRATEGY AND POLICY	
SM 300 SYSTEMS MANAGEMENT AND PRACTICE	MGMT 300XN 300 UPPER LEVEL OUT OF MAJOR TRANSFER CREDIT	
SM 346 SYSTEMS RESOURCE DEVELOPMENT	MGMT 300XN 300 UPPER LEVEL OUT OF MAJOR TRANSFER CREDIT	

Transfer Credit Equivalencies

Appendix E

Letter of Support from Arts & Sciences

Date: February 8, 2018

To: Todd Mooradian, Dean, College of Business

From: Kimberly Kempf Leonard, Dean, College of Arts and Sciences

Subject: Reintroduction of Management Major

I am writing in support of the reintroduction of the Management major in the College of Business. I have discussed the proposed major and the impact on resources in the College of Arts and Sciences with Lynn Boyd, Chair of the Management Department, and believe that reintroducing the Management major will be a significant step in helping the University achieve its goal of enrolling 30,000 students in the next five years. As the university enrollment grows, we recognize that a significant number of additional students will require courses taught by Arts & Sciences in the Cardinal Core and, together with the Provost, we are planning so that those needs can be met.

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P: 502.852.6490 **F:** 502.852.6888 **W:** louisville.edu/artsandsciences

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Appendix F

Budget

Cost/Funding Explanation

Complete the following table for the first five years of the proposed program and provide an explanation of how the institution will sustain funding needs. *The total funding and expenses in the table should be the same, or explain sources(s) of additional funding for the proposed program.

A. Funding Sources, by year of program:	1st Year	2nd Year	3rd Year	4th Year	5th Year
Total Resources Available from Federal Sources					
~ New	$ -	$ -	$ -	$ -	$ -
~ Existing					
Narrative Explanation/Justification:					
We do not anticipate funding from federal sources.					

Funding Sources, by year of program *(continued)*	1st Year	2nd Year	3rd Year	4th Year	5th Year
Total Resources Available from Other Non-State Sources					
~ New	-	-	-	-	-
~ Existing					
Narrative Explanation/Justification:					
We do not anticipate funding from other non-state sources.					

Funding Sources, by year of program *(continued)*	1st Year	2nd Year	3rd Year	4th Year	5th Year
State Resources					
~ New	$ -	$ -	$ -	$ -	$ -
~ Existing					
Narrative Explanation/Justification:					
We do not anticipate new funding from state sources.					

Funding Sources, by year of program *(continued)*	1st Year	2nd Year	3rd Year	4th Year	5th Year
Internal Allocation					
Internal Reallocation					

Narrative Explanation/Justification: *The sources and process of allocation and reallocation should be detailed, including an analysis of the impact of the reduction on existing programs and/or organization units.*

Program Proposal Budget
Funding Sources (Tab A)

No internal allocation is expected from other College of Business budget accounts.

Funding Sources, by year of program *(continued)*	1st Year	2nd Year	3rd Year	4th Year	5th Year
Student Tuition					
~ New	$ 70,392	$ 161,902	$ 274,529	$ 415,313	$ 520,901
(Cumulative # of students throughout 4-year career)	10	23	39	59	74

Narrative Explanation/Justification: *Describe the impact of this program on enrollment, tuition, and fees.*

See the Enrollment Summary at the end of the Budget for a breakdown of student enrollment projections for new (incremental) and existing students. We are estimating revenue to the unit based on the total number of new incremental students x $11,732 (2019/20 tuition for full-time, in-state students) x 0.60 (percentage of courses for the MGMT degree delivered by the College of Business).

Additionally, these numbers do not reflect additional tuition revenue share to the unit based on serving existing UofL students, who would change their major to Management.

		1st Year	2nd Year	3rd Year	4th Year	5th Year
A.	**TOTAL - Funding Sources** (REVENUES)	$ 70,392	$ 161,902	$ 274,529	$ 415,313	$ 520,901

NOTE: The budget reflects only **REVENUES** associated with the incremental new students to UofL. Revenues associated with existing UofL students who will declare/change their major to management are not included.

Enrollment Projection Summary

	Year 1	Year 2	Year 3	Year 4	Year 5
Incoming Students (incremental new to UofL)	10	13	16	20	25
Year 1 Retained		10	10	10	
Year 2 Retained			13	13	13
Year 3 Retained				16	16
Year 4 Retained					20
Total New Incremental Students	**10**	**23**	**39**	**59**	**74**
Existing Students	40	80	120	160	160
Year 1 Retained		40	40	40	
Year 2 Retained			80	80	80
Year 3 Retained				120	120
Year 4 Retained					160
Total Existing Students	**40**	**120**	**240**	**400**	**520**
Total Enrollment	**60**	**166**	**318**	**518**	**668**

Complete the following table for the first five years of the proposed program and provide an explanation of how the institution will sustain funding needs. *The total funding and expenses in the table should be the same, or explain sources(s) of additional funding for the proposed program.

B. Breakdown of Budget Expenses/Requirements	1st Year	2nd Year	3rd Year	4th Year	5th Year
Staff					
Executive, Administrative, Managerial					
~ New					
~ Existing	-				
Other Professional					
~ New					
~ Existing					
Faculty					
~ New	0	$ 102,400	$ 105,472	$ 108,636	$ 111,895
~ Existing (Faculty)	$ 24,000	$ -	$ -	$ -	$ -
Graduate Assistants					
~ New	-				
~ Existing	-				
Student Employees					
~ New	-				
~ Existing	-				

Narrative Explanation/Justification: *Includes salaries or all listed above. Identify the number of new faculty required and whether the new hires will be part-time or full-time. Identify the number of assistantships/stipends that will be provided. Include the level of support for each assistantship/stipend.*

Faculty: We expect to cover the Year 1 students with x-pay to current faculty ($8,000 x 3 courses beyond our current offerings) and then plan to staff courses primarily with Term faculty. As the program grows, we estimate the need for one term faculty for every ~60-70 new students to the College. ($80,000 + 28% fringe = $102,400 + 3% annual increase). We will hire a Term faculty member in Year 2.

Faculty salaries will be funded with program tuition.

Breakdown of Budget Expenses/Requirements *(continued)*	1st Year	2nd Year	3rd Year	4th Year	5th Year
Equipment and Instructional Materials					
~ New	$ -	$ -	$ -	$ -	$ -
~ Existing					
Narrative Explanation/Justification:					

We do not anticipte needing new equipment or instructional materials.

Breakdown of Budget Expenses/Requirements *(continued)*	1st Year	2nd Year	3rd Year	4th Year	5th Year
Library					
~ New	$ -	$ -	$ -	$ -	$ -
~ Existing					
Narrative Explanation/Justification:					

Per the letter of support from the Library, existing Library resources are sufficient to support the new major.

Breakdown of Budget Expenses/Requirements *(continued)*	1st Year	2nd Year	3rd Year	4th Year	5th Year
Contractual Services					
~ New	$ -	$ -	$ -	$ -	$ -
~ Existing					
Narrative Explanation/Justification:					

Breakdown of Budget Expenses/Requirements *(continued)*	1st Year	2nd Year	3rd Year	4th Year	5th Year
Academic and/or Student Support Services					
~ New					
~ New					
~ Existing	.				
Narrative Explanation/Justification:					

We do not anticipate needing new staff. Existing student support resources (Academic Counselors, Career/Internship Coaches) are sufficient to serve incremental students.

Breakdown of Budget Expenses/Requirements *(continued)*	1st Year	2nd Year	3rd Year	4th Year	5th Year

Other Support Services		1st Year	2nd Year	3rd Year	4th Year	5th Year
~ New		$ -	$ -	$ -	$ -	$ -
~ Existing						
Narrative Explanation/Justification:						

Breakdown of Budget Expenses/Requirements *(continued)*		*1st Year*	*2nd Year*	*3rd Year*	*4th Year*	*5th Year*
Faculty Development						
~ New		$ -	$ -	$ -	$ -	$ -
~ Existing						
Narrative Explanation/Justification:						

Breakdown of Budget Expenses/Requirements *(continued)*		*1st Year*	*2nd Year*	*3rd Year*	*4th Year*	*5th Year*
Assessment						
~ New		$ -	$ -	$ -	$ -	$ -
~ Existing						
Narrative Explanation/Justification:						

Breakdown of Budget Expenses/Requirements *(continued)*		*1st Year*	*2nd Year*	*3rd Year*	*4th Year*	*5th Year*
Other						
~ New		$ -	$ -	$ -	$ -	$ -
~ Existing						
Narrative Explanation/Justification:						

		1st *Year*	2nd *Year*	3rd *Year*	4th *Year*	5th *Year*
B.	**TOTAL - Expenses/Requirements (EXPENDITURES)**	$ 24,000	$ 102,400	$ 105,472	$ 108,636	$ 111,895

NOTE: The budget reflects only **COSTS** associated with the incremental new students to UofL. Costs associated with existing UofL students who will declare/change their major to management are not included.

		1st Year	2nd Year	3rd Year	4th Year	5th Year
A.	TOTAL - Funding Sources (REVENUES)					
		$ 70,392	$ 161,902	$ 274,529	$ 415,313	$ 520,901
B.	TOTAL - Expenses/Requirements (EXPENDITURES)	1st Year	2nd Year	3rd Year	4th Year	5th Year
		($24,000)	($102,400)	($105,472)	($108,636)	($111,895)
	SUBTOTAL - (SURPLUS/DEFICIT)	$46,392	$59,502	$169,057	$306,677	$409,006

		1st Year	2nd Year	3rd Year	4th Year	5th Year
C.	REVENUE SHARE - Projecting 30% share of net revenue paid to Central Administration	$21,118	$48,570	$82,359	$124,594	$156,270
D.	**RETAINED SHARE**	**$25,274**	**$10,931**	**$86,698**	**$182,083**	**$252,735**

Program Proposal Budget
Summary w/ Revenue Share (Tab C.1)