

University of Louisville New Academic Program Proposal Template

Undergraduate, Graduate, and Professional Programs

After approval of the Letter of Intent, programs are to complete the New Academic Program Proposal template. There is a separate template for certificate credentials.

All forms are available at:

<http://louisville.edu/oapa/new-academic-program-approval-page/new-academic-program-approval>

Please ensure all questions are addressed clearly and completely to avoid unnecessary delays. Questions can be directed to the Office of Academic Planning and Accountability through the Program Approval Service Account (PROGAPPR@louisville.edu).

**Send the following materials to the
Program Approval Service Account (PROGAPPR@louisville.edu):**

- This Completed Proposal Template
- Proposed Program Curriculum
- Course syllabi for any new course offerings
- Faculty Roster Form
- CV for Program Director/Coordinator
- Course Template Form
- Proposal Budget Form
- Letter of Support from the UofL Libraries
- Letter of Support from the unit Dean
- Letter(s) of Support from any units, departments, or internal or external entities that have indicated their support for the program

The program approval process will not begin until all of the above documents are received. Please submit all materials listed above at the same time.

General Program Information	
Program Name:	Bachelor of Business Administration (BBA)
Degree Level:	Undergraduate
Date:	October 10, 2019
Department and Department Chair:	Management
School/College:	College of Business
Program Director and Contact (if different); (please also include title):	Richard Germain
CIP Code:	
Program Type (collaborative, joint, or single institution):	Single Institution

Is this program an advanced practice doctorate:	No
Number of Credit Hours required:	120
Accreditation or Licensure Requirements (if applicable):	AACSB
Is an approval letter from the Education Professional Standards Board (EPSB) required for this program? If so, attach a copy to this proposal.	No
(Tentative) Institutional Board Approval Date:	ASAP
Proposed Implementation Date (semester and year):	Fall 2020
Anticipated Date for Granting First Degree:	Spring 2021

A. Centrality to the Institution’s Mission and Consistency with State 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. Provide a brief description of the program. (copy the abstract provided in the program’s Letter of Intent here).

The proposed 120 credit hour Bachelor of Business Administration (BBA) program will be a managerial- and strategically-oriented, generalist degree, especially when compared to the 120 credit hour Bachelors of Science in Business Administration (BSBA) degree. The College currently offers a BSBA with multiple majors and plans to continue to offer this degree. In addition to being a generalist degree in comparison to a more technical BSBA, the BBA will be less quantitative. This is consistent with accepted conceptualizations of the differences between the degrees: “A BSBA degree [including ours at the UofL College of Business] is more math-oriented than a BBA, which focuses on providing students with a more general overview of business, economics, accounting, and marketing” (from <https://www.lebow.drexel.edu/news/bsba-vs-bba-degree-what-s-difference>) and consistent with the broader distinction between Bachelor of Arts and Bachelor of Science degrees.

The BBA program will cover essential disciplines of business administration and management: economics, marketing, accounting, finance, statistics, operations, management, leadership and computer systems. The core curriculum will mirror the core and breadth requirements of the current BSBA (approximately 40 credit hours covering essential disciplines and topics of business), with specific modifications to four courses: operations management, accounting, finance, and computer systems. The four courses will be modified with regard to breadth and content to align with the distinct philosophy of the BBA and with the students’ interest and aptitude. These courses will be new catalog courses. In addition, the BBA curriculum will require that each student select from nine credit hours of business electives plus six credit hours of co-op or internship course work (for a total of 15 credit-hours after the required core).

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

The University of Louisville 2019-2022 Strategic Plan seeks to make UofL a great place learn, work, and invest. The proposed BBA program is highly connected to making UofL a great place to learn. The mission of the College of Business is to prepare students for responsible and rewarding careers, and includes a commitment to enhancing the economic vitality of our broader business community. The proposed BBA program, especially with its broad exposure to business topics, provides a strong foundation for launching successful careers, prepares the next generation of our business community’s business leaders, and puts our students on a pathway to excel in life.

The University of Louisville Mission (adopted in 2016) envisions instruction of diverse students at various levels “in order to develop engaged citizens, leaders, and scholars.” A major purpose of the proposed BBA is to increase the number of populations served by the College of Business and the University of Louisville.

3. Explain how the proposed program addresses the state’s postsecondary education strategic agenda.
<http://cpe.ky.gov/ourwork/strongerbydegrees.html>

Objective 3: Increase participation in postsecondary education, particularly among traditionally underserved populations. The proposed BBA program may be attractive to transfer students from KY community colleges. A part of this will be attributable to the notion that the College of Businesses’ current BSBA degree reflects a technical nature of degree programs majors. The BBA degree program, which lacks a calculus prerequisite, for example, may lead to greater appeal among students who are not inclined toward a mathematical orientation.

Impact, Objective 9: Improve the career readiness and employability of postsecondary education graduates. BBA graduates would be ready for and employable in a variety of careers including in general management and training and development and as management analysts and in sales and sales management.

4. Explain how the proposed program furthers the statewide implementation plan.
<http://cpe.ky.gov/ourwork/strongerbydegrees.html> (click on “Publication”; the implementation plan begins on p. 19 of the document)

Adequate Funding: The new BBA degree requires a limited number of new and separate courses from the existing BSBA degree program. The remainder and significant majority of courses will be from the current BSBA degree program. The net effect is that the BBA will be highly efficient from an asset utilization perspective as excessive instructional capacity will be taken advantage of. In addition, the program allows for a significant number of credit hours at the 300 / 400 level to be taken outside of the College of Business. This will allow students to access minors in other disciplines without exceeding the 120 credit hour program degree requirement. Again, this allows effective use of assets and will increase the number of students that are serviced/graduated without proportional cost increases. While several instructors will be required to service instructional needs, the model is effective from funding and cost perspectives.

Accountability: The College of Business is fully prepared to be accountable for the program and to do so in a fashion that is collaborative to ensure that the common goals of the Commonwealth are addressed. For example, the efficient use of assets will result in a lower service cost per student, while the degree admission requirements will increase accessibility. Both are critical to the Commonwealth of Kentucky, the University of Louisville, and to the general student body. An analysis of classroom utilization rates (specifically, the percentage of seats used per course in its designated classroom) showed that the College of Business can absorb students at a low marginal cost. The net effect is that this will lower the cost of service per student.

Outcomes-based Funding: The College of Business through the BBA and through attendant policies seeks to increase student population degree production. Aggressive retention policies along with retention-driven resources will serve to this increase important state-identified, student-related outcome.

Measures of Progress: Consistent with state needs, the key measures of progress identified 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. The proposed BBA degree program will contribute to these.

Progress Reports: Progress reports will be based on the key metrics and are anticipated to be annually generated. The key metrics utilized will be the program retention rates, the number of students who graduate from the program, and starting salaries and/or wages of graduates, among others.

Campus Strategic Plans: The proposed BBA degree program is consistent with elements of the University of Louisville strategy (<http://louisville.edu/graduatecatalog/mission-statement>). The program is designed to: serve existing University of Louisville students, attract new students to the university, and meet the employment needs of local businesses.

5. List the objectives of the proposed program.

- a. Explain how the objectives support the university and unit mission, strategic priorities, and institutional and societal needs.
- b. Explain how the objectives support the statewide postsecondary education strategic agenda.

The fundamental and singular objective of the proposed BBA degree program is to provide a broad business education in preparation for a responsible and rewarding career. This is entirely consistent with the mission of the College of Business: namely, to prepare students for responsible and rewarding careers. The College mission also includes a commitment to enhancing the economic vitality of our broader business community. The proposed Bachelor of Business Administration—especially with its focus on internships, and broad exposure to business topics—provides a strong foundation for launching successful careers, prepares the next generation of our business community’s business leaders, and puts our students on a pathway to excel in life. Furthermore, BBA students should, through different admission requirements, allow the College of Business to serve a larger number of student populations. The BBA degree program thus conforms with the University of Louisville mission, especially that of increasing inclusivity in the student body. The postsecondary strategic agenda is supported through increased enrollment, provision of opportunity to various student populations, and through increased efficiency and asset utilization rates.

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

This information will be viewed by an external audience, so please be clear and specific.

Admission Requirements: The BBA will require a GPA of 2.75 and an ACT Math Score of 21 or higher for admissions directly from high school. For transfer students, a college GPA of a 2.5 will be required for students from other units within the University of Louisville or from a different college or university.

Retention Plan and Standards:

Students must maintain a 2.0 cumulative GPA to remain in good standing. In order to make progress toward completion in four years, students must take a minimum of 30 earned hours per academic year. The College of Business has a comprehensive retention plan which includes assigned, proactive advising, in-house career planning, and an in-house student success center. Students are required to be advised in their first year and receive appointment campaigns every semester throughout their academic career. Students who fall below minimum GPA requirements or who are identified as “at risk” through the EAB platform will be required to meet with their academic advisor and the student success coach. All first year students are required to take freshmen seminar class which is taught by an academic advisor and a second-year careers course. First-year students will also have the opportunity to join the College of Business Learning Living Communities.

Completion Standards:

A minimum of 120 earned hours; a 2.0 cumulative GPA and a 2.0 GPA within the Business courses; at least 60 hours at a 4-year school.

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

This information will be viewed by an external audience, so please be specific.

The following table shows the exact degree requirements necessary to graduate from the proposed 120 credit hour BBA degree program.

**COLLEGE OF BUSINESS
BACHELOR OF BUSINESS ADMINISTRATION**

Hours	Cardinal Core
3	English 101
3	English 102
3	Oral Communication* (OC)
3	Natural Science* (S)
3	Natural Science* (S)
1	Natural Science Lab* (SL)
3	Arts/Humanities* (AH)
3	Arts/Humanities* (AH)
3	Historical Perspective* (SBH)

Hours	Programmatic Requirements
1	Camp 100 Campus Culture
3	Math 111 College Algebra
3	Ethics (Phil 222,225,321 or 323)
3	Bus 301 Business Communication
1	Bus 201 Career Development
3	Econ 201 Principles of Microeconomics
3	Econ 202 Principles of Macroeconomics
3	Acct 203 Intro to Financial and Managerial Accounting: New course combining Acct 201 / 202
3	BSTA 301 or other Statistics
3	CIS 205 Info Sys in Orgs
51	Hours Remaining:

*See University Catalog for Choices

Hours	Business Breadth
3	Fin 302 Introduction to Finance: New course
3	Mkt 301 Principles of Marketing
3	Mgmt 301 Mgmt & Org Behavior
3	CLAW 301 Legal Environ Bus
3	BUS 310 Data Analytics for Business
3	Mgmt 320 Intro. to Operations and Supply Chain Mgmt: New course
18	Hours Remaining:

Hours	BBA Business Electives
3	MGMT 441 Bus Strat & Policy (CUE)
3	Co-op / Internship
3	Co-op / Internship
3	Choose from list (see BBA electives tab)
3	Choose from list
3	Choose from list
3	Choose from list
21	Hours Remaining:

Hours	Required Electives
3	300+
3	300+
3	300+
3	300+
3	These credit hours may be used to enroll in minors within the College of Business or university-wide.
3	
3	
3	
3	
3	
30	Hours Remaining:

B. Program Quality and Student Success

1. Required credit hours. Provide the information below.

Provide a copy of the proposed program curriculum.

See our response to point seven above for the BBA curriculum

2. Briefly describe any proposed tracks, concentrations, or specializations the program will have. List them in the table below and provided the requested information.

None

3. Provide the following information for the program and for each track, concentration, or specialization (some categories may not apply to all programs):

Program/Track, Concentration, or Specialization	Total number of hours required for degree	Number of hours in degree program core	Number of hours in track	Number of hours in guided electives	Number of hours in free electives

4. What are the intended student learning outcomes of the proposed program? Will any of these outcomes differ by track?

The student learning outcomes for the program are:

- Be competent in general business
- Be able to apply critical thinking skills in making decision and solving problems
- Have an awareness of ethical issues
- Be effective communicators
- Be competent with technology

f. Have an awareness of global business environment

5. 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.

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

Below is a mapping of student learning outcomes and the specific courses in which those outcomes are covered.

Be competent in general business:

ECON 201 Principles of Microeconomics
ECON 202 Principles of Macroeconomics
ACCT 203 Introduction to Financial and Managerial Accounting
BSTA 301 Business Statistics
FIN 302 Introduction to Finance
MKT 301 Principles of Marketing
MGMT 301 Management and Organizational Behavior
CLAW 301 Legal Environment of Business
MGMT 320 Introduction to Operations and Supply Chain Management
BUS 441 Business Strategy and Policy

Be able to apply critical thinking skills in making decision and solving problems:

BSTA 301 Business Statistics
BUS 310 Business Communications
FIN 302 Introduction to Finance
MGMT 320 Introduction to Operations and Supply Chain Management

Have an awareness of ethical issues: One of:

PHIL 222 Contemporary Moral Problems
PHIL 225 Business Ethics
PHIL 321 Ethics
PHIL 323 Medical Ethics

Be effective communicators:

BUS 301 Business Communications
BUS 310 Data Analytics for Business

Be competent with technology:

CIS 205 Information Systems in Organizations
FIN 302 Introduction to Finance
MGMT 320 Introduction to Operations and Supply Chain Management

Have an awareness of global business environment:

ECON 201 Principles of Microeconomics
ECON 202 Principles of Macroeconomics
MKT 301 Principles of Marketing
MGMT 441 Business Strategy and Policy

Program Objectives: The fundamental and singular objective of the proposed BBA degree program is to provide business-related, university-level educational opportunity to potential student groups that might otherwise lack access. The BBA degree program meets UofL strategic priorities of increased enrollment. The postsecondary strategic agenda is supported through increased enrollment, provision of opportunity to various student populations, and through increased efficiency and asset utilization rates.

The objective of providing business-related educational opportunities is envisioned through an undergraduate BBA common core (of approximately 40 credit hours), followed by 15 credit hours of required courses (including six credit hours of co-op/internships). This is supplemented by an additional 30 credit hours of free electives. These electives may be taken from within the College of Business or they may be taken from within the University at large. The program learning objectives are: (1) be competent in general business; (2) have an awareness of ethical issues; (3) be effective communicators; (4) be competent with technology; and (5) have an awareness of global issues. The mapping of learning objectives to courses is provided above.

The curriculum is entirely consistent with the program objectives: students will be exposed to the fundamental College of Business core. Students will not be obliged to enroll in a major which involves a deeper technical exposure to a standard business discipline: e.g., marketing, management, finance. Students will not be required to complete a calculus course (required for admission to the BSBA degree) but rather will require MATH 111 College Algebra. These factors combined indicate that the program will increase enrollment university wide, especially when considering transfer students.

The program focus is on providing access to a larger number of populations. This is accomplished through a curriculum that, while maintaining instruction in the College of Business core and access to limited number of additional required elective credit hours, provides the student with academic flexibility to select various minors from outside the College. Admission requirements will also be attractive to students not currently being served by the university.

6. Complete the New Program Course Form and submit it with this proposal.

Found at: <http://louisville.edu/oapa/new-academic-program-approval-page/new-academic-program-approval>

- Include full course names and course descriptions.
- List courses under the appropriate curricular headings.
- Where they exist, report actual course numbers, titles, and descriptions in the course template. If the program has no specific course numbers required under a particular heading, provide a description of the type(s) of course(s) required in the “course title” column and the number or range of credit hours required in the “credit hours” column.

7. Specify/highlight any distinctive qualities of the proposed program.

The major quality of the program is that it allows students to complete a business common core along with 15 hours of required business credit hours, while the remainder of the program credit hours follow a highly customizable format so that students may tackle a minor within the College of Business or from the University at large. In addition, the program will provide access to various student populations through a carefully thought out curriculum and admission requirements.

8. Please answer the following:

- a) Will this be a 100% distance-learning program? Yes No
- b) Is an approval letter from the Education Professional Standards Board (EPSB) required? Yes No
- c) Will this program utilize alternative learning formats (e.g. distance learning, technology-enhanced instruction, evening/weekend classes, accelerated courses)? Yes No

If yes, please check all that apply below.

- Distance Learning
- Courses that combine various modes of interaction, such as face-to-face, videoconferencing, audio-conferencing, mail, telephone, fax, e-mail, interactive television, or World Wide Web
- Technology-enhanced instruction
- Evening/weekend/early morning classes
- Accelerated courses
- Instruction at nontraditional locations, such as employer worksite
- Courses with multiple entry, exit, and reentry points
- Courses with "rolling" entrance and completion times, based on self-pacing
- Modularized courses

9. Will this program replace or enhance any existing program(s) or tracks, concentrations, or specializations within an existing program? Yes No

If so, please specify.

While cannibalization will undoubtedly be realized, as it would with the introduction of any new degree program, we strongly believe that the program will grow enrollment both college- and university-wide. The program focus is on providing access to a larger number of populations. This is accomplished through a curriculum that, while maintaining instruction in the College of Business core and access to limited number of additional required elective credit hours, provides the student with academic flexibility to select various minors from outside the College. Admission requirements will also be attractive to students not currently being served by the university.

10. How will the program support or be supported by other programs and/or units within the institution? Please also describe potential for collaboration with other programs within the institution.

The program calls for 30 credit hours of required electives at the 300 or higher level. The College of Business BSBA majors typically require about 30 credit hours within the major. Thus the proposed BBA program essentially replaces the BSBA major with university-wide free electives thereby providing students with a highly customized undergraduate education experience. This will allow students to enroll in a large variety of minors within other colleges housed within the University of Louisville. We plan on working with other units to encourage them to design/maintain minors that are consistent with the BBA degree program requirements. Thus, other University of Louisville units will benefit from the increased enrollment brought about by the introduction of the BBA degree program.

Examples of enhancements include minors within the College of Business including but not limited to Marketing, Management, and Economics. Students will be able to complete these minors without completing any additional credit program credit hours.

Several examples of enhancements outside of the College of Business may be provided. For example, the Sport Administration minor (College of Education) requires 18 credit hours of course work, 12 of which are at the 300 or higher level and would thus count toward the BBA degree. The Psychology, Geography, Political Science, and Sociology minors (A&S) require 21 credit hours of course work, all of which would fall within the BBA program format.

11. Are new or additional faculty needed? Yes No

- a) If yes, please explain, indicating the number and role of each new faculty member and whether they will be part-time or full-time. Specify if part-time faculty or graduate assistants are included in the additional faculty resources needed.
- b) If yes, please provide a plan to ensure that appropriate faculty resources are available, either within the institution or externally, to support the program.
- c) What is the projected faculty/student ratio for the program?

The College of Business (COB) current undergraduate seated classes average approximately 65% full and in 2018-2019, the COB taught approximately 45,000 undergraduate credit hours. BBA students will take many of the same Business Core and Business Breadth courses as our BSBA students and we anticipate that the increase of 2.65% in undergraduate credit hours for those shared courses will be able to be accommodated in existing classes without an increase in costs for the first year. However, with respect to new courses that are needed only for BBA students, we expect to cover the year one students with x-pay to current faculty (\$8,000 per course x 5 courses beyond our current offerings). As the program grows, we plan to staff courses primarily with term faculty. We are estimating the need for one term faculty for every 100 (approximately) new students to the College. (\$80,000 + 28% fringe = \$102,400 + 3% annual increase). The COB thus anticipates the hiring of two new term contract faculty in year two with continued staffing at that level through the initial five-year budget (see Program Budget Spreadsheet for additional details).

Using data from Cards Analytics, in 2018 the number of enrolled students was 2,319 and the number of full-time faculty was 79. The student teacher ratio was therefore 29.35 (or 2,319/79). This ratio is stable as it was 28.38 in 2015. Given the number of net new students and the number of net new faculty, it is anticipated that the student/faculty ratio will not be significantly affected.

12. Complete the SACS Faculty Roster Form found at the link below and submit it with this proposal.

Found at: <http://louisville.edu/oapa/new-academic-program-approval-page/new-academic-program-approval>

Also submit a copy of the program director's CV.

13. Is there a specialized accrediting agency related to this program? Yes No

- a. If yes, please identify the agency. AACSB
- b. If yes, will the program seek accreditation?

Every five years, AACSB accredits all programs at one time. The College of Business will include the BBA degree program in the next AACSB review cycle.

14.a. Describe the library resources available to support this program.

Please also submit a letter of support from the UofL Libraries.

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.

A letter of library support is provided in a separate document to this package.

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

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

An analysis of resource utilization shows that the College of Business possesses sufficient classroom space and technology to support the proposed BBA program. The College of Business houses more than 80 full-time faculty, more than 40 staff, 16 classrooms, three computer labs, and three centers. Classrooms range in size from a seating capacity of 15 to 205. All classrooms are equipped with modern technology. The College also uses two classrooms in Davidson Hall, one of which is a dedicated computer lab with a capacity of about 40 students.

C. Program Demand/Unnecessary Duplication

Market Demand

1. Explain why this program is needed. Note if it replaces another program on campus.

This is an open-ended response that will be used in CPE agenda items. Remember that your audience is CPE, not higher education administrators, faculty, or staff.

The program is necessary primarily as a mechanism through which to serve and educate a larger number of populations in an efficient, cost effective fashion. These populations desire a business degree, but are not qualified for the College of Business Bachelor of Science degree programs through an inability to meet strict entrance requirements. These populations also appear to desire combining a business and pre-business core with non-traditional minors in various disciplines without an increase in the standard 120 credit hours required to complete an undergraduate degree. These minors include studies in languages, arts programs, sociology, psychology, and sports administration, to name a few. By increasing collaboration with other UofL units through the addition of non-business minors with business core, university-wide efficiencies shall also be significantly realized.

Student Demand

- 2. a. Provide evidence of student demand at the regional, state, and national levels.** Evidence of student demand is typically in the form of surveys of potential students or enrollments in related programs at the institution, but other methods of gauging student demand are acceptable.

- Students enrolled at UofL as pre-business majors who would meet the new admissions requirements: 205.
- Estimated direct freshmen admits for Fall 2020 based on new admissions requirements and number of pre-majors for fall 2019: 137
- Estimated KCTCS transfer students who will have declared Business Admin as a major who intend to transfer to UofL: 210
- There is also a potential applicant pool for other majors within the University who would be admissible with the new admission criteria; these programs include but are not limited to: SPAD, COMM, OLL.

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

- Applicants who want a business degree but who do not meet the advanced level quantitative skills required of the BSBA programs.
- Applicants who need a business degree to advance within their current workplace.
- Applicants will be identified through the Slate platform for new students.
- Current pre-business majors within the University of Louisville will receive a personal outreach letter for the College as well as through the Exploratory Advising Center.

c. Describe the student recruitment and selection process.

- Students who are listed as pre-business will be sent a direct email inviting them to change majors to the BBA program. Students in other units at the University will be informed through the Majors Day and via the other advising centers on campus.
- Students in the KCTCS system will be contacted via the Recruitment Fairs on the KCTCS campuses as well as communications through the Ultra program and the advising centers on the KCTCS campuses.
- The College will work closely with the Admissions Office, regional recruiters, and our out-of-state recruiters through the Slate platform. Direct contact will be made through the High School Counselors in the Region. Targeted outreach programs to local area high schools are in development.
- Admission for freshman applicants is based on a holistic review including high school grades, national college admission test results, and successful completion of the pre-college curriculum.

d. Identify the primary feeders for the program.

There are three primary feeders for the program. This first will be incoming freshmen. The second will be undecided students already enrolled at the University of Louisville. The third will be transfer students from other universities and from community colleges. Students who enrolled as pre-majors to the University of KY, but who did not meet the admissions requirements for the upper division could be a potential feeder for the BBA.

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

The University of Louisville is expanding efforts to attract out of state and international students. The addition of the BBA 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.

Academic Year	Degrees Conferred	Majors (Headcount) Fall Semester
2020-2021	0	100
2021-2022	50	200
2022-2023	150	200
2023-2024	200	200
2024-2025	200	200

The above projections are based on our experience and discussions with UofL enrollment and Kentucky community college administrators. These numbers reflect the belief that a significant number of students enrolled in the BBA in early years will transfer in from community colleges. In addition, a number of enrollees will be undeclared UofL students who are not currently eligible for admission to the College of Business due to current admission and graduation requirements.

Employer Demand

3.a. Describe the types of jobs available for graduates, average wages for these jobs, and the number of anticipated openings for each type of job at the regional, state and national levels.

Employer demand was assessed through an analysis of various job types identified in the Bureau of Labor Statistics Handbook. These job types are: (1) human resource specialist; (2) food service manager; (3) loan officer; (4) meeting, convention, and event planners; and (5) sales manager. Average wages for these positions ranged from \$49,370 to \$124,220. Total employment in the Commonwealth of Kentucky in these job categories ranged from 990 to 6,600. Regional positions (KY, IN, OH, TN) ranged from 6,510 to 48,610. Commonwealth of Kentucky job growth projections (as measured in growth in annual number of openings) ranged from 6% to 16%. Regional job growth projections ranged from 8% to 12%. Statistics were also collected on national growth projections, national number of positions, and national number of job openings : national growth projections ranged from 7% to 11%.

Date source: <https://datausa.io/profile/geo/kentucky#targetText=Median%20Household%20Income,-%2448%2C375&targetText=Households%20in%20Kentucky%20have%20a,represents%20a%203.68%25%20annual%20growth..>

We ask that you refer to Appendix A (Employer Demand) for data on the types of jobs available for graduates, average wages for these jobs, and the number of anticipated openings for each type of job at the regional, state and national levels.

Employer Demand

3.b. If the program is designed for students to enter the workforce immediately, please complete the table below.

- Indicate source of market demand information and timeframe for growth projections.
- Add more rows to the table as needed.

Most of the current Bureau of Labor Statistics projections are for 2016-2026. Other sources include; but are not limited to:

- [Georgetown University Center on Education and the Workforce](#)
- [Bureau of Labor Statistics' Occupational Outlook Handbook](#)
- [Kentucky Center for Statistics](#)
- KY Chamber, "Kentucky's Workforce, Progress and Challenges," January 2018
- <https://www.kychamber.com/sites/default/files/Kentuckys%20Workforce%20Progress%20and%20Challenges%202018%20Final%20NEW.pdf>
- Kentucky, Bridging the Talent Gap
- Document - <https://www.bridgingthetalentgap.org/wp-content/uploads/2017/05/KY-Statewide.pdf>
- Interactive website: <https://bridgingthetalentgap.org/dashboards/>

This table is included in the Letter of Intent. Copy the information submitted in the LOI here and update as needed.

The information required to address this question is included in Appendix A (Employer Demand). As seen there, we document regional (KY, IN, OH, and TN) average wage income from five types of jobs: food service manager; human resource specialist; loan officer; meeting convention, and event planners; and sales managers. Average regional income ranges from \$49,370 to \$124,220, total employment in each job category ranges from 660 to 4,410, and growth projections range from 8% to 10%. Similar statistics are provided for state and national geographic areas.

Employer Demand

3.c. 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.

Appendix A (Employer Demand) show average wages, number of annual openings, and total employment for the region and its growth (with region defined by KY, IN, OH, and TN), the state and its growth, and the nation and its growth. These estimates are provided for five representative jobs: (1) food service managers; (2) human resource specialists; (3) loan managers; (4) meeting, convention, and event planners, and (5) sales managers. Average wages range from \$49,370 to \$124,220. Clearly, all five representative job classifications show average wages above the Kentucky median household income of \$48,375 (<https://datausa.io/profile/geo/kentucky#targetText=Median%20Household%20Income,-%2448%2C375&targetText=Households%20in%20Kentucky%20have%20a,represents%20a%203.68%25%20annual%20growth.>). State growth projections range 7% to 16% (regional growth ranges from 8% to 12%) indicating that the program will position graduates in employment fields where demand is increasing. Two additional issues need to be raised. First, informal discussions with the local business community indicate that the market will be more likely to differentiate students graduating from the proposed BBA program from current BSBA if the employer desires specific technical skills. For example, an Accounting BSBA student who is on a track to become a Certified Public Accountant (CPA), a BSBA student with specialized financial skills is sought after by banking institutions, or a Computer Information System student with specialized coding and software skills will be highly differentiated and will be understood as such by the market from students obtaining the generalist BBA business degree. Employers seeking bachelor students with generalized management degrees will tend to look at these two degrees in a more similar fashion. Second, cannibalization will occur. The key question is not whether cannibalization does occur, but rather the rate at which it occurs and the extent to which UofL enrollments in general will increase. Obtaining data on projected cannibalization rates from other programs would be an extremely difficult and challenging undertaking. However, we have confidence that the BBA program would attract transfer students who have not normally attended UofL.

Academic Demand

4. If this is not a program that is designed for students to enter the workforce immediately after graduation, please indicate the skills that graduates will attain, the types of graduate programs the graduates are most likely to attend, and the types of jobs graduates will eventually seek.

This is a program to enter student directly into the workforce.

5. Academic Disciplinary Needs:

If the program proposal is in response to changes in academic disciplinary need, as opposed to employer demand, please outline those changes. Explain why these changes to the discipline necessitate

development of a new program.
The program is not being proposed due to academic disciplinary needs.

6. 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.
The program is not an advanced practice doctorate.

Unnecessary Duplication (Similar Programs)

7. a. Are there similar programs in other Southern Regional Education Board (SREB) (https://www.sreb.org/states) or in the nation? If so, please identify the similar programs.
We were unable to identify similar programs in the Southern Regional Board (SREB).
b. Are there similar programs that exist at public institutions in Kentucky? If so, please identify them.
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.
The Business School offerings at the following public schools in Kentucky were analyzed: University of Kentucky (UK), Northern Kentucky University (NKU), Western Kentucky University (WKU), Eastern Kentucky University (EKU), Morehead State University (MSU), Kentucky State University (KSU), and Murray State University (MSU). Between them are offered a range undergraduate degree programs, primarily degrees designated as Bachelor of Science (BS), Bachelor of Science in Business Administration (BSBA), Bachelor of Business Administration (BBA), and Bachelor of Arts in Business Administration (BABA). Due to significant differences, we excluded undergraduate degrees offered in Economics and Journalism (and connected sub-fields such as Actuarial Economics and TV Broadcasting). The identified BS, BSBA, BBA, and BABA degree programs, with one exception, all shared the common thread of significant business and pre-business credit hour common core, and a significant number of credit hours within a major, track, or concentration. For example, Morehouse State University offers a BBA degree program with seven majors (or tracks), each of which takes requires from between 27 to 30 credit hours in a specific discipline (e.g., marketing). UK offers two BSBA and three BBA degree programs with between 18 and 21 discipline specific credit hours. Note that the technical programs identified here only include required courses within a major and not additional electives within the specific discipline: e.g., degree program may require 15 credit hours plus an additional nine credit hours as electives within the same discipline.
The proposed BBA herein described requires only nine credit hours of business courses after the business and pre-business core plus six credit hours of co-op (or internship courses). The remaining credit hours normally consisting of technical courses within a pre-specified major, track or concentration along with any additional elective hours forced to arise from within the College of Business will be delegated in a collaborative fashion among other UofL units. This critical distinction is what differentiates the proposed BBA from virtually all other BSBA, BS, BBA, and BABA programs offered by public institutions within the Commonwealth of Kentucky. Students will in essence benefit from a business and pre-business core while being able to craft a minor of significance from outside the College of Business.
The only degree program we identified as being somewhat similar is the BS in General Business offered by NKU.
c. Does the proposed program differ from existing programs in terms of curriculum, focus, objectives, etc.?

<p>If yes, please explain.</p>
<p>Please see our response to 7b where we discuss how the proposed program differs from virtually all existing College of Business programs housed within Kentucky institutions of higher education.</p>
<p>d. Does the proposed program serve a different student population (e.g., students in a different geographic area, non-traditional students, etc.) from existing programs? If yes, please explain.</p>
<p>The intent of the BBA degree program is to serve various students populations. One major population consists of students who do not desire to deepen their knowledge into one or more business disciplines: e.g., finance, accounting. Rather this population would rather engage with the College of Business to obtain a business core with a limited number of elective hours while possibly combining this with a minor from the College of Business or from another University of Louisville college. This product will attract new students both to the College of Business and to the University as a whole. Note that the UofL BSBA degree possesses a calculus requirement for admission. The more general and less specific BBA does not possess this requirement. This should lead to a growth through admitting new students to the College and to the University of Louisville.</p>
<p>e. Is access to existing programs limited? Please explain.</p>
<p>The only program identified as being somewhat similar is the NKU BSBA in General Business. The degree sheet for the program states, "The Bachelor of Science in Business Administration (B.S.B.A.) with a major in General Business is a selective admission program" (http://onlinecatalog.nku.edu/mime/media/16/1552/General-Business-BSBA_Four-Year-Plan1819.pdf). In addition, students must complete 12 credit hours at NKU (a selective admission group of courses all at the 200 level) and obtain a specified grade in each course. This indirectly limits access, as students appear unable to transfer in these courses from community colleges.</p>
<p>f. Is there excess demand for existing similar programs? Please explain.</p>
<p>We are unaware of whether demand exceeds available supply.</p>
<p>g. 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 program.</p>
<p>The BBA program at the College of Business will accept equivalencies for the following courses from two-year and four-year colleges: ACCT 201/202; ECON 201/202; STATS; and a 100 level CIS course. Additional 300 level business core courses may be used from other four-year AACSB accredited schools provided they are deemed equivalent.</p>
<p>h. Will there be collaboration between the proposed program and existing state programs? If there will be collaboration, please explain what it will entail. If there will not be collaboration, please explain why there is no proposed collaboration with existing programs.</p>
<p>There is no direct and currently planned collaboration on the proposed BBA degree program with other public universities operating in the Commonwealth of Kentucky. The College of Business does collaborate extensively with the University of Kentucky with respect to a joint Executive MBA degree program. The University of Louisville is the home institution and the two business schools equally share in academic, administrative, and marketing and recruiting oversight. The number of elective credit hours, however, provides significant opportunities for the College of Business to collaborate with other University of Louisville units, especially in terms of minors. Minors in Education (Sport Administration) and Arts and Science (Psychology, Sociology, Political Science, and Geography), as examples, may all be completed within the 120 credit BBA framework without additional credit hour requirements.</p>

8. In the table(s) below, provide information about similar programs based on CIP codes. Include trend data on enrollment and degrees conferred for these programs.

Institutions may list other programs that are similar but may be classified in a different CIP code. A search for similar programs or by CIP can be conducted at <https://dataportal.cpe.ky.gov/KYAcademicProgInventory.aspx>. If assistance is needed to identify similar programs in Kentucky contact OAPA at PROGAPPR@louisville.edu. Copy the table below as needed to address all similar programs.

Similar Program 1:	
Institution:	Northern Kentucky University
Program Name:	General Business, BSBA
Comparison of Objectives/Focus/Curriculum to Similar Programs: <i>Explain the differences in curriculum, focus, and/or objectives. If the proposed program curriculum does not differ substantially from existing programs, then <u>describe potential collaborations with other institutions.</u></i>	The NKU program, as noted above, is a “selective admission” program. The proposed UofL BBA serves various populations. The NKU program requires that a minor be obtained from within their college of business. The UofL program will provide much more flexibility and allow students to customize their studies with a minor from the UofL College of Business or from any other UofL college. The NKU program requires that 18 credit hours be taken from a group of courses beyond the business core. To provide more program flexibility, the proposed BBA requires 9 credit hours of course work plus six credit hours of practical experience through a co-op or internship.
Comparison of Student Populations: <i>Describe how your target student population is different from those at other institutions and explain how your program reaches this new population (e.g. the proposed program is completely online while other programs are face-to-face or hybrid).</i>	The proposed BBA will focus on attracting populations who desire a business degree, but who at the same time do not meet the admission requirements for the technical BSBA degree programs. The proposed BBA degree program will not require calculus and the GPA admission and ACT requirements will be lower than those required of the BSBA.
Access to Existing Programs: <i>Explain how/why existing programs cannot reach your target population and/or provide evidence that existing programs do not have the capacity to meet current student demand (e.g. the number of students on enrollment waiting list).</i>	As the only Kentucky public university in the city of Louisville, UofL is uniquely positioned to attract populations who are financially unable to study at locations other than Louisville.
Feedback from Other Institutions: <i>Summarize the feedback from colleagues at institutions with similar programs.</i>	The feedback for the NKU consisted of three comments: (1) will the quality of BBA degree holders match the quality of current BSBA degree holders and how will this affect the long-term reputation of the current program? (2) required internships are a positive, but should not be used as a substitute for rigor; and (3) the four reworked core/required courses need to be thought out in terms of how they will deliver quantitative content

while being aligned with BBA student interest and aptitude.

D. Cost

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? Yes No

If so, please provide a brief summary of new or additional resources that will be needed to implement this program over the next five years. Document the expected cost/expenditures in the table below.

The Program Budget Spreadsheet shows that the program will require \$40,000 in additional expenses in its first year, increasing to more than \$250,000 in each of the subsequent four years. The funds will primarily be needed for instructional expenses and for additional advising expenses.

2. Will this program impact existing programs and/or organizational units within your institution? Yes No

If so, please describe the impact.

(examples: reallocation of resources, faculty or staff reassigned, changes to other programs and/or course offerings or other programs, reduction or increase in students served, any other possible impact)

The program will impact the existing Bachelor of Science in Business Administration (BSBA). The major impact will be that the following core business courses will be required of both BSBA and BBA students: MKT 301, MGMT 301, CLAW 301, BUS 441, ECON 201, ECON 202, and BSTA 310. Enrollments in these required BSBA courses will increase, meaning that the percentage of seats filled per course section should increase. Also, the proposed BBA calls for nine credit hours in College of Business electives. Enrollments in relevant courses will thus increase as well.

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

The Program Budget Spreadsheet shows that the program will generate a program surplus of \$368,000 in its initial year, increasing to more than \$500,000 for the subsequent four years.

- **Complete the New Program Budget Spreadsheet.**

Found at: <http://louisville.edu/oapa/new-academic-program-approval-page/new-academic-program-approval>

Notes for completing the Budget Spreadsheet:

- Provide an estimate of the level of new and existing resources that will be required to implement and sustain the program.
- Any existing resources reallocated to support this new offering should be estimated as an "internal reallocation" in both the Funding Sources and Expenses sections of the budget.
- Any new resources for which the unit/department plans to allocate funding should be listed as "allocation" in both the Funding Sources and Expenses sections of the budget.

- The program proposal is to be developed without the expectation of tuition-sharing or recovery agreements with the Provost. This approach ensures that the “cost” of operating the program is somewhat reflective of reality.
- For every place you add numbers (in both the Funding Sources and Expenses spreadsheet) provide a written explanation for the numbers, including how they were calculated. The CPE system won’t let us submit the proposal without explanations for the budget numbers.
- Note that there are three tabs to the Budget spreadsheet.

Funding Sources tab:

- Indicate funding to be supplied by the unit (include direct funding & In-kind support):
- Internal allocation and reallocation are those estimated dollars needed to fund the start-up and support the new academic program – typically defined as faculty, administrative/staff, and operational expenses.
- When calculating funding, consider the impact on current faculty workloads.
- Include the expected tuition revenue generated by anticipated student enrollment.
- If the program will use existing faculty or other existing resources, the amount of funding represented by those resources are to be listed in the Funding Sources table as reallocation of funds.
- If reallocation of “existing” funds are included in the Funding spreadsheet, the numbers should also be reflected in the Expenses spreadsheet.
- If the unit has allocated funds for any new expenses in the Funding Sources spreadsheet, the numbers should also be added to the Expenses spreadsheet.

Expenses tab:

- You do not have to estimate classroom space unless you believe that existing space is not sufficient to support the academic program.
- If reallocated “existing” funds are included in the expenses table, the numbers should also be reflected in the Funding Sources spreadsheet.
- If the unit has allocated funds for any new expenses in the Expenses spreadsheet, those should also be added to the Funding Sources spreadsheet.

Funding Source/Expenses Combined tab:

- This spreadsheet will pre-populate based upon the numbers entered into the Funding Sources and Expenses spreadsheets. The goal is to have more funding than expenses.

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. Describe how each program-level student learning outcome will be assessed and how assessment results will be used to improve the program.

The student learning outcomes for the program are:

Be competent in general business:

General business competency within specific functional verticals will be measured within each 300 (or higher) core (or required course): FIN 302; MKT 301; MGMT 301; CLAW 301; BUS 310; MGMT 410; BUS 441. In many cases, 200-level courses are assessed for functional skills as well. This leads to a large number of

assessments across multiple courses. For example, the learning objectives within MKT 301 Principles of Marketing are:

- LO1: Concepts of segmentation, targeting, and product positioning
- LO2: Consumer and organization buying behavior.
- LO3: Elements of marketing mix including: product, price, promotion, and distribution.
- LO4: Marketing planning, marketing research, and information systems in the context of marketing decision-making.
- LO5: Fundamental marketing terms
- LO6: The American Marketing Association “Code of Ethics”
- LO7: The global dimensions of marketing

These learning objectives are measured through a common set of questions (shown below) asked across sections of the course. The responses are merged across and provide one set of inputs into the overall assurance of learning process that will be utilized at the undergraduate level within the BBA course.

LO1: Concepts of segmentation, targeting, and product positioning
Marketing segmentation is
Marketers applying a positioning strategy want to
LO2: Consumer and organization buying behavior.
Consumer behavior refers to
Marketing intermediaries are
Marketing channels play a key role in marketing strategy because they
LO3: Elements of marketing mix including: product, price, promotion, and distribution.
The term "marketing mix" describes
A product is:
In a process called _____, products pass series of stages from their initial appearance to Their decline
The exchange value of a product defines its
Price elasticity of demand is
The function of informing, persuading, and reminding the consumer’s purchase decision is called
An integrated marketing communications strategy begins with
LO4: Marketing planning, marketing research, and information systems in the context of marketing decision-making.
The process of anticipating future events and conditions and determining the best way to achieve organizational objectives is known as
LO5: Fundamental marketing terms
Which of the following is the best definition of marketing
The marketing concept emphasizes
Relationship marketing can help a company
The five dimensions usually considered to constitute the external macro-marketing Environment include all of the following <u>except</u>
Which of the following best describes the major activities involved in marketing management
LO6: The American Marketing Association “Code of Ethics”
The majority of ethical questions are raised in connection with which component of marketing strategy?
Invasion of personal privacy is a critical ethical issue in
LO7: The global dimensions of marketing
All of the following are benefits of global marketing except

Be able to apply critical thinking skills in making decision and solving problems:

The BBA proposal plans to adopt a new rubric for decision-making and critical thinking skills. The rubric that is anticipated to be used is as follows

(https://www.google.com/search?q=decision+making+rubric&rlz=1C1CHFEnUS812US812&sxsrf=ACYBGNQ1UOpVXr6UhOGPLz8cekmdkC6zaA:1572630848849&tbm=isch&source=iu&ictx=1&fir=ixaBpg_j9BP0QM%253A%252CCZdMRK5iRISs5M%252C_&vet=1&usq=Al4_-kTQb8MzXs-D1rpmSFB8AhgjufkX8g&sa=X&ved=2ahUKEwik2-64ysnlAhVE5awKHTBsCAEQ_h0wEnoECA4QBg&biw=3840&bih=937#imgrc=ltrD_kBJvHOoHM:&vet=1):

Trait	Does not meet expectations	Meets expectations	More than meets expectations
Identifies the question or problem	Does not identify the problem	Identifies the problem with no elaboration	Identifies and recognizes the complexity of the problem (e.g., multiple stakeholders, short-versus long-term problem dimensions)
Acquire appropriate information or evidence to frame business decisions	Identifies a limited number of relevant variables or considered irrelevant variables	Identifies the most relevant variables for the problem or decision and did not consider irrelevant variables	Identification of relevant variables demonstrates thorough consideration of problem because less obvious variables are included
Develop relevant alternative approaches or solutions by integrating positions or perspectives	Considers only one or limited positions or perspective and does not consider that they are related	Integrates several positions or perspectives and considers at least one way they are related	Multiple diverse positions or perspectives are considered and considers relationships
Evaluates or draws conclusions about the potential impact of alternative	Fails to draw conclusions based on the evaluation, or draws conclusions which contradict the evidence or context	Identifies and discusses conclusions which consider the context, but uses some, but not all of the evidence considered	Identifies and discusses conclusions, implications, or Consequences which consider context, and all evidence considered. Objectively reflects upon their own assertions

Have an awareness of ethical issues:

This learning objective is measured in multiple courses. For example it is Learning Objective #6 in MKT 301 Principles of Marketing. Its measure is shown in the general rubric for MKT 301 provided above.

Be effective communicators:

This learning outcome will be measured in BUS 301 Business Communications. This rubric used in this core, required course is as follows, first for oral presentations and then for written communications:

Oral Presentations				
	Excellent	Good	Adequate	Deficient
Professional (15%)	Message is very professional. It demonstrates courtesy (tactful, follows standards of business etiquette); care (error-free, careful attention to detail); and conventionality (fully meets professional standards for message type or demonstrates high-quality creativity).	Message is mostly professional. May have minor issues with courtesy (using too casual of a tone); care (some inattention to detail); or conventionality (not fully meeting professional standards for message type).	Message is somewhat professional. It may have minor issues with courtesy (using too casual of a tone); and more significant issues with care (having several errors or marked inattention to detail) and conventionality (conforming to academic instead of professional standards).	Message is unprofessional. It has significant issues with courtesy (tone is offensive, violates standards of business etiquette); care (sloppy, careless, filled with errors that detract from credibility); and/or conventionality (not conforming to professional or classroom standards).

Clear (20%)	Maximizes receiver's comprehension. Provides complete coverage of information. Leads with a central purpose (e.g., thesis statement). Relevant information is organized into internally-coherent points that are logically ordered. For longer presentations, provides previews and reviews of main points.	Assists with receiver comprehension. Provides complete coverage of information. Central purpose is stated but may not be immediately clear or saved until the end. Relevant information is organized into points that are internally coherent.	Places some burden on receiver to decipher message. Most essential information is present. Central purpose may be implied. Message is organized into points but may demonstrate some problems with internal coherence.	Impedes receiver comprehension; difficult (even with effort) to decipher. A significant amount of essential information may be missing. Central purpose cannot be inferred. There is no apparent organization of information.
Concise (10%)	Message is presented as efficiently as possible. No extraneous information is included; redundancies are eliminated. Respects time limits.	Message is mostly efficient. Some extraneous information or redundancies are present. Respects time limits.	Message is somewhat inefficient. May include too much extraneous information or redundancies. May exceed time limits.	Message is inefficient. Includes excessive amount of extraneous information or redundancies. Inconsiderate of time limits.
Evidence-Driven (20%)	Use of evidence is excellent. All claims are clearly supported by highly-relevant, high-quality evidence. Evidence is presented skillfully and accurately. Citations and/or analysis description establish credibility of evidence.	Use of evidence is good. Most claims are supported by relevant evidence. Evidence is presented accurately, even if inefficiently. Citations credit original sources.	Use of evidence is adequate. Some claims are supported by evidence, sources may be questionable, or the connection between evidence and the claims is not immediately clear. Evidence is presented with minor inaccuracies or raise issues of clarity. Citations and/or analysis description are incomplete or inefficient.	Use of evidence is problematic. Little or no evidence is provided to support claims, evidence is dubious, or is presented deceptively or with significant inaccuracies. Citations and/or analysis description are missing.
Persuasive (15%)	Message is highly persuasive. It clearly communicates an overarching persuasive position. All sub-points are highly relevant and advance the overall position. The sender is ethical in presentation of argument.	Message is persuasive. Message contains an overarching persuasive position. Sub-points are relevant to and consistent with the overarching position even if they do not advance the position. The sender is ethical in presentation of argument.	Message is more informative than persuasive. The overarching persuasive position may be implied rather than stated. Sub-points may demonstrate minor problems with logic, consistency, or relevance. Only minor issues raised regarding ethics.	Message is not persuasive. There is no apparent overarching persuasive position, or sub-points may demonstrate significant problems with logic, consistency, or relevance. Message raises serious ethical concerns.
Delivery (20%)	Delivery is excellent. Speaker is poised and polished. Vocal variety (rate, volume, pitch) keeps audience engaged. Pronunciation and enunciation is clear. Physical delivery is strong with intentional movement and gestures to emphasize main points. Eye contact is strong and natural (>90%). Visual aids are used expertly (smoothly transitioning to/from visual aids).	Delivery is solid. Speaker appears mostly confident. Rate and volume are easy for audience to hear. Pronunciation and enunciation is clear. Physical delivery is good with basic gestures to accommodate main points. Eye contact is strong (~80%). Visual aids are used confidently (looking at audience instead of screen, referencing visual aids at appropriate time).	Delivery is fair. Rate and volume are understandable with little effort from audience; pitch may be a little flat. Pronunciation and enunciation have only limited issues. Noticeable use of fillers (umm, uhh, like). Physical delivery does not distract. Eye contact is moderate (~60-70%). Visual aids are used with minimal problems (reading from screen, slight timing issues with slide advancement).	Delivery is problematic. Rate and volume make it difficult for the audience to hear (e.g., too fast, too soft). Pitch may be monotone. Excessive use of fillers (umm, uhh, like). Physical delivery is distracting to the audience (excessive swaying, pacing, hand tapping). Eye contact is weak (<50%). Visual aids are used in a distracting way (unfamiliar with basic use of PowerPoint or other visual aid).
Written Communications				
	Excellent	Good	Adequate	Deficient

Professional (20%)	Message is very professional. It demonstrates courtesy (tactful, follows standards of business etiquette); care (error-free, careful attention to detail); and conventionality (fully meets professional standards for message type or demonstrates high-quality creativity).	Message is mostly professional. May have minor issues with courtesy (using too casual of a tone); care (having a few errors or some inattention to detail); or conventionality (not fully meeting professional standards for message type).	Message is somewhat professional. It may have minor issues with courtesy (using too casual of a tone); and more significant issues with care (having several errors or marked inattention to detail) and conventionality (conforming to academic instead of professional standards).	Message is unprofessional. It has significant issues with courtesy (tone is offensive, violates standards of business etiquette); care (sloppy, careless, filled with errors that detract from credibility); and/or conventionality (not conforming to professional or classroom standards).
Clear (30%)	Message is very clear. Message is complete. Leads with the central purpose (bottom line up front), points are internally-coherent, and overall message is logically organized. Wording (sentence structure, language choices) is precise and easy to follow. Basic and advanced visual elements are used strategically and selectively.	Message is mostly clear. Message is complete. Central purpose is stated but may not be immediately clear or saved until the end. Points are internally-coherent. Wording can be followed with only limited effort. Basic visual elements are used proficiently.	Message is reasonably clear. Most essential information is present. Central purpose may be implied. Points may demonstrate some problems with internal coherence. Wording may slow receiver's comprehension or introduce ambiguity. Visual elements are used with some minor problems or may be missing.	Message is unclear. Significant problems with missing information, lack of organization, poor wording, and/or visual design that detracts from receiver comprehension.
Concise (10%)	Message is presented as efficiently as possible. No extraneous information, redundancies, or wordiness.	Message is mostly efficient. Most extraneous information, redundancies, or wordiness is eliminated.	Message is somewhat inefficient. May contain extraneous information, redundancies, or problems with wordiness.	Message is inefficient. Includes excessive amount of extraneous information or redundancies. Very wordy.
Evidence-Driven (25%)	Use of evidence is excellent. All claims are clearly supported by highly-relevant, high-quality evidence. Evidence is presented skillfully and accurately. Citations and/or explanation of analysis establish credibility of evidence.	Use of evidence is good. Most claims are supported by relevant evidence. Evidence is presented accurately, even if inefficiently. Citations credit original sources and/or explanation of analysis is clear.	Use of evidence is adequate. Some claims are supported by evidence, sources may be questionable, or the connection between evidence and the claims is not immediately clear. Evidence is presented with minor inaccuracies or raise issues of clarity. Citations and/or explanation of analysis are incomplete or inefficient.	Use of evidence is problematic. Little or no evidence is provided to support claims, evidence is dubious, or is presented deceptively or with significant inaccuracies. Citations and/or explanation of analysis are missing.
Persuasive (15%)	Message is highly persuasive. It communicates an overarching persuasive position, with all claims advancing the position. The sender is ethical in presentation of argument.	Message is persuasive. It states or clearly implies an overarching persuasive position. Supporting claims are relevant and consistent with the position, even if not fully developed. The sender is ethical in presentation of argument.	Message is more informative than persuasive. Places burden on receiver to determine position. May have some inconsistencies with supporting claims. Only minor issues raised regarding ethics.	Message is not persuasive. There is no attempt to persuade. Alternatively, argument is supported by logical fallacies. Message raises serious ethical concerns.

Be competent with technology:

Technology competency is assessed in the required Computer Information System (CIS) course. Similar to the marketing assessment, the CIS unit utilizes a 25 item multiple-choice pre- and post-test design. Among the items related to technology systems, databases, etc.

Have an awareness of global business environment:

This learning objective is measured in multiple courses. For example it is Learning Objective #7 in MKT 301 Principles of Marketing. Its measure is shown in the general rubric for MKT 301 provided above.

The Undergraduate Studies will review the assessment and make recommendations for program improvement. Faculty and the BBA program director will execute on changes as required.

<p>2. For each assessment method, please provide direct indicator(s) of achievement of program-level student learning outcomes and frequency of data collection. Also, provide indirect indicators of achievement where possible.</p>
<p>Please see specific assurance of learning measures (above) to understand direct versus indirect measures. The data will be collected once per year.</p>
<p>a. Which components will be evaluated?</p>
<ul style="list-style-type: none"> a. Be competent in general business b. Be able to apply critical thinking skills in making decision and solving problems c. Have an awareness of ethical issues d. Be effective communicators e. Be competent with technology f. Have an awareness of global business environment
<p>b. When will the components be evaluated?</p>
<p>All learning objectives will be measured once per year during the spring semester. This will enable the program to complete SLO and other assurance of learning reports on a timely fashion.</p>
<p>c. When will the data be collected?</p>
<p>The data will be collected during the spring semester.</p>
<p>d. How will the data be collected?</p>
<p>The faculty will collect data in their courses.</p>
<p>e. What will be the benchmarks and/or targets to be achieved?</p>
<p>The program will seek to have a minimum of 80% of students obtained a satisfactory or higher score. This will be applied to each of the five learning objectives identified above.</p>
<p>f. What individuals or groups will be responsible for data collection?</p>
<p>The faculty will collect data at the course level and program specific recommendations within their courses.</p>
<p>g. How will the data and findings be shared with faculty?</p>
<p>The data, analysis, and results will be shared first with the Undergraduate Studies Committee. To increase visibility, annual reports will be shared with the faculty.</p>
<p>h. How will the data be used for making programmatic improvements?</p>
<p>The Undergraduate Studies Committee and the program director will review the data in total. This broad assessment should lead to recommendations at the program level. The data will be analyzed and interpreted to illuminate potential areas/activities for improvement.</p>

<p>3. What are the measures of teaching effectiveness?</p>
<p>Teaching effectiveness in the BBA will be evaluated via the course student evaluations (currently on a 5-point scale). The “instructor effectiveness” item will be the only criterion utilized from the COB student evaluation. Besides the 5-point score per class, the scores across all classes will be compared to give a relative measure of instructor effectiveness. Any new teaching effectiveness measures adopted by the university will be incorporated into the model used by the College of Business and thus the BBA program.</p>

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

Based on relative performance among the other College of Business instructors as well as absolute “effectiveness” on the 5 point scale from student evaluations, any instructors performing at a lower level 2.5 will need to work with Delphi to improve their course content, assessments, and/or delivery style to improve. It is hoped that the publicly available effectiveness scores will provide opportunities for high performers to be sought for advice by lower performers.

5. What are the plans to evaluate students’ post-graduate success?

New Academic programs undergo an interim program review after five years for undergraduate programs, four years for masters programs, and three years for doctoral programs. After the interim review, all programs are placed on the university’s regular program review schedule.

The program review template requires that programs provide feedback from graduates, alumni, and employers. In your response to this question consider how you will collect satisfaction feedback from these groups.

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

NOTE: 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. For more information on the program review process see <http://louisville.edu/oapa/academic-program-review-process>.

Appendix A. Employer Demand.

Employer Demand

3.b. If the program is designed for students to enter the workforce immediately, please complete the table below.

- Indicate source of market demand information and timeframe for growth projections.
- Add more rows to the table as needed.

Most of the current Bureau of Labor Statistics projections are for 2016-2026. Other sources include; but are not limited to:

- [Georgetown University Center on Education and the Workforce](#)
- [Bureau of Labor Statistics' Occupational Outlook Handbook](#)
- [Kentucky Center for Statistics](#)
- KY Chamber, "Kentucky's Workforce, Progress and Challenges," January 2018
- <https://www.kychamber.com/sites/default/files/Kentuckys%20Workforce%20Progress%20and%20Challenges%202018%20Final%20NEW.pdf>
- Kentucky, Bridging the Talent Gap
- Document - <https://www.bridgingthetalentgap.org/wp-content/uploads/2017/05/KY-Statewide.pdf>
- Interactive website: <https://bridgingthetalentgap.org/dashboards/>

This table is included in the Letter of Intent. Copy the information submitted in the LOI here and update as needed.

	Regional (KY, IN, OH, TN)	Regional Growth Projections	State	State Growth Projections	National	National Growth Projections
Type of Job	Food Service Manager					
Average Wage	\$54,240 (10 th to 90 th PCTL: \$31,580 – 92,410)					
# of Annual Openings	4,290	↑ 8%	660	↑ 7%	36,800	↑ 9%
Total Employment	36,620	+ 2,810	5,620	+ 420	308,700	+ 27,700
Type of Job	Human Resources Specialist					
Average Wage	\$60,880 (10 th to 90 th PCTL: \$36,270 – 104,390)					
# of Annual Openings	5,260	↑ 9%	690	↑ 6 %	57,600	↑ 7%
Total Employment	48,610	+ 4,410	6,600	+ 400	547,800	+ 38,900
Type of Job	Loan Officer					
Average Wage	\$63,040 (10 th to 90 th PCTL: \$31,870 – 132,080)					

# of Annual Openings	2,680	↑ 12%	440	↑ 16%	30,400	↑ 11%
Total Employment	27,890	+ 3,220	4,260	+ 690	318,600	+ 36,300
Type of Job	Meeting, Convention, and Event Planners					
Average Wage	\$49,370 (10 th to 90 th PCTL: \$27,560 – 84,900)					
# of Annual Openings	840	↑ 10%	120	↑ 10%	15,100	↑ 11%
Total Employment	6,510	+ 660	920	+ 90	116,700	+ 15,100
Type of Job	Sales Manager					
Average Wage	\$124,220 (10 th - 25 th PCTL: \$58,940 – 208,000)					
# of Annual Openings	3,000	↑ 10%	340	↑ 8%	36,300	↑ 7%
Total Employment	30,660	+ 3,070	3,560	+ 270	385,500	+ 28,900

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 source(s) of additional funding for the proposed program.

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

Funding Sources, by year of program (continued)	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th 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.					
No internal allocation is expected from other College of Business budget accounts. The College of Business does not allocate funds internally in the manner assumed by this question.					

Funding Sources, by year of program (continued)	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
Student Tuition					
~ New	\$ 408,000	\$ 816,000	\$ 816,000	\$ 816,000	\$ 816,000
(Est. # of students per year x 12 CH x \$340)	100	200	200	200	200

Cost/Funding Explanation

~ Existing (i.e., IUT, COB Undecided, Other COB Major)	\$ -	\$ -	\$ -	\$ -	\$ -
(Est. # of students per year x 24 CH x \$324)					

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

See the Full Proposal (Section C, Part f) for a breakdown of student enrollment projections for new and existing students.
 We are estimating revenue to the unit based on the total number of additional students to the university x 12 credit hours per year to be taught in the COB x \$340 per credit hour, which is the projected revenue to units for FY21.

		<i>1st Year</i>	<i>2nd Year</i>	<i>3rd Year</i>	<i>4th Year</i>	<i>5th Year</i>
A.	TOTAL - Funding Sources (REVENUES)	\$ 408,000	\$ 816,000	\$ 816,000	\$ 816,000	\$ 816,000

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.

B. Breakdown of Budget Expenses/Requirements	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
<i>Staff</i>					
<u><i>Executive, Administrative, Managerial</i></u>					
~ New					
~ Existing	-				
<u><i>Other Professional</i></u>					
~ New					
~ Existing					
<u><i>Faculty</i></u>					
~ New	\$ 102,400	\$ 204,800	\$ 210,944	\$ 217,272	\$ 223,790
~ Existing (Faculty)		\$ -	\$ -	\$ -	\$ -
<u><i>Graduate Assistants</i></u>					
~ New	-				
~ Existing	-				
<i>Student Employees</i>					
~ New	-				
~ Existing	-				
<p>Narrative Explanation/Justification: <i>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.</i></p> <p>Our current undergraduate seated classes average approximately 65% full and in 2018-19 we taught approximately 45,000 undergraduate credit hours. BBA students will take many of the same Business Core and Business Breadth courses as our BSBA students and we anticipate that the increase of 2.65% in undergraduate credit hours for those shared courses will be able to be accommodated in existing classes without an increase in costs for the first year. However, with respect to new courses that are needed only for BBA students, we expect to cover the Year 1 students with new term faculty members we are currently in the process of hiring who will cover these courses in load. As the program grows, we plan to staff courses primarily with Term faculty. We are estimating the need for one term faculty for every ~100 new students to the College. (\$80,000 + 28% fringe = \$102,400 + 3% annual increase).</p>					
Breakdown of Budget Expenses/Requirements (continued)					
<u>Equipment and Instructional Materials</u>					
~ New	\$ -	\$ -	\$ -	\$ -	\$ -

Cost/Funding Explanation

~ Existing					
Narrative Explanation/Justification:					
We do not anticipate needing new equipment or instructional materials.					
Breakdown of Budget Expenses/Requirements (continued)					
	<i>1st Year</i>	<i>2nd Year</i>	<i>3rd Year</i>	<i>4th Year</i>	<i>5th Year</i>
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)					
	<i>1st Year</i>	<i>2nd Year</i>	<i>3rd Year</i>	<i>4th Year</i>	<i>5th Year</i>
Contractual Services					
~ New	\$ -	\$ -	\$ -	\$ -	\$ -
~ Existing					
Narrative Explanation/Justification:					
Breakdown of Budget Expenses/Requirements (continued)					
	<i>1st Year</i>	<i>2nd Year</i>	<i>3rd Year</i>	<i>4th Year</i>	<i>5th Year</i>
Academic and/or Student Support Services					
~ New: Staff hire - academic advisors	\$ 51,200	\$ 52,736	\$ 54,318	\$ 55,948	\$ 57,626
~ New: Staff hire - career/internship counselors	\$ 51,200	\$ 52,736	\$ 54,318	\$ 55,948	\$ 57,626
~ Existing					
Narrative Explanation/Justification:					

Cost/Funding Explanation

Staff: (1) In year 1, we plan to add an Academic Advisor (\$40,000 + 28% fringe = \$51,200 + 3% annual increase). (2) In year 1, we also plan to add a Career/Internship Counselor (\$40,000 + 28% fringe = \$51,200 + 3% annual increase).

Breakdown of Budget Expenses/Requirements (continued)	<i>1st Year</i>	<i>2nd Year</i>	<i>3rd Year</i>	<i>4th Year</i>	<i>5th Year</i>
Other Support Services					
~ New	\$ -	\$ -	\$ -	\$ -	\$ -
~ Existing					
Narrative Explanation/Justification:					
Breakdown of Budget Expenses/Requirements (continued)	<i>1st Year</i>	<i>2nd Year</i>	<i>3rd Year</i>	<i>4th Year</i>	<i>5th Year</i>
Faculty Development					
~ New	\$ -	\$ -	\$ -	\$ -	\$ -
~ Existing					
Narrative Explanation/Justification:					
Breakdown of Budget Expenses/Requirements (continued)	<i>1st Year</i>	<i>2nd Year</i>	<i>3rd Year</i>	<i>4th Year</i>	<i>5th Year</i>
Assessment					
~ New	\$ -	\$ -	\$ -	\$ -	\$ -
~ Existing					
Narrative Explanation/Justification:					
Breakdown of Budget Expenses/Requirements (continued)	<i>1st Year</i>	<i>2nd Year</i>	<i>3rd Year</i>	<i>4th Year</i>	<i>5th Year</i>
Other					
~ New	\$ -	\$ -	\$ -	\$ -	\$ -

Cost/Funding Explanation

Budget Expenses/Requirements

~ Existing						
Narrative Explanation/Justification:						
B.	TOTAL - Expenses/Requirements (EXPENDITURES)	<i>1st Year</i>	<i>2nd Year</i>	<i>3rd Year</i>	<i>4th Year</i>	<i>5th Year</i>
		\$ 204,800	\$ 310,272	\$ 319,580	\$ 329,168	\$ 339,043

Cost/Funding Explanation

		<i>1st Year</i>	<i>2nd Year</i>	<i>3rd Year</i>	<i>4th Year</i>	<i>5th Year</i>
A.	TOTAL - Funding Sources (REVENUES)	\$ 408,000	\$ 816,000	\$ 816,000	\$ 816,000	\$ 816,000
B.	TOTAL - Expenses/Requirements (EXPENDITURES)	(\$204,800)	(\$310,272)	(\$319,580)	(\$329,168)	(\$339,043)
SUBTOTAL - (SURPLUS/DEFICIT)		\$203,200	\$505,728	\$496,420	\$486,832	\$476,957

		<i>1st Year</i>	<i>2nd Year</i>	<i>3rd Year</i>	<i>4th Year</i>	<i>5th Year</i>
C.	<p align="center">REVENUE SHARE -</p> <p>We have only included in Funding Sources above the COB share of revenue of ~\$340 per undergraduate credit hour taught for the credit hours projected to be taught in the COB for the next five years according to the new university budget model. The \$340 per credit hour has already had the university share of tuition revenue removed. Therefore, we have not shown a revenue share for the university here.</p>					
D.	RETAINED SHARE	\$203,200	\$505,728	\$496,420	\$486,832	\$476,957

		<i>1st Year</i>	<i>2nd Year</i>	<i>3rd Year</i>	<i>4th Year</i>	<i>5th Year</i>
A.	TOTAL - Funding Sources (REVENUES)	\$ 408,000.00	\$ 816,000.00	\$ 816,000.00	\$ 816,000.00	\$ 816,000.00
B.	TOTAL - Expenses/Requirements (EXPENDITURES)	(204,800.00)	(310,272.00)	(319,580.16)	(329,167.56)	(339,042.59)
BALANCE - (SURPLUS/DEFICIT)		\$203,200.00	\$505,728.00	\$496,419.84	\$486,832.44	\$476,957.41

1	2	3	4	5		
10	10	10	10			
	13	13	13	13		
		16	16	16	16	
			20	20	20	20
				25		
40	40	40	40			
	80	80	80	80		
		100	100	100	100	
			125	125	125	125
				150		
50	143	259	404	529		

APS Data: Undergraduate Credit Hours:

	<u>Lower Div.</u>	<u>Upper Div.</u>	<u>Total</u>
Fall 2018	7,962	14,160	22,122
Spring 2019	6,780	13,890	20,670
Summer 2018-19	874	1,638	2,512
Total	15,616	29,688	45,304

2.65%

51					
350					
0.5					
50					
	446250	446250			
		446250	446250		
			446250	446250	
36				446250	446250
350					446250
0.5		892500	892500	892500	892500
50					
	315000	315000			
		315000	315000		
			315000	315000	
				315000	315000
					315000
	315000	630000	630000	630000	630000
Revenue	761250	1522500	1522500	1522500	1522500
Credit Hours	2175	4350	4350	4350	4350
Sections	725				
115650	462600				

Date: November 1, 2019
From: Todd Mooradian, Dean, College of Business
To: Robert Goldstein, Vice Provost for Institutional Research, Effectiveness & Analytics
Subject: Letter of Support for new Bachelor of Business Administration

Dear Mr. Goldstein,

It is with much pleasure and enthusiasm that I am writing to you in support of the proposed Bachelor of Business Administration (BBA) program. The BBA program will cover the essential disciplines of business administration and management. It will foster learning that will allow our students to become competent and critical thinkers, while preparing them for responsible and rewarding careers. I strongly believe that the curriculum correlates with UofL's strategic plan and the College of Business mission, in that, it provides another pathway for UofL to be the first choice for students who wish to excel in the classroom. I give my full endorsement of the Bachelor of Business Administration (BBA) program.



Todd A. Mooradian, Dean, College of Business

October 9, 2019

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 establishment of a Bachelor of Business Administration (BBA) program in the College of Business . As the University Libraries currently support the similar Bachelor of Science in Business Administration, we have not prepared a new analysis but believe that our resources are adequate to support the proposed program.

Please contact us if you have any questions or need additional information.

Sincerely,



Robert E. Fox, Jr.
Dean, University Libraries

Cc: Sue Finley
Richard Germain

Course Title (CIP)

Degree Program Core Courses (i.e., Courses required by ALL students in the Major--includes Premajor or Preprofessional courses)

Course Prefix	Course #	Course Title	Course Description	Type of Course: program core (C) or pre-major/ pre-professional (P)	Credit Hours	Existing (E) (N) Course
CAMP	100	Campus Culture Business Students	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. Note: Required of all beginning freshman and transfer students with fewer than 24 hours entering the College of Business; must be taken prior to completion of 18 hours as a COB student.	C	1	E
CIS	205	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. This course does not include computer lab sessions.	C	3	N
BUS	201	Career Development	Introduces business students to career development, including the importance of career planning.	C	1	E
ECON	201	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.	C	3	E
ECON	202	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.	C	3	E
ACCT	203	Principles of Accounting	An introduction to accounting from a user's perspective.	C	3	N
Phil	222, 225, 321, or 322	Ethics	Phil 222 - Moral aspects of current medical, legal, political, environmental and social problems and of the presuppositions contained in their various solutions. Phil 225 - Analysis of moral problems that arise in contemporary business practice and of the different ethical frameworks proposed to resolve them. Phil 321 - Main theoretical frameworks for systematically addressing questions about moral obligation and the good life. Additional topics may include responsibility, virtue, justice, law and morality, relativism, evil, and reasons to be moral. Phil 323 - Analysis of codes of ethics and concepts of ethical practice in the	C	3	E
BSTA	301	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.	C	3	E
BUS	310	Data Analytics for Business	Contemporary businesses depend on analytics to grow, sustain, and adapt to the challenges of their marketplace. This course introduces students to common analytic concepts in order to better position them to understand, utilize, and disseminate data and other forms of business evidence. The course focuses on real-world examples and applications to illustrate how business analytics informs decision-making while introducing students to basic statistical and visualization tools commonly used in the workplace.	C	3	N
FIN	302	Introduction to Finance	A study of business financial decision making. Decision-making techniques that enable firms to efficiently manage their financial resources and maximize the value of their owners' investment are presented and discussed. The course includes some calculator and spreadsheet problem solving.	C	3	N
MKT	301	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.	C	3	E
MGMT	301	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.	C	3	E
MGMT	320	Introduction to Operations and Supply Chain Management	This course covers the concepts of operations and supply chain management as applied to the design of processes used to create products and services, and the process improvement tools and techniques of lean, six sigma and the theory of constraints.	C	3	N

MGMT	441	BBA CUE Business Strategy and Policy	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.	C	3	E
CLAW	301	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.	C	3	E

Total Credit hours Required for Program Core (i.e., # of hours in degree program core)				Note: number recorded will automatically populate Core Hours in "Summary of Total Program Hours" table		44	N/
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Core Courses Required for Track(s), Concentration(s), or Speciality(s) (if applicable)

Course Prefix	Course #	Course Title	Course Description	Course Required for Track (T), Concentration (C) or Specialty (S)	Credit Hours	Existing (E) (N) Course

Total Credit hours Required for Program Options (Track(s), Concentration(s), or Speciality) (if applicable)				Note: number recorded will automatically populate Program Option hours in "Summary of Total Program Hours" table		0	
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GUIDED Elective Courses (i.e., Specified list of Program Electives AND/OR Electives focused on a specific track/concentration/or speciality) (if applicable)

Course Prefix	Course #	Course Title	Course Description	Course Required for Program (P), Track (T), Concentration (C) or Specialty (S)	Credit Hours	Existing (E) (N) Course

# of REQUIRED Credit hours in Guided Electives (i.e., electives for a focused or track/concentration/speciality are). If 9 hours is required and there are 15 hours to choose from, then only 9 hours are required)				Note: number recorded will automatically populate Guided Elective hours in "Summary of Total Program Hours" table		0	N/
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FREE Elective Courses (i.e, general program electives, open to the students to choose) (if applicable)

Course Prefix	Course #	Course Title	Course Description	Course Required for Program (P), Track (T), Concentration (C) or Specialty (S)	Credit Hours	Existing (E) (N) Course	
Varies	Varies	Varies	Students must complete 31 hours of General Education requirements. 3 hours of SB is already taken as part of the Core with ECON 201.	P	28	E	
BBA	397	Co-Op/Internship		A new workplace experience in an approved position which offers a progression of learning for practical application of theory and tools.	P	6	N
Varies	Varies	Varies	May choose 12 hours of 300 level or above Business courses from the following list: ECON 431; ENTR 350; ENTR 401; ENTR 402; ENTR 402; ENTR 403; MGMT 305; MGMT 310; MGMT 315; MGMT 321; MGMT 360; MGMT 404; MGMT 460; MKT 350; MKT 360; MKT 342; MKT 352; MKT 370; ECON/MGMT/MKT 490	P	12	E	
Varies	Varies	Varies	Additional coursework (double major, minor, electives).	P	30	E	
Total # of Credit Hours in Free Electives (i.e., general program electives) (if applicable)				Note: number recorded will automatically populate Free Elective Hours in "Summary of Total Program Hours" table		76	NA

Summary of Total Program Hours	Required Core Hours (i.e., # of hours in degree program core)	44	NA
	Required Program Options - Track/Concentration/Specialty Hours (if applicable)	0	NA
	Guided Elective Hours (e.g., focused or track/concentration/specialty area specific electives) (if applicable)	0	NA
	Free Elective Hours (i.e., general program electives) (if applicable)	76	NA
	Total # of credit hours required for Program	120	
Information to be completed by PIE Office			
	# of new courses		NA
	Total # of Courses (includes new and existing)		NA
	Percentage of new courses (more than 25% may require SACS Substantive Change)	#VALUE!	NA

Course ID	Title	Status	Special Note
BBA 397	Internship/co-op	NEW	
ECON 431	International Trade	Currently offered spring only	
ENTR 350	Entrepreneurship	Currently offered F/S/U	
ENTR 401	Entrepreneurship I	Currently offered spring only	Must be accepted into ENTR minor
ENTR 402	Entrepreneurship II	Currently offered fall only	Must be accepted into ENTR minor
ENTR 403	Entrepreneurship III	Currently offered F/S	Must be accepted into ENTR minor
MGMT 305	Human Resources Management	Currently offered F/S	
MGMT 310	Minorities, Managers, and the Workplace	In catalog; not currently offered	
MGMT 315	Collaboration Theory and Skills	In catalog; not currently offered	
MGMT 321	Office Procedures and Management	In catalog; not currently offered	
MGMT 360	Managing Multinational Enterprise	In catalog; not currently offered	
MGMT 404	Project Management	Currently offered F/S/U	
MGMT 460	Images of Leadership	In catalog; not currently offered	
MKT 350	Consumer Behavior	Currently offered F/S	
MKT 360	Professional Relationship Selling	Currently offered F/S	
MKT 342	Social Media – I	Occasionally offered	
MKT 352	Social Media – II	Occasionally offered	
MKT 370	Global Marketing	Occasionally offered; on-line only	
ECON/MGMT	Special Topics Courses	Rotating schedule	

Business Finance
Finance 302-01 (XXXX)
Fall 2020
August 17, 2020 – December 9, 2020

I. Course Information

WELCOME!

Finance 302 is a normal classroom course. The course utilizes BlackBoard for communication and for assignments.

We will use the course textbook along with lectures, assignments, and possibly a few short videos to accomplish our goals in the course.

Course Description	A study of business financial decision making. Decision-making techniques that enable firms to efficiently manage their financial resources and maximize the value of their owners' investment are presented and discussed. The course includes some calculator and spreadsheet problem solving.
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Course Goal/Rationale	The goal of this course is to provide the student with knowledge regarding financial decision-making with the objective of effectively controlling a firm's financing and investments in a dynamic economic, legal, and financial world. A student completing all of the work in this class should be able to understand how firms make financial decisions to include securing financing, selecting and investing in assets or resources, and managing day-to-day financial operations.
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Fundamental Concepts	Risk and return and the time value of money are two core concepts common to investment, borrowing, lending, and virtually all aspects of business. Accounting concepts related to assets, debt, income, expenses, and cash flow will also be referred to repeatedly in this course. Understanding these concepts and related tools will enable you to make good business as well as personal financial decisions over the course of your life.
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Prerequisites	Students will use and expand upon skills and concepts learned in Principles of Economics, Principles of Accounting, Algebra, English and Principles of Statistics. Financial calculations will be performed using calculators and computers. <i>Course prerequisites include: MATH 180 OR MATH 205 or equivalent, ACCT 201, CIS 100, ECON 201, and BSTA 301 or equivalents.</i>
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Class Time/ Room	XXXX am – XXXX am MW Room: Business XXX
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Final Drop Date	August 21, 2020
Final Withdrawal Date	October 16, 2020
Course Withdrawal	If you find this course does not fit your life plan or learning style and you choose not to continue, please contact your program advisor as soon as possible. <i>You need to drop the course instead of simply ceasing to attend. Failure to withdraw from the course results in a failing grade.</i>
Scantrons	Please note that the College of Business does not provide Scantrons for testing purposes. Please be sure to bring two or three Scantrons (an extra or two in case you need to redo a Scantron) to your in-class examinations.
Email Addresses	Please always use your U of L email address for all work in this class to include registering at other websites such as that for the textbook, etc. Using an alternative email can be problematic for me to see completed work, grades, etc. Where possible, register with your full name as well as email addresses can be difficult to match up to your name.

ACCT 203, Foundations of Accounting for Business, 3.0 Credit Hours

Instructor: Sheila A. Johnston, MS, MBA

Office: COB

Office Hours: TBD

Required Resources: *Fundamental Accounting Principles*, 24th Edition, John Wild and Ken Shaw

Course Objectives:

- Define the elements of financial statements.
- From a trial balance with supplemental data, prepare a set of basic financial statements for a business entity.
- Write out the full accounting equation and explain the effect on the equation of various events and transactions.
- Describe ethical dilemmas that confront accountants in both private and public practice.
- Explain how fixed and variable costs behave in total and per unit of activity.
- Calculate the contribution margin at a per unit level and at various divisions in the organization.
- Use technology to prepare and present accounting-based information for use in making decisions.
- Compare and contrast the role of financial and managerial accounting functions in an organization.

Assessment:

- Examinations, quizzes
- Group project.

Course Schedule:

The course will meet according to the regular semester schedule, two 75 minute classes per week during the fall and spring semesters, and if offered, following the summer term schedule.

Course Description

Course Information
 BUS 310-XXXX
 Business Analytics
 Fall Semester 2020

Instructor
 XXXXXXXXXXXXXXXXXXXXX

Contact Information
 Office: COB Room XXX
 Phone: 502.852.XXXX
XXXXXXXXXXXX@louisville.edu

Office Hours
 Mon. & Wed
 11:00 am – 1:00 pm
 Virtual hours by
 appointment (email
 for scheduling)

Contemporary businesses depend on analytics to grow, sustain, and adapt to the challenges of their marketplace. This course introduces students to common analytic concepts in order to better position them to understand, utilize, and disseminate data and other forms of business evidence. The course focuses on real-world examples and applications to illustrate how business analytics informs decision-making while introducing students to basic statistical and visualization tools commonly used in the workplace.

Learning Objectives

After completing this course, students should be able to:

- Understand basic data principles underpinning business analytics
- Use common software packages to analyze and visualize data
- Implement business analytics to inform workplace decisions
- Explain data analyses clearly to diverse audiences and receivers

in channels

Prerequisites

Class Communication

Check your university email daily. Checking your email is a requirement of this course. Please use your university email to contact the instructor and include your section number. While in class, students are expected to communicate and participate with the instructor and classmates. Cell phones should be put on silent and

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Required

This course requires two textbooks:

1. Albright, S. C., & Winston, W. L. (2016). *Business Analytics: Data Analysis & Decision Making* (6th Edition). Cengage Learning.
2. Evergreen, S. D. G. (2018). *Presenting data effectively: Communicating your findings for maximum impact*. SAGE.
3. Additional articles and readings will be assigned as necessary and will be posted on Blackboard for easy access and reading

Assignments and Evaluation		Grading scale	
Weekly Data Analyses (Homework) points	200	> 97 : A+	77 - 79.9 : C+
Case Projects and Scenarios points	100	93 - 96.9 : A	73 - 76.9 : C
Exams (Midterm and Final) points	100	90 - 92.9 : A-	70 - 72.9 : C-
Data Visualization Presentation points	50	87 - 89.9 : B+	67 - 69.9 : D+
		83 - 86.9 : B	63 - 66.9 : D
Total Course Points points	450	80 - 82.9 : B-	60 - 62.9 : D-
			< 60 : F

U of L Student Conduct and Responsibilities

This course will abide by University of Louisville student conduct and responsibilities regarding ethics and related issues:

<http://louisville.edu/dos/students/codeofconduct/Code%20of%20Student%20Conduct%20Effective%20August%202015.pdf/view>

College of Business Student Conduct and Responsibilities

Integrity is one of the most important characteristics that employers seek in new hires and one that the College of Business strives to foster in all its students. As such, academic honesty is expected in all endeavors. Academic penalties are imposed by the faculty member and could include i) Resubmission of an alternative assignment or test; ii) F on the assignment/test; iii) F for the course grade; iii) dismissal from the College of Business. This course will abide by College of Business student conduct and responsibilities with regards to ethics and related issues: <http://business.louisville.edu/students/college-of-business-academic->

[dishonesty-policy](#)

Requests for Accommodation

University of Louisville is committed to providing access to programs and services for qualified students with a disability. If you are a student with a known and documented disability and require accommodation to participate in and complete requirements for any UofL class, notify your instructor immediately and contact the UofL Disability Resource Center (DRC, phone number 502-852-6938, or visit Stevenson Hall, Room 119) for verification of your eligibility and determination of specific accommodations. You must provide your instructor with the required formal accommodation letter from the DRC within the first week of class or right after receiving formal notification during a semester. For more information:

<http://louisville.edu/disability/>

Observance of Religious Days

Federal law prohibits discrimination on the basis of religious belief. It is the policy of the University of Louisville to accommodate students, faculty, and staff who observe religious work-restricted holy days. Students who choose to observe work-restricted religious holy days must be allowed to do so without jeopardizing their academic standing in any course. Faculty are obliged to accommodate student requests for adjustments in course work on the grounds of religious observance, provided that a student makes such a request in writing during the first two weeks of the term. For more information:

<http://louisville.edu/diversity/resources/work-restricted-holy-day-policies-calendar.html>

Title IX/Clery Act Notification

Sexual misconduct (including sexual harassment, sexual assault, and any other nonconsensual behavior of a sexual nature) and sex discrimination violate University policies. Students experiencing such behavior may obtain confidential support from the PEACC Program (852-2663), Counseling Center (852-6585), and Campus Health Services (852-6479). To report sexual misconduct or sex discrimination, contact the Dean of Students (852-5787) or University of Louisville Police (852-6111).

For more information, see the Sexual Misconduct Resource Guide:

<http://louisville.edu/hr/employeerelations/sexual-misconduct-brochure>.

Disclosure to University faculty or instructors of sexual misconduct, domestic violence, dating violence, or sex discrimination occurring on campus, in a University-sponsored program, or involving a campus visitor or University student or employee (whether current or former) is not confidential under Title IX. Faculty and instructors must forward such reports, including names and circumstances, to the University's Title IX officer.

Course Schedule

This course is divided into three major sections: Understanding Analytics, Using Analytics, and Presenting Analytics.

Understanding Analytics	Week One Introduction to Business Analytics
	Week Two Theories and Applications of Business Analytics
	Week Three Overview of Quantitative Data and Analyses
	Week Four Data Mining and Introduction to Statistical Tools
Using Analytics	Week Five Foundations of Modeling: Explanatory and Predictive Models
	Week Six Modeling Interpretations: Linear and Logistic Regressions
	Week Seven Case Study and Midterm Exam
	Week Eight Discriminant and Cluster Analyses
	Week Nine Decision Analysis and Data-Driven Decision-Making
	Week Ten Text Mining and Alternative Business Analytics: Applications and Case Study
Presenting Analytics	Week Eleven Communication Competencies: Clearly Presenting Data
	Week Twelve Storytelling with Data: Narratives and Humanizing Data
	Week Thirteen Data Visualizations: Design Principles and Interpretations
	Week Fourteen Data Visualizations II: Scaling and Disseminating
	Week Fifteen Data Visualization Presentation and Final Exam

UNIVERSITY OF LOUISVILLE®

COLLEGE OF BUSINESS

Introduction to Operations and Supply Management MGMT 320-xx Fall 2020

I. Professor / Instructor

Instructor	Dr. Mahesh Gupta
Contact information	Office: 381 College of Business Cell Phone: 502-852-4783 Email: mahesh.gupta@louisville.edu , (send via Blackboard)

II. Course Information

Textbooks	Heizer, Render & Munson, <i>Principles of Operations Management</i> , Pearson (11 th ed.) myOMLab is required (Visit Blackboard to buy myOMLab ISBN 9780135225851). Eli Goldratt, <i>THE GOAL – A Process of Ongoing Improvement</i> , North River Press (any edition), Inc. (available on CD as well)
 Required	
Course description	This course covers the concepts of operations and supply chain management as applied to the design of processes used to create products and services, and the process improvement tools and techniques of lean, six sigma and the theory of constraints. Note: This course emphasizes more experiential (i.e., hands-on) learning over quantitative approaches.
Prerequisites	ACCT 201, ACCT 202, ECON 201, ECON 202, MGMT 201, MGMT 301
Learning objectives	Upon completion of this course the student should be able to: LO1: Explain the strategic role of operations management and its competitive advantage, LO2: Explain, describe and apply, as appropriate, concepts of process design such as supply chain, process design, & facility layout, LO3: Explain, describe and apply, as appropriate, concepts of quality management and process improvement, LO4: Explain, describe and apply, as appropriate, concepts of capacity planning and scheduling such as forecasting, facility location, and aggregate planning, and LO5: Explain, describe and apply, as appropriate, concepts of inventory management such as material requirement planning, just-in-time/lean systems, and drum-buffer-rope system.
Central Question	The central question addressed in this core course is: How to design and operate a manufacturing or service organizational system to create value?

Fundamental & Powerful Concepts	<p>The most fundamental and powerful concepts of operations management is the management of Dependent Events and Statistical Fluctuations (DE/SF) in a system and maximizing the flow of products/services through the system. The central question and F&P concepts will be pursued through an integration of theory and practice.</p> <p>Additional underlying fundamental and powerful (F&P) concepts include (i) Quality management and control, (ii) Process design and analysis, (iii) Capacity management and analysis, (iv) Inventory management and control. The disciplinary point of view is efficiency and effectiveness</p>
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<p>III. Tentative Detailed Schedule READING MATERIAL (Chapters/Topics - Subject to change)</p>

Part I. Introduction to Operations and Supply Management

1. Operations and Productivity
2. Operations Strategy in a Global Environment
3. Supply-Chain Management
4. Sustainability in the Supply Chain

Part II. Designing Operations

5. Managing Quality
6. Statistical Process Control
7. Process Strategy
8. Facility/Capacity Strategy
9. Location Strategies
10. Transportation models (Distribution)
11. Layout Strategies

Part III. Managing Operations

12. Sales and Operations Planning (S&OP)
13. Theory of Constraints
14. Material Requirements Planning (MRP)
15. Just-in-Time, TPS, and Lean Operations

RICHARD GERMAIN, Ph.D.

Associate Dean for Programs, College of Business, University of Louisville, United States
Cell: 502-930-3001; E-mail: richard.germain@louisville.edu

EDUCATION

- Ph.D. in Marketing; Minors in Logistics and Advertising; Michigan State University (1989).
- Master of Business Administration; Major in Management Science; McGill University, Montreal (1986).
- Bachelor of Commerce; Major in Quantitative Methods; Concordia University, Montreal (1981).

ACADEMIC POSTINGS

- Professor and Challenge for Excellence Chair in Supply Chain Management; College of Business; University of Louisville (USA): 2001-2010, 2012 (ongoing).
- Professor: Joint appointment at EBS University of Economics and Law (Germany) and Graduate School of Management, St. Petersburg University (Russia); 2010-2012.
- Assistant/Associate Professor: College of Business; Oklahoma State University (USA): 1990-2001.

ADMINISTRATION AND SERVICE (Major)

- Associate Dean for Graduate Programs, College of Business, University of Louisville, 2014-2019.
- Associate Dean for Programs, College of Business, University of Louisville, 2019 - ongoing
- Marketing Department Head, College of Business, University of Louisville, 2012-2014.
- Academic Director of MBA Programs, College of Business, University of Louisville, 2013-2014.
- Head of the Deutsche Bahn and Russian Railways Center for International Logistics and Supply Chain Management (CIL), St. Petersburg University (Russia), 2010-2012.
- Director of Programs (2004-2007), Associate Director (2007-2010), Logistics & Distribution Institute; University of Louisville.
- Board Member (2005-2010), Executive Board Member (2002-2005): Louisville Logistics Network.
- Marketing Ph.D. Program Coordinator, 1995-1999, Oklahoma State University.

INSTRUCTION

- Ph.D.: Theory & Philosophy of Science; Linear Modeling; Structural Equation Modeling; Supply Chain Management.
- MBA: Statistics; Marketing Management; Supply Chain Management; Operations Management; International Logistics.
- Undergraduate: Marketing Principles; Market Research; Logistics; Marketing Management; Statistics.
- Executive Education Modules: Logistics Service; International Logistics; Inventory Management; Global Sourcing.

REFEREED JOURNAL ARTICLES

1. K. Bogatyreva, G. Shirokova, W. Wales, & R. Germain, "Foreign Motivation? International Managerial Exposure and Regional Involvement Effects on Firms' Entrepreneurial Orientation," *European Journal of International Management*, (forthcoming).
2. A. Omar, B. Davis-Sramek, R. Germain (2019), "Leveraging Supply Chain Orientation for Global Supplier Responsiveness: The Impact of Institutional Distance" *International Journal of Logistics Management*, 30 (1), 39-56.

3. X. Lin, R. Germain, and K. Krotov (2018), "Performance Effects of Technology Dynamism: Private vs. State Enterprises in Russia," *Journal of East-West Business*, 9 (6), 1-25.
4. B. Davis-Sramek, B. Fugate, J. Miller, R. Germain, A. Izyumov & K. Krotov, Konstantin (2017), "Understanding the Present by Examining the Past: Imprinting Effects On Supply Chain Outsourcing in a Transition Economy," *Journal of Supply Chain Management*, 53 (1), 65-86.
5. B. Davis-Sramek, K. Krotov & R. Germain (2016), "Predicting Technology Integration and Performance in Transition Economies: Insights from Russia," *International Journal of Physical Distribution and Logistics Management*, 46 (2), 128-152.
6. B. Davis-Sramek, R. Germain & K. Krotov (2015), "Examining the Process R&D Investment-Performance Chain in Supply Chain Operations: The Effect of Centralization," *International Journal of Production Economics*, 167 (September), 246-256.
7. D. Cumberland, W. Meek, & R. Germain (2015), "Entrepreneurial Self-Efficacy and Firm Performance in Hostile Environments: Evidence from the Franchising Context," *Journal of Developmental Entrepreneurship*, 20 (1), 1-19.
8. J. Hartmann & R. Germain (2015), "Understanding the Relationships of Integration Capabilities, Ecological Product Design, and Manufacturing Performance," *Journal of Cleaner Production*, 92 (1), 196-205.
9. J. Hartmann, A. Grobecker, & R. Germain (2015), "Antecedents of Environmentally Conscious Operations in Transitioning Economies: Insights from Russia," *International Journal of Operations and Production Management*, 35 (6), 843-865.
10. B. Davis-Sramek, B. Fugate, C. Autry, R. Germain (2012), "Does Knowledge Management Facilitate Logistics-Based Differentiation? The Effect of Global Manufacturing Reach," *International Journal of Production Economics*, 139 (2), 496-509.
11. R. Germain, B. Davis-Sramek, S. Lonial & P.S. Raju (2011), "The Impact of Relational Supplier Exchange on Financial Performance: A Study of the Hospital Sector," *Journal of Business Logistics*, 43 (3), 240-53.
12. R. Germain, K. Krotov & Y. Fedotov (2011), "Outsourcing and Vertical Integration: Research Propositions from an Organizational Perspective," *Russian Management Journal*, 9 (2), 93-108.
13. L. Birou, R. Germain & W. Christensen (2011), "Applied Logistics Knowledge and its Impact on Financial Performance," *International Journal of Operations & Production Management*, 31 (8), 816-34.
14. W. Meek, M. Baucus, B. Davis, & R. Germain (2011), "Commitment in Franchising: The Role of Collaborative Communication and a Franchisee's Propensity to Leave," *Entrepreneurship Theory & Practice*, 35 (3), 559-81.
15. B. Davis-Sramek, R. Germain & T. Stank (2010), "The Impact of Order Fulfillment Service on Retailer Merchandising Decisions in the Consumer Durables Industry," *Journal of Business Logistics*, 31 (2), 215-30.
16. B. Davis-Sramek, R. Germain & K. Iyer (2010), "Supply Chain Technology: The Role of Environment in Predicting Performance," *Journal of the Academy of Marketing Science*, 38 (Spring), 42-55.
17. K. Iyer, R. Germain & C. Claycomb (2009), "B2B E-commerce Supply Chain Integration and Performance: A Contingency Fit Perspective on the Role of Environment," *Information & Management*, 46 (August), 313-22.
18. G. Buttermann, R. Germain & K. Iyer (2008), "Contingency Theory "Fit" as Gestalt: An Application to Supply Chain Management," *Transportation Research Part E: Logistics and Transportation Review*, 44 (November), 955-69.
19. R. Germain, C. Dröge & C. Claycomb (2008), "Supply Chain Variability, Organizational Structure and

- Performance: The Moderating Effect of Demand Unpredictability," *Journal of Operations Management*, 26 (September), 557-570.
20. O. Nasraoui, M. Soliman, E. Saka, A. Badia, R. Germain (2008), "A Web Usage Mining Framework for Mining Evolving User Profiles in Dynamic Websites," *IEEE Transactions on Knowledge and Data Engineering*, 20 (February), 202-15.
 21. N. Spears & R. Germain (2007), "A Note on Green Sentiments and the Human-Animal Relationship in Print Advertising During the 20TH Century," *Journal of Current Issues and Research in Advertising*, 29 (Fall), 53-62.
 22. N. Spears & R. Germain (2007), "1900-2000 in Review: The Shifting Role and Face of Animals in Print Advertisements in the Twentieth Century," *Journal of Advertising*, 36 (Fall), 19-34.
 23. W. Christensen, R. Germain & L. Birou (2007), "Variance vs. Average: Supply Chain Lead-time as a Predictor of Financial Performance," *Supply Chain Management: An International Journal*, 12 (5), 349-57.
 24. K. Iyer, R. Germain & G. Frankwick (2006), "Supply Chain Analytic Capability: Environment and Performance," *International Journal of Integrated Supply Management*, 3 (3), 302-20.
 25. R. Germain & K. Iyer (2006), "The Interaction of Internal and Downstream Integration and its Association with Performance," *Journal of Business Logistics*, 27 (2), 29-52.
 26. C. Claycomb, C. Dröge & R. Germain (2005), "Applied Customer Knowledge in a Manufacturing Environment: Flexibility for Industrial Firms," *Industrial Marketing Management*, 34 (July), 629-40.
 27. W. Christensen, R. Germain & L. Birou (2005), "Build-to-Order and Just-in-Time as Predictors of Applied Supply Chain Knowledge and Market Performance," *Journal of Operations Management*, 23 (July), 470-81.
 28. C. Claycomb, K. Iyer & R. Germain (2005), "Predicting the Level of B2B E-commerce in Industrial Organizations," *Industrial Marketing Management*, 34 (April), 221-34.
 29. K. Iyer, R. Germain & G. Frankwick (2004), "Supply Chain B2B E-Commerce and Time-Based Delivery Performance," *International Journal of Physical Distribution & Logistics Management*, 34 (8), 645-61.
 30. X. Lin & R. Germain (2004), "Antecedents to Customer Involvement in Product Development: Comparing U.S. and Chinese Firms," *European Management Journal*, 22 (2), 244-55.
 31. X. Lin & R. Germain (2004), "Customer Orientation in Chinese Industrial Firms and Global Marketing Implications," *Journal of Global Marketing*, 17 (1), 93-115.
 32. C. Dröge, C. Claycomb & R. Germain (2003), "Does Knowledge Mediate the Effect of Context on Performance? Some Initial Evidence," *Decision Sciences*, 34 (3), 541-69.
 33. X. Lin & R. Germain (2003), "Effect of Context, Customer Product Knowledge, and Organizational Structure on Performance: Lessons from Chinese State-Owned Enterprises," *Strategic Management Journal*, 24 (11), 1135-51.
 34. X. Lin & R. Germain (2003), "Market Responsive Product Quality Orientation and its Performance Implications," *Journal of International Marketing*, 11, (2), 59-77.
 35. C. Claycomb, C. Dröge & R. Germain (2002), "Applied Product Knowledge and Performance: Moderating Effects of Uncertainty," *International Journal of Quality & Reliability Management*, 19 (6), 649-71.
 36. C. Claycomb, C. Dröge & R. Germain (2001), "Applied Process Knowledge and Market Performance: The Moderating Effect of Environmental Uncertainty" *Journal of Knowledge Management*, 5 (3), 264-77.
 37. R. Germain, C. Dröge & W. Christensen (2001), "The Mediating Role of Knowledge in the Relationship of Context with Performance," *Journal of Operations Management*, 19 (July). 453-69.

38. C. Dröge & R. Germain (2000), "The Relationship of Electronic Data Interchange with Inventory and Financial Performance" *Journal of Business Logistics*, 21 (2), 209-30.
39. C. Claycomb, R. German & C. Dröge (2000), "The Effects of Formal Strategic Marketing Planning on the Industrial Firm's Configuration, Structure, Exchange Partners, and Performance," *Industrial Marketing Management*, 29 (3), 219-34.
40. R. Germain (2000) "Were Banks Marketing Themselves Well From a Segmentation Perspective Before the Emergence of Scientific Inquiry on Service Marketing?" *The Journal of Services Marketing*, 14 (1), 44-62.
41. C. Claycomb, R. Germain & C. Dröge (1999), "Total System JIT Outcomes: Inventory, Organization, and Financial Effects," *International Journal of Physical Distribution & Logistics Management*, 29 (10), 612-30.
42. C. Claycomb, C. Dröge & R. Germain (1999), "The Effect of Just-in-Time Exchange with Customers on Organizational Design and Performance," *International Journal of Logistics Management*, 10 (1), 37-58.
43. R. Germain & N. Spears (1999), "Quality Management and its Relationship with Organizational Context and Design," *International Journal of Quality & Reliability Management*, 16 (4), 371-91.
44. X. Lin & R. Germain (1999), "Predicting International Joint Venture Interaction Intensity in U.S.-Chinese Ventures," *Journal of International Marketing*, 17 (Spring), 5-23.
45. S. Vickery, C. Dröge & R. Germain (1999), "The Relationship between Product Customization and Organizational Structure," *Journal of Operations Management*, 17 (June), 377-94.
46. C. Dröge & R. Germain (1998), "The Design of Logistics Organizations," *Transportation Research, Part E: Logistics & Transportation Review*, 34 (March), 25-37.
47. C. Dröge & R. Germain (1998), "The Inventory Effect due to Just-in-Time: Does it hold under Different Contextual, Environmental, and Organizational Conditions?" *Journal of Business Logistics*, 19 (2), 53-71.
48. X. Lin & R. Germain (1998), "Sustaining Satisfactory Joint Venture Relationships: The Role of Conflict Resolution Strategy," *Journal of International Business Studies*, 29 (First Quarter), 179-96.
49. R. Germain & C. Dröge (1998) "The Context, Organizational Design, and Performance of JIT Buying versus Non-JIT Buying Firms," *Journal of Supply Chain Management*, 34 (Spring), 12-18.
50. R. Germain & C. Dröge (1997), "An Empirical Study of the Impact of Just-in-Time Task Scope versus Just-in-Time Workflow Integration on Organizational Design," *Decision Sciences*, 28 (Summer), 615-35.
51. R. Germain & C. Dröge (1997), "The Effect of JIT Purchasing Relationships on Organizational Design, Purchasing Department Configuration, and Firm Performance," *Industrial Marketing Management*, 26 (March), 115-25.
52. R. Germain, C. Dröge & N. E. Spears (1996), "The Implications of Just-in-Time for Logistics Organization Management and Performance," *Journal of Business Logistics*, 17(2), 19-34.
53. R. Germain (1996), "The Role of Context and Structure in Radical and Incremental Logistics Innovation Adoption," *Journal of Business Research*, 35 (February), 117-27.
54. P. Daugherty, R. Germain & C. Dröge (1995), "Predicting EDI Technology Adoption in Logistics Management: The Influence of Context and Structure," *Logistics & Transportation Review*, 31 (December), 309-24.
55. R. Germain & C. Dröge (1995), "Just-in-Time and Context as Predictors of Electronic Data Interchange Technology Adoption," *International Journal of Physical Distribution & Logistics Management*, 25 (1), 18-33.
56. S. C. Hollander & R. Germain (1995), "A Note on the History of the Marketing of Higher Education,"

Journal of Non-Profit & Public Sector Marketing, 3 (2), 63-80.

57. R. Germain, C. Dröge & P. Daugherty (1994), "The Effect of Just-in-Time Selling on Organizational Structure: An Empirical Investigation," *Journal of Marketing Research*, 31 (November), 471-83.
58. R. Germain, C. Dröge & P. Daugherty (1994), "A Cost and Impact Typology of Logistics Technology Adoption and their Effect on Organizational Practice," *Journal of Business Logistics*, 15 (2), 227-48.
59. P. Daugherty, C. Dröge & R. Germain (1994), "Logistical Benchmarking: An Empirical Investigation of Manufacturing Firms," *The International Journal of Logistics Management*, 5 (1), 9-18.
60. R. Germain, (1993) "The Adoption of Logistics Process Technology in Manufacturers," *Journal of Business Research*, 27 (May), 51-63.
61. R. Germain, (1993) "The Early Years of Community Advertising," *Journal of Nonprofit and Public Sector Marketing*, 1 (1), 85-106.
62. C. Dröge & R. Germain (1991), "Evaluating Logistics Management Information Systems," *International Journal of Physical Distribution & Logistics Management*, 21 (7), 22-27.
63. C. Dröge, R. Germain & J. R. Stock (1991), "Dimensions Underlying Retail Logistics and Their Relation-ship to Supplier Evaluation Criteria," *The International Journal of Logistics Management*, 2 (1), 19-25.
64. R. Germain & C. Dröge (1990), "Wholesaling Operations and Vendor Evaluation," *Journal of Business Research*, 21 (September), 119-29.
65. C. Dröge, R. Germain & D. Halstead (1990), "A Note on Marketing and the Corporate Annual Report: 1930-1950," *Journal of the Academy of Marketing Science*, 18 (Fall), 355-64.
66. R. Germain & B. Cooper (1989), "How A Customer Service Mission Statement Affects Company Performance," *Industrial Marketing Management*, 19 (February), 47-54.
67. C. Dröge & R. Germain (1989), "The Impact of the Centralized Structuring of Logistics Activities on Span of Control, Formalization, and Performance," *Journal of the Academy of Marketing Science*, 17 (Winter), 83-89.
68. R. Germain (1989), "Output Standardisation and Logistical Strategy, Structure, and Performance," *International Journal of Physical Distribution & Materials Management*, 19 (1), 20-29.

BOOKS

1. R. Germain (1996), *Dollars through the Doors: A Pre-1930 History of Bank Marketing in America*, Westport, CT: Greenwood Publishing Group, pp.224.
2. S.C. Hollander & R. Germain (1992), *Was There a Pepsi Generation Before Pepsi Discovered It? Youth-Based Segmentation in Marketing*, Chicago, IL: American Marketing Association, pp.160.
3. D.J. Bowersox, P. Daugherty, C. Dröge, R. Germain & D. S. Rogers (1992), *Logistical Excellence: It's Not Business as Usual*, Burlington, MA: Digital Press, pp.246.
Reprint: *Eccellenza Logistica: il nuovo modo di fare business*, (1993) Milan: Italy, FrancoAngeli.

VOLUME CONTRIBUTIONS

1. R. Germain & W. Whitworth (2008), "Customer Service: A Logistics Perspective," in *Engineering Logistics Handbook*, G.D. Taylor (ed.), Boca Raton, FL; CRC Press, 6.1-10.
2. R. Germain & X. Lin (2003), "A Supply Chain and Organizational Approach to Chinese State-Owned Enterprises," in *Chinese Economic Transition & International Marketing*, I. Alon (ed.), Westport, CT: Praeger, 264-79.
3. R. Germain (1997), "An Historical Analysis of Marketing By Service Organizations: The Case of Pre-1930 Banking in America," in *Advances in Services Marketing & Management: Research & Practice*,

- Vol. 6, T. A. Swartz, D. E. Bowen & D. Iacobucci (eds.), Greenwich, CT: JAI Press, 101-23.
4. R. Germain (1994), "Statistical Methods and Market Research: The Early Twentieth Century," in *Research in Marketing: Explorations in the History of Marketing (Supplement 6)*, R. Fullerton (ed.) Greenwich, CT: JAI Press, 87-101.
 5. Germain (1993), "The Adoption of Statistical Methods in Market Research: 1915-1937," *The International Library of Critical Writings in Business History: Volume 1*, S.C. Hollander and K. M. Rassuli, eds., London: Edward Elgar Publishers Limited, 435-48.
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CONFERENCE PROCEEDINGS / ABSTRACTS/ PRESENTATIONS (Sample)

1. K. Bogatyreva, G. Shirokova, W. Wales, & R. Germain (2019), "Exploring Antecedents of Entrepreneurial Orientation: An International Perspective," *Academy of Management Proceedings*, (1), 10108.
2. A. Grobecker, J. Wolf, & R. Germain (2013), "Organizational Antecedents of Sustainability: Lessons from Russia," *Capitalism in Question, Academy of Management Annual Conference*, 363.
3. R. Germain, K. Krotov, & X. Lin (2012), "Environmental Response Options and Performance," *Logistics: Current Development Trends*, St. Petersburg, Russia, 412-14.
4. R. Germain, G. Buttermann & K. Iyer (2008), "Electronic Supply Chain Integration: The Moderating Effect of Cooperative Norms," *Communications of the Systematics and Informatics World Network*, Vol. 3 (June), 39-45.
5. G. Buttermann, R. Germain & K. Iyer (2007), "Contingency Theory "Fit" as Gestalt: An Application to Supply Chain Management," *Academy of Management 2007 Annual Meeting*.
6. G. Buttermann, R. Germain & K. Iyer (2007), "Performance through Integration: Transaction Cost Economics and the Supply Chain," *Academy of Management 2007 Annual Meeting*.
7. X. Lin & R. Germain (2007), "Supply Chain Knowledge in U.S. versus Chinese Firms," *Academy of Management 2007 Annual Meeting*.
8. X. Lin & R. Germain (2004), "The Impact of FDI on Performance in Chinese State Enterprises: The Role of Management Decentralization", Inaugural Conference of the International Association for Chinese Management Research (IACMR), Beijing, on CD.
9. R. Germain & X. Lin (2003) "Foreign Direct Investment, Organizational Structure, and Firm Size: Performance Effect in Chinese State Enterprises," *Administrative Sciences Association of Canada 2003 Conference*, Halifax.
10. R. Germain (2003) "On the History of Bank Marketing," *The Romance of Marketing History: Proceedings of the 11th Conference on Historical Analysis & Research in Marketing*, East Lansing, MI, Michigan State University, 295.
11. R. Germain (2002), "A Historical Perspective to Services Marketing: Banking in North America Prior to 1930," *11th Annual AMA Frontiers in Service Marketing Conference*, Chicago, AMA, 76.
12. X. Lin & R. Germain (2001), "Market-Responsive Product Quality Orientation and its Performance Implications in Chinese State –Owned Enterprises," *American Marketing Association 2001 Summer Educators' Conference*, Chicago, 87.
13. B. Larson & R. Germain (2000), "Relational Marketing: How New Is It?" in *Business Research Yearbook: Global Business Perspectives*, J. Biberian & A. Alkafaji eds., (Spring), McNaughton & Gunn, Inc., Saline, MI, V7, 55-59.
14. R. Germain, C. Dröge & C. Johnson (1998), "Senior Distribution Executive Tenure Impact on

- Organizational Design in Distribution," *American Marketing Association 1998 Winter Educators' Conference*, Chicago: AMA, 266-92.
15. N. Spears & R. Germain (1997), "The Transference of Ideas across Disciplines: The Case of Metaphor and Analogy," *Proceedings of the 8th Conference on Historical Research in Marketing & Marketing Thought*, East Lansing, MI: Michigan State University, 49-57.. Claycomb & R. Germain (1997), "Organizational Learning and Performance: An Empirical Test," *American Marketing Association 1997 Winter Educators' Conference*, Chicago: AMA, 94-100.
 16. N. Spears & R. Germain (1995), "A Review of the Product Life Cycle and Diffusion of Innovation: Current and Historical Perspectives," *Proceedings of the 7th Conference on Historical Research in Marketing & Marketing Thought*, East Lansing, MI: Michigan State University, 349-62.
 17. C. Dröge, R. Germain & N. E. Spears (1995), "Form Postponement as a Strategic Initiative in Affecting Organizational Design," *American Marketing Association 1995 Summer Educators' Conference*, Chicago: AMA, 263-69.
 18. R. Germain & W. G. Zikmund (1993), "Thirty Years of the Survey of Marketing Research: A Longitudinal Investigation," *1993 Southwest Marketing Association Conference: Advances in Marketing*, Southwest Marketing Association, Baton Rouge: LA, 141-47.
 19. R. Germain (1993), "An Historical Analysis of Bank Accessibility," *Proceedings of the 6th Conference on Historical Research in Marketing & Marketing Thought*, East Lansing: Michigan State University, 1.
 20. R. Germain, C. Dröge & P. Daugherty (1993), "An Empirical Investigation of JIT Exchange, Strategy and Organization," *American Marketing Association 1993 Summer Educators' Conference*, Chicago: AMA, 25.
 21. R. Germain & D. S. Rogers (1992), "Organization and Supplier Evaluation in Merchandisers," *American Marketing Association 1992 Summer Educators' Conference*, Chicago: AMA, 447-53.
 22. R. Germain (1991), "Community Advertising," *Proceedings of the 5th Conference on Historical Research in Marketing & Marketing Thought*, East Lansing: Michigan State University, 251.
 23. R. Germain & C. Dröge (1990), "The Relationships among Size, Technology and Structure in Small versus Large Wholesalers," *American Marketing Association 1990 Summer Educators' Conference*, Chicago: AMA, 305.
 24. C. Dröge & R. Germain (1990), "Evaluating Physical Distribution Information Systems: The Role of Information Technology, Resource Availability and Firm Characteristics," *American Marketing Association 1990 Summer Educators' Conference*, Chicago: AMA, 259.
 25. C. Dröge, R. Germain & P. Daugherty (1989), "Servicing the Exchange Relationship: Organizational Configuration and Its Effects on Intra-Firm and Buyer-Seller Communications," *1989 Southern Marketing Association Conference*, Southern Marketing Association, Charleston, SC: SMA, 153-57.
 26. R. Germain & P. Daugherty (1989), "The Effect of Product Diversification and Size on the Organizational Structure of Demand Servicing Activities," *American Marketing Association 1989 Summer Educators' Conference*, Chicago: AMA, 126-31.
 27. S. C. Hollander & R. Germain (1989), "A Note on the History of the Marketing of Higher Education," *1989 Symposium for the Marketing of Higher Education*, Cincinnati, OH: Xavier University, 266-80.
 28. R. Germain (1989), "The Adoption of Statistical Methods in Market Research: 1915-1937," *Proceedings of the 4th Conference on Historical Research in Marketing & Marketing Thought*, East Lansing, MI: Michigan State University, 317-30.
 29. R. Germain (1988), "Logistical Systems and Their Relationships with Effective Logistical Product Management," *American Marketing 1988 Association Summer Educators' Conference*, Chicago: AMA, 4-8.

OTHER PUBLICATIONS

1. Instructional Software: *Business Ready Statistics* (2009): Created content for on-line software learning tool consisting of lessons, interactive practice problems, and multiple choice questions; GMAC: Graduate Management Admissions Council, Tyson's Corner VA.
2. Industry Report: Germain, Richard & Armin Guenter (2012), *Contract Logistics and Outsourcing in Russia: A Report by the Deutsche Bahn and Russian Railways Center for International Logistics and Supply Chain Management*, Saint Petersburg, Graduate School of Management of Saint Petersburg University.

CONSULTING / CONTRACT / OTHER OUTSIDE WORK

- Graduate Management Admissions Council (GMAC, administrator of the GMAT exam); 2006; 2008-2009: two projects
 - Question writer for pilot project on assessing readiness in statistics for incoming MBA students.
 - Creation of instructional software including text and 400 multiple choice questions: *Business Ready Statistics*.
- Center for Sustainable Aluminum Industry (CSAI – A Sloan Foundation Center): \$50,000 contract (2006 -2007).
- Expert Witness for Static Control versus Lexmark: 2006-2007.
- Secat, Inc. (Metallurgical research lab), 2005-2006.
- Oklahoma State University: Athletic Department, 1996.

MEMBERSHIPS

- American Marketing Association
- Council of Supply Chain Management Professionals
- Academy of Marketing Science

HONORS

- 2004, 2008: Outstanding Research Award, College of Business, University of Louisville.
- 2003: Outstanding College Faculty Member Award, College of Business, University of Louisville.
- 2002: Outstanding Paper Award for "Applied Product Knowledge and Performance: Moderating Effects of Uncertainty:" *International Journal of Quality & Reliability Management*.
- 1999: Outstanding Paper Award for "Total System JIT Outcomes: Inventory, Organization, and Financial Effects:" *International Journal of Physical Distribution & Logistics Management*.
- 1995: Best Paper Award for "Form Postponement as a Strategic Initiative in Affecting Organizational Design:" *American Marketing Association 1995 Summer Educators' Conference*.
- 1994: Greiner Undergraduate Teaching Excellence Award, Oklahoma State University.
- 1989: Best Student Paper Award for "The Effect of Product Diversification and Size on the Organizational Structure of Demand Servicing Activities:" *American Marketing Association 1989 Summer Educators' Conference*.
- 1978-1981: ESSO Canada undergraduate scholarship.

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: Bachelor of Business Administration

Academic Term(s) Included: Proposed BBA start period; Fall 2020 Semester

Date Form Completed: 9/29/2019

<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>
NAME (F, P)	COURSES TAUGHT Including Term, Course Number & Title, Credit Hours	ACADEMIC DEGREES & COURSEWORK Relevant to Courses Taught, Including Institution & Major List specific graduate coursework, if needed	OTHER QUALIFICATIONS & COMMENTS Related to Courses Taught
Sheila Johnston (F)	ACCTG 203 Introduction to Financial and Managerial Accounting (3 CH)	MS in Taxation from the University of Cincinnati (1992), MBA from the University of Louisville (1989), Certified Public Accountant designation (since 1978), and Certified Financial Planner designation (since 1993). Extensive instructional experience in accounting and taxation.	
Benjamin Foster (F)	ACCTG 203 Introduction to Financial and Managerial Accounting (3 CH)	Ph.D. in Business Administration (Accounting Major) from the University of Tennessee (1991). Extensive instructional experience in managerial and cost accounting.	
Katina Kulow (F)	MKT 301 Principles of Marketing (3 CH)	Ph.D. in Marketing from the University of South Carolina (2015). Extensive coursework and instruction in marketing management and consumer behavior at the undergraduate level.	
Mina Kwon (F)	MKT 301 Principles of Marketing (3 CH)	Ph.D. in Marketing from the University of Illinois at Urbana-Champaign (2015). Coursework in marketing management and consumer behavior.	

Reginald Bruce (F)	NGMT 301 Management and Organizational Behavior (3 CH)	Ph.D. in Organizational Psychology from the University of Michigan (1989). Coursework in organizational behavior and extensive instruction at the undergraduate level.	
Ryan Quinn (F)	NGMT 301 Management and Organizational Behavior (3 CH)	Ph.D. in Organizational Behavior and Human Resource Management from the University of Michigan (2003). Extensive instructional experience in organizational behavior and leadership at undergraduate and graduate levels.	
Xudong Fu (F)	FIN 302 Introduction to Finance (3 CH)	Ph.D. in Finance from the University of Alabama (2008). Extensive coursework and instructional teaching experience in investments, corporate finance, and strategic financial management.	
Imad Elhaj (F)	FIN 302 Introduction to Finance (3 CH)	Ph.D. in Finance and Investments from George Washington University (1995). Extensive instructional experience in option pricing, valuation methods, futures markets, corporate finance, and international finance.	
Lisa Blum (F)	CLAW 301 Legal Environment of Business (3 CH)	LLM in Taxation New York University (2003) and J.D. State University of New York Buffalo (1992). Extensive coursework in commercial law.	
Donna Foust (P)	CLAW 301 Legal Environment of Business (3 CH)	JD, University of Louisville (1991). Extensive instructional experience in commercial law. Practicing lawyer since 1991.	
Mahesh Gupta (F)	MGMT 320 Introduction to Operations and Supply Chain Management (3 CH)	Ph.D. in Industrial Engineering from the University of Louisville (1990). Extensive coursework in operations management and industrial engineering.	
Andrew Manikas (F)	MGMT 320 Introduction to Operations and Supply Chain Management (3 CH)	Ph.D. in Operations Management from Georgia Institute of Technology (2008). Extensive coursework in operations management and supply chain management.	
Zachary Goldman (F)	BUS 310 Data Analytics for Business (3 CH)	This is primarily a “storytelling with data” communications type course. Instructor possesses a Ph.D. in Communication Studies from West Virginia University (2015).	

		Graduate coursework in business communications, communication research and methods, and organizational communications.	
Kristen Lucas (F)	BUS 310 Data Analytics for Business (3 CH)	This is primarily a “storytelling with data” communications type course. Instructor possesses a Ph.D. in Organizational Communication for Purdue University (2006). Graduate coursework in crises management, business communications, and storytelling with data.	
James Fiet (F)	BUS 441 Business Strategy and Policy (3 CH)	Ph.D. in Entrepreneurship and Strategic Management from Texas A&M university (1991). Extensive instructional experience and coursework in strategic management and undergraduate and graduate levels.	
Robert Nixon (F)	BUS 441 Business Strategy and Policy (3 CH)	Ph.D. in Strategic Management from Texas A&M University (1995). Extensive coursework, practical experience, and instructional experience in strategic management and project management at undergraduate and graduate levels.	
Note: all other courses in the degree are electives			

F, P: Full-time or Part-time;