

Indiana University
Request for a New Credit Certificate Program

Campus: IN

Proposed Title of Certificate Program: Liberal Arts and Management Program

Projected Date of Implementation: Spring 2017

TYPE OF CERTIFICATE: (check one)

UNDERGRADUATE CERTIFICATES

GRADUATE CERTIFICATES

POST-BACCALAUREATE CERTIFICATES

I. Why is this certificate needed? (Rationale)

“Employers consistently say they want to hire people who have a broad knowledge base and can work together to solve problems, debate, communicate and think critically– all skills that liberal arts programs aggressively, and perhaps uniquely, strive to teach.”¹

A January 2013 “survey of [320] CEOs by the Association of American Colleges and Universities found that 74 percent said they would recommend a 21st-century liberal education in order to create a more dynamic worker.”² The article goes on to detail innovations in business and liberal arts curricula where courses of study pull from both areas to produce innovative, critical thinkers with strong communication and problem solving skills. A similar story is told in *Fast Company*, which praises liberal arts training for those going into business.³ A final example comes from “Liberal Education Key to Business Success,” which argues for a fundamental rethinking of education which fuses “core business competencies with a thorough grounding in the liberal arts and sciences”⁴

Moreover, a liberal arts degree coupled with other skills can nearly double job prospects. Those other skills include marketing, business, data analysis and management, among other skills.⁵ This opportunity to combine liberal arts with management speaks to a demonstrated need in higher education today and has the potential to boost the employment potential of our liberal arts

¹ Allie Grasgreen, “Liberal Arts Grads Win Long-Term,” Inside Higher Ed, 22 January 2014.

² Mark Koba, “Why Businesses Prefer a Liberal Arts Education, CNBC.com, April 15, 2013, <http://www.cnbc.com/id/100642178>.

³ Elizabeth Segran, Why Top Tech CEOs Want Employees with Liberal Arts Degrees, <http://www.fastcompany.com/3034947/the-future-of-work/why-top-tech-ceos-want-employees-with-liberal-arts-degrees>.

⁴ John Johnson, Liberal Education Key to Business Success, 2013, <https://www.bentley.edu/files/EFMD%20Liberal%20Arts%20Business%20Success.pdf>

⁵ Mary Beth Marklein, “How to Turn a Liberal Arts degree into a Paycheck,” USA Today, 27 August 2013.

students. This certificate proposal offers a course of study from both liberal arts and business to better prepare the 21st century liberal arts graduate to respond to the challenges of a more complex world.

II. List the major topics and curriculum of the certificate.

30 credit hours (10 classes)

Five classes from the School of Liberal Arts, including LAMP seminars

Five classes from the Kelley School of Business

Required Liberal Arts courses:

ECON E201: Introduction to Microeconomics

ECON E202: Introduction to Macroeconomics

LAMP Seminars (variable title courses):

LAMP L216: LAMP Sophomore Seminar

LAMP L316: LAMP Junior Seminar

LAMP L416: LAMP Senior Seminar

LAMP seminars in the Liberal Arts are courses in the humanities and social sciences that emphasize critical thinking, rigorous analysis, oral and written communication, and interdisciplinary problem solving. These seminars complement the Business courses to enhance students' ability to understand relationships between business/organizations and contemporary culture and assist students in developing their ethical perspective—all outcomes of the LAMP certificate. As we begin the program, LAMP seminars will be based on existing SLA courses and will be taught initially as their original course number and cross-listed with the appropriate LAMP variable title course number until the program grows to the point where we can offer stand-alone seminars.

LAMP seminars will be developed based on existing courses in the School of Liberal Arts, some of which include (*list not exhaustive*):

AFRO E213 Rise of Hip-Hop Entrepreneurs

COMM C223 Business and Professional Communication

COMM C380 Organizational Communication

ECON E307 Current Economic Issues

ENG W331 Business and Administrative Writing

FREN F326 French in the Business World

FREN F451 Le Francais des Affaires

GEOG G338 Introduction to Geographic Information Systems (GIS)

GEOG G488 Spatial Statistics

GER G331 Business German

GER G431 Advanced Business German

HIST A328 History of Work in America

JOUR J219 Intro to Public Relations

JOUR J335 Retail and Direct Advertising

JOUR J340 Public Relations Tactics and Techniques

POLS Y377 Globalization

REL R307 Religion in the Professions
 SOC R317 Sociology of Work
 SOC R478 Complex Organizations
 SPAN S315 Spanish in the Business World

Required Courses in the Kelley School of Business:

BUS A200 Accounting
 BUS L203 Commercial Law
 BUS X300 Kelley Careers
 BUS Z340 Human Resources Management

And one of the following Survey of Business/Management courses:

BUS W212 Explore Entrepreneurship
 BUS F300 Introduction to Financial Management
 BUS M300 Introduction to Marketing
 BUS P300 Introduction to Operations Management
 BUS X333 Managing Business Functions

Students must earn a grade of C or higher in each course and must earn a minimum overall gpa of 3.3 at the time of graduation to earn the LAMP certificate.

Degree Map

+ LAMP requirement

* Must be taken before enrolling in LAMP L316

First Year							
Fall Semester				Spring Semester			
Description	Course	Credits	Minimum Grade	Description	Course	Credits	Minimum Grade
General Education: Core Communication	ENG W131 or COMM R110	3	C (W131)	General Education: Core Communication	ENG W131 or COMM R110	3	C (W131)
General Education: Cultural Understanding	Language I	4		General Education: Analytic Reasoning	From list B	3	
General Education: Analytic Reasoning	*Math M118 or higher	3		General Education: Social Sciences	+ECON E201 or ECON E202	3	
General Education: Arts and Humanities	Any course from approved list	3		General Education: Life and Physical Sciences	Any course from approved list	3	
Baccalaureate Competency: 1-yr seminar	SLA S100	2		Baccalaureate Competency: Language	Language II	4	

Total Credits	15	Total Credits	16
Cumulative Total	15	Cumulative Total	31

Second Year							
Fall Semester				Spring Semester			
Description	Course	Credits	Minimum Grade	Description	Course	Credits	Minimum Grade
General Education: Life and Physical Sciences	Any course from approved list	3-5		Baccalaureate Competency : Language	Language IV	3	
General Education: Social Sciences	+ECON E201 or ECON E202	3		Baccalaureate Competency : Computer Proficiency	*BUS K201	3	
Baccalaureate Competency : Writing	ENG W231/250 / 270/290	3	C	LAMP Sophomore Seminar	+LAMP L216	3	
Baccalaureate Competency : Language	Language III	3		LAMP: Accounting	+*BUS A200	3	
Major Course	100-200 level	3	C	Major Course	100-200 level	3	C
Total Credits	15-17			Total Credits	15		
Cumulative Total	46-48			Cumulative Credits	61-63		

Third Year							
Fall Semester				Spring Semester			
Description	Course	Credits	Minimum Grade	Description	Course	Credits	Minimum Grade
Baccalaureate Competence: A&H or SS	100-200 level	3		Baccalaureate Competency: A&H or SS	100-200 level	3	
LAMP: Legal Environment	+* BUS L203	3		LAMP Junior Seminar	+LAMP L316	3	
LAMP Careers	+BUX X300	2		LAMP Survey of Business/ Management	+LAMP Choose 1 from W212,	3	

					F300, P300, M300, X333		
Major Course	100-200 level	3	C	Major Course	300-400 level	3	C
Major Course	100-200 level	3	C	Major Course	300-400 level	3	C
Total Credits	14			Total Credits	15		
Cumulative Total	75-77			Cumulative Total	90-92		

Fourth Year							
Fall Semester				Spring Semester			
Description	Course	Credits	Minimum Grade	Description	Course	Credits	Minimum Grade
LAMP: HR	+BUS Z340	3		LAMP Senior Seminar	+LAMP L416	3	
Major Course	300-400 level	3	C	Major Course	300-400 level	3	C
Major Course	300-400 level	3	C	Major Course	300-400 level	3	C
Capstone or Elective	300-400 level	3	C (capstone)	Capstone or Elective	300-400 level	3	C (capstone)
Elective	300-400 level	3		Elective	300-400 level	3	
Total Credits	15			Total Credits	15		
Cumulative Total	105-107			Cumulative Total	120-122		

+ LAMP requirement

* Must be taken before enrolling in LAMP L316

SLA students must take a lab course as part of the Life and Physical Sciences requirements. If planned carefully, this may be completed within six credit hours; if not, an additional 1-2 hours may be necessary beyond the General Education requirement of six credit hours.

III. What are the admission requirements?

First and second year students at IUPUI with an overall gpa of at least 3.0 who are pursuing a degree in the IU School of Liberal Arts may apply to LAMP.

IV. List the major student outcomes (or set of performance based standards) for the proposed certificate.

Students will be able to:	PULS
1. Bring multiple perspectives/disciplinary lenses together to solve complex problems	PUL 3: Integration and Application of Knowledge PUL 4: Intellectual Depth, Breadth, and Adaptiveness
2. Understand the relationship between business/organizations and contemporary culture	PUL 3: Integration and Application of Knowledge PUL 5: Understanding Society and Culture
3. Improve critical thinking, problem solving, communication, and data analysis skills	PUL 1: Core Communication and Quantitative Skills PUL 2: Critical Thinking
4. Develop their personal ethical perspective	PUL 3: Integration and Application of Knowledge PUL 6: Values and Ethics
5. Make, support, and analyze arguments in oral and written texts	PUL 1: Core Communication and Quantitative Skills PUL 2: Critical Thinking

V. Explain how student learning outcomes will be assessed (student portfolios, graduate follow up, employer survey, standardized test, etc.) and describe the structure/process for reviewing assessment findings for the purpose of ensuring continuous improvement of the certificate.

Because each of the courses in this certificate currently exists, assessment measures will be based on that which is already part of the course. For example, each course in the certificate may identify a signature assignment that corresponds to one (or more) of the student learning outcomes identified above. The assignment may be assessed using a faculty developed rubric, or an AAC&U VALUE rubric, to determine a student’s level of competency on each outcome. The results of findings such as this will be incorporated back into the course to assure continuous improvement of the course in relation to LAMP outcomes.

Regular meetings of LAMP faculty will be held to provide opportunities for faculty to review commitment to learning outcomes stated above, share evidence of student learning based on learning outcomes, collaborate on best practices for LAMP courses, and use evidence of student learning for course and program improvement.

For example, the learning outcomes above are based on what the Indiana University Bloomington LAMP has identified as its Lampposts. Lamppost 5: Improving and Practicing Oral and Written Communication Skills maps to our learning outcome 3. LAMP students will have ample opportunities to convey their ideas in oral and written forms. Signature assignments for each class, for example a final persuasive presentation or research project, would be assessed using the AAC&U VALUE rubric for oral or written communication to determine the extent to which LAMP students have achieved communication competency in L216, L316 and L416.

Evidence of student learning would be shared with all LAMP faculty to facilitate continuous reflection on courses and the program.

Program review and improvement would follow from LAMP faculty meetings as well as program assessment and review cycles determined by our campus Office of Planning and Institutional Improvement. Moreover, assessment of this certificate program will become part of the overall plan to gauge student learning currently under development in the School of Liberal Arts. Each department and program (including LAMP) will be asked to provide student learning data on a manageable cycle to ensure continuous improvement of student learning associated with the certificate.

VI. Describe student population to be served.

Students majoring in the liberal arts who wish to complement their degree with business study are the primary population served by this certificate. Business is a relatively popular minor for liberal arts majors. For example, from August 2011 through August 2015, 122 liberal arts students earned minors in business or a related field in business or management. During the same time frame, liberal arts students also earned 20 organizational communication minors and 18 Economics minors. A certificate in Liberal Arts and Management would provide these students and others with similar interests another option to enhance their credentials.

VII. How does this certificate complement the campus or departmental mission?

This certificate program aligns with the IUPUI strategic plan to promote undergraduate student learning and success. It also complements efforts in Liberal Arts, specifically programs through our Office of Career Development, to enhance our students' career preparation.

VIII. Describe any relationship to existing programs on the campus or within the university.

IUB already has a very successful LAMP program and colleagues in the Kelly School of Business at IUPUI have been supportive in the development of this program. Relevant letters of support are included from Michael DeNunzio, Associate Director of LAMP at IUB and Associate Dean Ken Carow, Kelley School of Business at IUPUI.

IX. List and indicate the resources required to implement the proposed program. Indicate sources (e.g., reallocations or any new resources such as personnel, library holdings, equipment, etc.).

No new resources would be required to implement this program. We would capitalize on existing courses that are already part of regular offerings in the Schools of Business and Liberal Arts. We will eventually appoint a certificate director and advisor from among the regular liberal arts faculty and advising staff, thus capitalizing on existing resources to implement this program.

X. Describe any innovative features of the program (e.g., involvement with local or regional agencies, or offices, cooperative efforts with other institutions, etc.).

This program is innovative in its focus on business and management for liberal arts students, thus enhancing the career preparation of our current students. Moreover, it answers the call that so many have made (cited earlier) on the importance of blending curricula from Business and Liberal Arts to enhance graduates' success in the twenty-first century. Based on conversations with the associate director of LAMP in Bloomington, students who graduate with a LAMP certificate have very successful placement rates in business, mostly in consulting (Deloitte is a large recruiter), but also with GE and P&G. Students also go on to either dental or optometry school, and Bloomington has found that as their numbers of graduates have increased, so have the numbers of recruiters who look to LAMP students for entry-level positions.

In addition, one of the strengths of LAMP and similar areas of study at other universities is the student-based community that develops around the core courses. While this will take a bit of time to develop, one of our aspirations is to take advantage of the opportunity to build community as well as an alumni base that most certainly will benefit students in the future. All in all, this program could bode well for our job placement prospects for liberal arts students.



LIBERAL ARTS AND MANAGEMENT PROGRAM

INDIANA UNIVERSITY
College of Arts and Sciences
Bloomington

February 12, 2016

Thomas Davis, Dean
School of Liberal Arts – IUPUI
Cavanaugh Hall
425 University Blvd.
Indianapolis, IN 46202

Dear Dean Davis:

For the last several weeks I have been in contact with interim associate dean Kristina Horn Sheeler as she develops her proposal to begin a version of IUB's Liberal Arts and Management Program. Today, I'm delighted to offer my letter of support.

For over two decades LAMP on the IUB campus has connected the very best students in the College of Arts and Sciences with leading businesses seeking the very best in the recent college graduate. The Liberal Arts and Management Program proposal appears poised to begin making those same important connections.

Initiatives like LAMP provide these gifted, hardworking students with critical opportunities to match their talent and curiosity with the needs of established and emerging industries. The focus on critical thinking and intensive writing provides unparalleled training for the intellectual challenges in 21st century commerce. But LAMP students do not only succeed in business; they thrive in medical school, law school and a host of other post-graduate endeavors. Each class can provide a real interdisciplinary experience as students explore a topic not only through the perspective of their own major but that of their colleagues as well.

Our experience has shown that the community LAMP builds among its students, faculty and alumni is perhaps as valuable as the academic rigor embedded in the program. Students take leadership roles in designing and implementing valuable extra-curricular events and programs. By expanding their experience with faculty, alumni and their LAMP colleagues students not only enjoy richer post-graduate opportunities but grow into real ambassadors for their program and liberal arts education more generally.

The creation of such a program at IUPUI, while certainly different in some ways, can bring the best and brightest liberal arts students into a cohesive, vibrant community enriched by deep faculty, alumni involvement and rigorous academic work.

I am confident that LAMP would prove to be an invaluable asset to the School of Liberal Arts and the IUPUI campus at large. The connections and partnerships such an initiative can foster are innumerable.

I or my colleagues would be happy to answer any questions or provide any information you may need. I wish you the very best in your deliberations.

Sincerely,

A handwritten signature in black ink that reads "Michael DeNunzio". The signature is written in a cursive style with a large, prominent "M" and "D".

Michael J. DeNunzio, J.D.

Associate Director, Liberal Arts and Management Program
Indiana University Bloomington

From: Carow, Kenneth A.

Sent: Tuesday, March 01, 2016 10:14 AM

To: Sheeler, Kristina Kay Horn <ksheeler@iupui.edu>; Lee, Peggy Daniels <pedalee@iupui.edu>

Subject: RE: LAMP proposal

Kristina

Thanks for the call.

I will get a letter of support out by midnight tonight.

Let me know if there are questions, or if I have misstated anything.

Ken

Kenneth A. Carow, PhD, CFA

Professor of Finance

Associate Dean for Indianapolis Research and Programs

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