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## Educational Policies Committee Agenda, December 1, 2011

Utah State University

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# **EDUCATIONAL POLICIES COMMITTEE AGENDA**

**1 December 2011**

A meeting of the Educational Policies Committee will be held on 3 November 2011 at 3 p.m. in Old Main 136 (Champ Hall Conference Room)

**I. Approval of the minutes of the 3 November 2011 meeting** (see below)

**II. Subcommittee Reports**

**A. Curriculum Subcommittee (Ed Reeve)**

1. Course Approvals
2. Request from the Department of Agricultural Systems Technology and Education to eliminate the emphasis areas in the BS program in Agricultural Education (see below)
3. Request from the Department of Communicative Disorders and Deaf Education to implement an American Sign Language (ASL) teaching minor (see below)
4. Request from the Department of Health, Physical Education and Recreation to rename the Master of Education in Health, Physical Education and Recreation to Master of Education in Physical and Sport Education (see below)
5. Request from the Department of Geology to restructure the wording of the specializations within the existing plan-A Geology MS degree and to add those same updated specializations to the existing Geology PhD (see below)
6. Request from the Departments of Geology and Watershed Sciences to add a “Geomorphology and Earth Science Processes” specialization to their respective MS and PhD degrees in Geology and Watershed Science (see below)
7. Request from the Department of Instructional Technology and Learning Sciences to rename the Master of Education degree (Med in Instructional Technology) to Master of Education in Educational Technology and Learning Sciences (see below)

8. Request from the Jon M. Hunstman School of Business to revise the Department of Management curriculum (package contains the executive summary and five proposals) (see below)

## B. Academic Standards Subcommittee (Richard Mueller)

November 11, 2011  
4:00 p.m. – 5:00 p.m.  
Champ Hall Conference Room

### Minutes

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**Call to Order** - Richard Mueller

**Approval of Minutes** - N/A

**Business** - For all of the following policies:

- Additions are in green text.
- Deletions are in red-text.

**Registration Requirement** – APPROVED. Motion carried by John Mortensen; seconded by Stacey Hills.

After the first week of classes, all students attending classes **must** be registered. Students will not be allowed to register for classes after the published deadline found in the semester *Registration Calendar*. ~~Students are officially registered when all tuition and fees have been paid in full.~~

Failure to pay tuition and fees by the published fee payment deadline may result in courses being voided (see *Registration Purge*), late fees being assessed, and a registration hold being placed on a student's record. Students are responsible for dropping courses for which they do not wish to receive a grade.

**No-test Days** – APPROVED. Motion carried by John Mortensen; seconded by Eddy Berry.

A five-day period designated as No-test Days precedes the five days of final examinations which are normally scheduled at the close of fall and spring each academic semesters. During No-test Days, no major examinations, including final examinations, will be given in order that students may concentrate on classwork, the completion of special assignments, writing projects, and other preparation for duly scheduled final examinations. Approved exceptions include: final papers; weekly chapter quizzes; and quizzes, projects or examinations associated with a lab that does not meet during final examinations; ~~and final examinations for broadcast courses.~~

**Auditing Classes** – APPROVED. Motion carried by John Mortensen; seconded by Stacey Hills.

Admitted students who wish to audit a class must register as auditors. Auditing is dependent on space, resource availability, and instructor approval. No credit or grade points will be granted. The regular tuition and course fees will be assessed. At no future time may students request or receive credit for the audited course by any other means than by officially registering for the course and doing the required work. Audit requests, approved by the instructor, must be submitted to the Registrar's Office and tuition and fees must be paid before class attendance is permitted. Students are not permitted to register as auditors during Early Registration.

Students who are registered for a class and would like to change to an audit registration may do so *only* up through the *Adding Classes* deadline, which also coincides with the *Last Day to Drop without Notation on Transcript*. Students who drop after this period must receive a *W* (withdrawal) grade and may not register as an auditor.

House Bill 60 (1977) permits Utah residents 62 years of age or older to audit regular university classes offered during the day or offered through Regional Campuses and Distance Education. However, space in many university classes is limited. Classes which are full at the time of an audit request ~~are not available~~ may not be audited. Credit seeking, full-tuition paying students shall have first priority in the registration process. A flat fee of \$10 per semester, **plus any course fees or special fees that may be attached to classes** is charged for House Bill 60 registration. HB 60 audit registration is not available until the first day of classes, only if space is available.

**F and UF Grades** – TABLED until next month. Need to have discussion with Steve Sharp in Financial Aid. Steve will be invited to next month's meeting. This policy will not be in effect until summer.

Two grading options are available for instructors when posting grades for students who are to receive an *F* grade for a course. Students who attended or participated in a course at least one time will be given the traditional *F* grade, and the instructor is responsible for reporting the last day of attendance or participation. The grade of *UF* (Unofficial Withdrawal) is given when a student's name appears on a final grade report, but there is no record of attendance or other evidence of participation in the course. The *UF* grade is treated as an *F* grade in calculating grade point averages.

**Awarding an Associate's Degree after a Bachelor's Degree has already been awarded** – TABLED until next month. John Mortensen will come back with more information/clarification.

Academic Standards Committee will continue to meet on the second Friday of each month from 4:00 – 5:00 pm.

Meeting adjourned at: 4:40 pm.

#### **Next Meeting**

Friday, December 9, 2011 Champ Hall Conference Room  
4:00 pm

## C. General Education Subcommittee (Norm Jones)

### GENERAL EDUCATION SUBCOMMITTEE MINUTES

October 18, 2011 8:30 A.M.

#### Champ Hall Conference Room

**Present:** Christie Fox, Honors; Larry Smith, Provost's Office; Brian McCuskey, English; Dick Mueller, Science; Kathy Chudoba, Business; Norm Jones, Chair; Erik Mikkelsen, ASUSU President; Tom Bunch, Agriculture; John Mortensen, Registrar's Office; Mary Leavitt, HASS Advising; Charlie Huenemann, HASS; Brock Dethier, HASS; Vince Lafferty, RCDE; Susan Neel, USU Eastern; Michele Hillard, Secretary; Craig Petersen, American Institutions; Dan Coster, Quantitative Intensive

**Absent:** Ryan Dupont, Life & Physical Sciences; Rhonda Miller, Communications Literacy/Intensive; Nancy Mesner, Natural Resources; Roberta Herzberg, Social Sciences; Carolyn Cárdenas, Creative Arts; Wendy Holliday, Library; Bruce Saperston, Arts; Wynn Walker, Engineering; Stephanie Hamblin, University Advising; Teryl Roper, Agriculture

**Call to Order** – Norm Jones

**Approval of Minutes** – Erik Mikkelsen moved to approve the minutes of the September 20, 2011 meeting. Brian McCuskey seconded; motion carried.

#### **Course Approvals**

**ARTH 2730 (BHU)** - APPROVED: Brian McCuskey moved to approve, Dick Mueller seconded; motion carried.

**ARTH 4725 (CI)** - PENDING

**ARTH 4710 (CI)** - PENDING

**ARTH 4520 (CI)** - PENDING

**ARTH 3840 (CI)** - PENDING

**AV 2720 (CI)** - PENDING

**HIST 3530 (DHA)** - APPROVED: Brian McCuskey moved to approve, Dick Mueller seconded; motion carried.

**HIST 4650 (DHA)** - APPROVED: Brian McCuskey moved to approve, Dick Mueller seconded; motion carried.

#### **Course Removals**

N/A

#### **Syllabi Approvals**

N/A

#### **Business**

**Concurrent Enrollment** - Vince Lafferty has been working on all concurrent enrollment courses that need assessing. All are fine except USU 1360. This course is being taught in Tooele by Danny Bower. Danny is an adjunct, teaching this concurrent enrollment. There is not currently a faculty member who teaches in the physical science arena and there doesn't appear to be anyone remotely close that can help with this. Dick Mueller asked Vince if he would check to

see if Butch Brodie could line someone up. Blair Larsen in geology was suggested and Tonya Triplett was another person who may be available to help.

**President's Task Force on Curriculum** - Norm presented a copy of the propositions presented to the President's Task Force on Curriculum and invited feedback, since they suggest that pathways through General Education to degrees be clarified and that students be expected to complete general education as foundational preparation for entry into degrees; that an AA/AS

be an option for Logan students; and that there be incentives for entering students who have preparation in math, composition and foreign languages that ensures timely completion. One incentive suggested was to grow the Honors Program – offer a payoff for incoming students. The idea is that more students would come to college better prepared.

The question was asked about USU-Eastern and their open enrollment. There is a Legislative issue of enrollment – USU-Eastern enrollment is open for all. Norm responded by pointing out that this does not limit enrollment, but it does ask degrees to be very clear about expectations. Erik Mikkelsen can see some students getting burned out on the General Education courses if they are all required in the first 2 years. Norm suggested that departments look at combining GenEd and major prerequisite courses, so that students don't get overwhelmed.

Are there things the university can do to help students research and pick a major? Degree search/finder should be able to help students decide what they want to do.

Do we extend the Associates Degree to all USU campuses? Currently there is a national move for Associate Degrees and with this degree we need to meet the state's requirements.

It was noted that a few students don't have the GPA to get into the majors. The AA/AS option would give them a chance of receiving a degree. This led to the question of how grade requirements are set for majors. There needs to be some validity on how the GPA is decided upon and we need to include data to back this up.

**Meeting Adjourned**

**Next Meeting – November 15, 2011 @ 8:30 a.m. in Champ Hall**

## **GENERAL EDUCATION COMMITTEE MINUTES**

**November 15, 2011 8:30 A.M.**

**Champ Hall Conference Room**

**Present:** Christie Fox, Honors; Larry Smith, Provost's Office; Brian McCuskey, English; Dick Mueller, Science; Kathy Chudoba, Business; Norm Jones, Chair; Erik Mikkelsen, ASUSU President; John Mortensen, Registrar's Office; Charlie Huenemann, HASS; Brock Dethier, HASS; Vince Lafferty, RCDE; Susan Neel, USU Eastern; Michele Hillard, Secretary; Craig Petersen, American Institutions; Dan Coster, Quantitative Intensive; Rhonda Miller, Communications; Roberta Herzberg, Social Sciences; Carolyn Cárdenas, Creative Arts; Wendy Holliday, Library; Bruce Saperston, Arts; Stephanie Hamblin, University Advising; Teryl Roper, Agriculture; Karen Mock, Natural Resources

**Absent:** Ryan Dupont, Life & Physical Sciences Literacy/Intensive; Wynn Walker, Engineering

**Call to Order** – Norm Jones

**Approval of Minutes** – Dan Coster moved to approve the minutes of the October 18, 2011 meeting. Erik Mikkelson seconded; motion carried.

### **Course Approvals**

**ARTH 4725 (CI)** – APPROVED - via electronic vote 10/28/2011  
**ARTH 4710 (CI)** - APPROVED - via electronic vote 10/28/2011  
**ARTH 4520 (CI)** – PENDING – Still awaiting revisions  
**ARTH 3840 (CI)** – PENDING - Still awaiting revisions  
**AV 2720 (CI)** – DENIED via electronic vote 10/28/2011. CI courses need to be upper- division courses.

### **Course Removals**

N/A

### **Syllabi Approvals**

**HONR 3030 (DSS) Christie Fox** - APPROVED - Roberta Herzberg moved to approve; seconded by Carolyn Cárdenas

### **Business**

**Proposed 6 credit USU 1370** – Right now USU integrated courses are designated by discipline. The proposal has been brought forward to include multiple disciplines within these courses. It would be beneficial for the students to take an idea and look at it from various perspectives. Instructors would be allowed to bring field work or undergraduate research into these disciplines and we should look at different ways of assembling the package. The ASUSU President anticipates that this would be easily accepted by the students. This combining of disciplines will help develop problem solving skills and critical thinking in the students. There should not be many issues, as other universities already have these courses firmly entrenched in their curriculum. Unanimous decision was made to move forward with this. The question was asked if the six hours could be offered through 2 courses in combination, or if that would cause a scheduling problem. We also need to be aware of how departments might look at this for scheduling. Next step is to set up a subcommittee to flesh out the mechanical issues  
Individuals who volunteered to serve on this committee are:

Dick Mueller  
Wendy Holliday  
Carolyn Cardenas  
Jessica Hansen  
Christie Fox – Chair  
Roberta Herzberg

The committee will come back to the next meeting with updates/direction.

**CI Requirements** - Rhonda Miller proposed changing the CI requirement from "2 courses" to "6 credits" for communicative intensive courses. There was a discussion of whether we should define a minimum amount of credits vs. a minimum number of courses As of now there are 21- two credit; 4-one credit; and 1 five-variable credit courses that would not meet the 6 hour rule if

it was made. Variable credits are the ones that pose the biggest problem. After a lively discussion, it was agreed that the CI committee will investigate further and come back with more information and suggestions.

**QI Courses** – There simply aren't enough QI courses. Seats are available in QI but not in courses that the average student could take. There needs to be more general QI courses that the average student could take. Roberta Herzberg will go to her department head and dean to discuss this issue. We will revisit this topic in January or February to see what kind of progress can be made in QI courses.

**Meeting Adjourned at 9:30 am**

**Next Meeting – December 13, 2011 @ 8:30 a.m. in Champ Hall**

### **III. Other Business**



**EDUCATIONAL POLICIES COMMITTEE MINUTES**  
**3 November 2011**

A meeting of the Educational Policies Committee was held on 3 November 2011 at 3 p.m. in Old Main 136 (Champ Hall Conference Room)

- Present: Ed Reeve, Chair (representing Larry Smith)  
Ed Reeve, Curriculum Subcommittee Chair, Engineering  
Academic Standards Subcommittee (TBD)  
Brian Warnick, College of Agriculture  
Cory Evans, Cain College of the Arts  
Stacey Hills, Huntsman School of Business  
Scott Bates, Emma Eccles Jones College of Education and Human Services  
Eddy Berry, College of Humanities and Social Sciences  
Nancy Mesner, College of Natural Resources  
Greg Podgorski, College of Science (representing Richard Mueller)  
Wendy Holliday, Libraries  
Keith Grant-Davie, Graduate Council  
Travis Peterson, Regional Campuses and Distance Education  
Erik Mikkelson, ASUSU President  
Tanner Wright, Academic Senate President  
Brittney Misener, Graduate Studies Vice-President (representing Cami Jones)  
Roland Squire, Registrar's Office  
Cathy Gerber, Registrar's Office
- Absent: Norm Jones, General Education Subcommittee  
Susan Neel, USU-Eastern
- Visitors: Paul Jakus, Department Head, Applied Economics  
Michele Hillard, Provost Office

**I. Approval of the minutes of the 6 October 2011 meeting**

Tanner Wright moved to approve the minutes of the 6 October 2011 meeting. Stacey Hills seconded; motion approved.

**II. Subcommittee Reports**

**A. Curriculum Subcommittee**

Ed Reeve reviewed the Curriculum Subcommittee business.

All courses were approved.

The request from the Department of Watershed Sciences to remove the Aquatic Ecology specialization from the MS and PhD degrees in Fisheries Biology was approved. (see below)

The request from the Department of Agricultural Systems Technology and Education to eliminate the emphasis areas in the BS program in Agricultural Education was tabled. This proposal will be submitted to the University Council on Teacher Education.

The request from Department of Languages, Philosophy and Speech Communication to change the name to the Department of Languages, Philosophy and Communication Studies AND to change the name of the Speech Communication major to Communication Studies was approved with pending revisions. The revised proposal will be sent to Larry Smith. (see below)

The request from the Department of English to remove the Plan B and replace it with a Plan C in the English master's degree specialization in Technical Writing was approved. (see below)

The request from the Department of Nutrition, Dietetics and Food Sciences to add a Plan C option to the Master of Dietetics Administration degree was approved. (see below)

The request from the Department of Nutrition, Dietetics and Food Sciences change the name of the Master of Food Microbiology and Safety to Master of Food Quality and Safety and that the Plan B degree be replaced with a professional Plan C degree was approved. (see below)

The request from the Department of Applied Economics to offer a Master of Science in International Food and Agribusiness was approved pending revisions. The revised proposal will be sent to Larry Smith.

The request from Department of Applied Economics to Bachelor of Science in Environmental and Natural Resource Economics was approved. (see below)

Wendy Holliday moved to approve the business of the Curriculum Subcommittee. Brian Warnick seconded; motion approved.

#### **B. Academic Standards Subcommittee**

No Report

#### **C. General Education Subcommittee**

The approval of the report from the General Education Subcommittee was tabled due to non-representation.

### **GENERAL EDUCATION SUBCOMMITTEE MINUTES**

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**Meeting Adjourned**

**Next Meeting – November 15, 2011 @ 8:30 a.m. in Champ Hall**

### **III. Other Business**

Michele Hillard, Provost Office, gave a presentation on the new EPC website.

<http://www.usu.edu/epc/>

Please contact her with any corrections, suggestions, etc.

Meeting adjourned 3:15 p.m.

Ed Reeve conducted the meeting.

Cathy Gerber recorded the minutes.

**Institution Submitting Proposal:** Utah State University

**College, School or Division in Which Program/Administrative Unit Will Be Located:** College of Agriculture

**Department(s) or Area(s) in Which Program/Administrative Unit Will Be Located:**  
School of Applied Sciences, Technology and Education in the Department of  
Agricultural Systems Technology and Education

**Program/Administrative Unit Title:** Agricultural Education

**Proposed Beginning Date:** August 1, 2012

**Institutional Signatures:**

Raymond T. Coward, Chief Academic Officer: \_\_\_\_\_

Noelle Cockett, Dean, College of Agriculture: \_\_\_\_\_

Bruce Miller, Head, ASTE Department: \_\_\_\_\_

## **Section I: Request**

Utah State University proposes to eliminate the emphasis areas in the Bachelor of Science degree program in Agricultural Education effective Fall Semester 2012. The four emphasis areas will be replaced by a single set of requirements for the technical agriculture courses related to this major. Students will still be allowed to concentrate in the areas currently represented by the emphasis areas through the use of specified elective courses.

## **Section II: Need**

Currently, the Bachelor of Science degree in Agricultural Education offers four emphasis areas. These emphasis areas include *Production and Processing*, *Horticulture*, *Natural Resources*, and *Agricultural Systems Technology*. These emphasis areas were designed to be aligned with career pathways in agriculture as well as to allow students who had studied related majors to move easily into the teacher education program under agricultural education. However, all four emphasis areas lead toward one general teacher license area through the Utah State Office of Education. The four emphasis areas have resulted in a lack of consistency in the preparation of teachers, confusion in the advising of students, and varied success on the content knowledge exam required for licensure. Utah State University is the only institution in Utah that prepares students for licensure in agriculture. These changes have been approved by the agricultural education specialist in the Utah State Office of Education and will result in a degree program more similar to other institutions in the Intermountain West and throughout the U.S.

## **Section III: Institutional Impact**

The single track of major requirements will result in simplified advising of students as well as greater consistency in the preparation of secondary agriculture teachers. Students who enter the program from other program areas (e.g., horticulture or natural resources) as transfer students or as second bachelor's degree students will still be accommodated through the breadth of the technical agriculture course requirements and through the technical agriculture concentration/elective courses. It is anticipated that the elimination of the emphasis areas will not have any negative impacts on student enrollment.

## **Section IV: Finances**

The elimination of the emphasis areas will not require any new physical facilities or fiscal resources.

# **Proposal for an American Sign Language Teaching Minor in Communicative Disorders and Deaf Education and Teacher Education and Leadership**

## **Section I: Request**

### **Program Description**

Utah State University, Department of Communicative Disorders and Deaf Education seek to implement an American Sign Language (ASL) teaching minor for students wishing to teach ASL on the secondary level. No university programs in the state of Utah offer a secondary education degree with American Sign Language as a teaching minor. Currently Utah Valley University is the only university in the state that offers a major in American Sign Language teaching.

### **Role and Mission Fit**

Utah State University is defined by role "...to be one of the nation's premier student-centered land and space grant universities by fostering the principle that academics come first, by cultivating diversity of thought and culture...." This proposal will continue to foster diversity of thought and culture by focusing on the Deaf, their language and culture, and develop professionals who will teach high school students about Deaf culture and the language of individuals who are Deaf. This new minor fits well within the role and mission of Utah State University.

## **Section II: Need**

### **Market Demand**

There are at least 40 states that have approved American Sign Language classes offered in high schools that meet the foreign language requirement. Utah Senate Bill 42, passed in 1994, provides that American Sign Language shall be accorded equal status with other linguistic systems. Only 40 high schools in the state of Utah are presently offering courses in American Sign Language, and more qualified teachers are needed.

### **Student Demand**

Utah State University's Communicative Disorders and Deaf Education Department has a Deaf Education teacher training program that has been in existence at USU for twenty-five years. The program is successful in preparing teachers to meet the critical shortage of teachers of the deaf (Teacher Shortage Areas, Nationwide Listing, 2011-12; US Department of Education; March, 2011; p. 89). American Sign Language is an integral part of this existing program. Many students take ASL classes and are interested in ASL but do not wish to teach deaf children. Many of these students graduate from high schools where ASL is offered for world language credit. These students leave high school with a desire to continue studying ASL and to become teachers of ASL at the secondary level. Over the years, an increasing number of students have requested a minor in American Sign Language. During the past year, 50 students have made inquiries about the possibility of teaching ASL at the high school level. Over the last five years, 25 to 40 requests have been made annually for such a minor or where this training might be obtained.

## **Section III: Institutional Impact**

This minor program fits well within the existing structure in the School of Teacher Education and Leadership within the Emma Eccles Jones College of Education and Human Services. There would be an increase in the enrollments in the classes in Communicative Disorders and Deaf Education as well as an increase in the numbers of students in the Secondary Teacher Education program. However, the additional students will not require the need for additional faculty or resources. This minor will not increase the need for administrative structures and will fit well into the organizational structure currently operating.

The coursework associated with this minor will be as follows:

**ASL Teaching Minor (23-24 credits)**

**STEP program in Secondary Education (35 credits)**

ComD 2910 – 4 credits Sign Language I

ComD 3910 – 4 credits Sign Language II

ComD 4910 – 4 credits Sign Language III

ComD 4920 – 4 credits Sign Language IV

ComD 4780 – 3 credits Socio-Cultural Aspects of Deafness

TEAL 4745 – 3 credits Second Language Acquisition

ComD 3080 – 1 credit - ASL Practicum – can be repeated

New ASL methods and clinical experience courses listed under the STEP requirements

In addition to completing the minor requirements, students must be admitted to the Secondary Teacher Education Program (STEP) and complete the 35 credits of coursework including student teaching. **Note: If the major requires two methods courses, the student is required to take both courses.**

**STEP Level I Courses (11 credits)**

SCED 3100 3 Motivation and Classroom Management

SCED 3210 3 Educational and Multicultural Foundations

INST 4015 1 Technology Tools and Integration for Teachers (or ITLS 4015)

ComD 4800 3 Methods of Teaching ASL - **new ComD course**

Or

\_\_\_\_\_ 3 Methods course in Teaching Major

ComD 4300 1 Clinical Experience in Teaching ASL - **new ComD course**

Or

\_\_\_\_\_ 1 Clinical Experience in Teaching Major

**STEP Level II Courses (12 credits)**

SCED 4200 3 Reading, Writing and Technology

SCED 4210 3 Assessment and Curriculum Design

SPED 4000 2 Education of Exceptional Individuals

ComD 4800 3 Methods of Teaching ASL - **new ComD course**

Or

\_\_\_\_\_ 3 Methods course in Teaching Major

ComD 4300 1 Clinical Experience in Teaching ASL - **new ComD course**

Or

\_\_\_\_\_ 1 Clinical Experience in Teaching Major

**Secondary Education Level III Courses (12 credits)**

\_\_\_\_\_ 2 Student Teaching Seminar (in major)

SCED 5630 10 Student Teaching

(or content specific 5630 Student Teaching course)

New ComD Courses Associated with this minor:

ComD 4800 3 Methods of Teaching ASL

ComD 4300 1 Clinical Experience in Teaching ASL



#### **Section IV: Finances**

There will be three new courses added as a result of the proposed minor: Methods in Teaching ASL, Practicum Experience in Teaching ASL, and Student Teaching. Current faculty in the Program in Deaf Education will teach these new courses. There is no anticipated increased cost associated with the American Sign Language Teaching minor.

**Institution Submitting Proposal:** Utah State University

**College:** Emma Eccles Jones College of Education and Human Services

**Department:** Communicative Disorders and Deaf Education and Teacher Education and Leadership

**Recommended Classification of Instructional Programs (CIP) Code:** 13.1401 (Teaching Foreign Language)

**Certificate, and/or Degree:** Bachelor's Degree

**Proposed Beginning Date:** August 2012

**Institutional Signatures:**

Department Chair (COMDDE): \_\_\_\_\_

Department Chair (TEAL): \_\_\_\_\_

Dean: \_\_\_\_\_

Date: \_\_\_\_\_

## R401: Submission to the Information Calendar

### Section I: The Action

Rename the Master of Education in Health, Physical Education and Recreation degree to Master of Education in **Physical and Sport Education**.

### Section II: Need

The HPER degree name does not accurately reflect the focus of the new curriculum and misrepresents the expertise of students holding the degree. The curriculum does not include content in health and recreation. A renaming to Physical and Sport Education best represents the academic focus of the degree.

### Section III: Institutional Impact

Renaming of the MEd degree offered by the Department of Health, Physical Education and Recreation will have **no negative impact** on enrollment, administration structure, faculty or facilities. The new degree name will more accurately reflect student background and will positively impact understanding of a student's expertise for employers.

### Section IV: Finances

No additional budgetary impact.

Institution Submitting Proposal: *Utah State University*

College, School or Division in Which Program/Administrative Unit Will Be Located: *Emma Eccles Jones College of Education and Human Services*

Department(s) or Area(s) in Which Program/Administrative Unit Will Be Located: *Health, Physical Education & Recreation*

Program/Administrative Unit Title: *NA*

Recommended Classification of Instructional Programs (CIP) Code: *31. 0501*

Certificate, and/or Degree(s) to Be Awarded: *MEd*

Proposed Beginning Date: *January 1, 2012*

Institutional Signatures (as appropriate):

\_\_\_\_\_  
*Department Chair*                      *Date*

\_\_\_\_\_  
*Dean EEJCEHS*                                      *Date*

\_\_\_\_\_  
*Graduate School Dean*                      *Date*

\_\_\_\_\_  
*Chief Academic Officer*                                      *Date*

\_\_\_\_\_  
*President*                                      *Date*

## 5.4 Transfer, Restructuring, or Consolidation of Existing Programs

### Section I: Request

The Department of Geology within the College of Science at Utah State University is requesting to restructure the antiquated wording of the specializations within our existing plan-A Geology MS degree, and also to add those same updated specializations to our existing Geology PhD, which currently has none. The only activities impacted include rewording of catalog descriptions. These specializations simply describe the research training of our graduate students, and thus no changes are needed in instruction or administrative activities.

Specializations requested, for Geology MS and Geology PhD degrees:

NEW:

Geomorphology and Earth Surface Processes\*  
Geophysics  
Hydrogeology  
Petrology and Geochemistry  
Sedimentology and Paleoecology  
Structure and Tectonics

OLD (MS only):

Surficial Geology  
(none)  
Hydrogeology  
Igneous Petrology, Geochemistry  
Sedimentary Petrology, Paleoecology  
Structural Geology

\*interdisciplinary specialization, shared with USU Dept. of Watershed Sciences

### Section II: Need

There are two primary reasons this restructuring/modified wording is needed. First, our active and growing PhD program currently has no specializations within it at all. Having specializations to the degree to help express student training and expertise is an important benefit for our graduates as they compete in the job market. Secondly, the long-existing 7 specializations in our Geology MS degree employ antiquated terms and can be streamlined to 6 more effective titles. Importantly, the old specializations no longer reflect the composition of our faculty nor the modern research we undertake with graduate students. Lastly, the Geomorphology and Earth Surface Processes specialization is being coordinated as an interdisciplinary specialization with USU's Department of Watershed Sciences (see separate, joint R401 form).

### Section III: Institutional Impact

The requested wording modification will have no affect on recruitment, enrollments, instruction, or administration of affiliated departments at USU. This is a simple request to update wording and broaden existing specializations to cover existing degree programs with the Department of Geology. No changes are needed in personnel or facilities.

### Section IV: Finances

No additional costs or savings will be associated with this modification.

## 5.4 Transfer, Restructuring, or Consolidation of Existing Programs

### Section I: Request

The Departments of Geology and Watershed Sciences at Utah State University both seek to add a "Geomorphology & Earth Surface Processes" specialization to their respective MS and PhD degrees in Geology and Watershed Science. Primary activities impacted include the writing of a catalog description and the development and finalization of specialization requirements. No instructional activities will be impacted, as courses to be used for the requested specialization are already offered. A committee of two faculty members from each department will oversee the requirements from this specialization.

### Section II: Need

The MS and PhD degrees in Geology and in Watershed Science currently offer no specialization in geomorphology in spite of the depth of faculty expertise in this area. Both departments have several faculty with research interests in this area, and a common specialization could allow students to become more interdisciplinary in their research interests. The "Geomorphology & Earth Surface Processes" specialization will prepare students for careers in research, monitoring, management and restoration of land surfaces with a particular emphasis on the processes that shape landscapes across multiple scales. Course offerings in this specialization will include a) foundational knowledge, b) essential analytical, laboratory and field methods and skills, and c) application to topical challenges to land management, ecosystem recovery and stream/river restoration. A depth of foundational knowledge will be emphasized through geology, hydrology, fluvial geomorphology, fluvial hydraulics and hillslope geomorphology. A rich range of courses offered in Geology and Watershed Sciences, and other programs across the University (e.g. Ecology, Soils, Climate, Civil & Environmental Engineering, etc.) will fulfill the requirements of the specialization and build a breadth of understanding and interdisciplinary perspective among participating students.

### Section III: Institutional Impact

The proposed change will not affect enrollments in the instructional programs of the two lead departments or of affiliated departments or programs, nor will administrative structures be affected. Two recent faculty hires in the Department of Watershed Sciences are teaching the additional courses as part of their role assignments. Faculty in the Geology Department presently teach courses that will support this specialization.

### Section IV: Finances

No additional costs or savings are anticipated from this change.

Institution Submitting Proposal: Utah State University

College, School, or Divisions in which program/administrative unit will be located: College of Natural Resources and College of Science

Departments or Areas in Which Program/Administrative Unit will be located: Department of Watershed Sciences and Department of Geology

Recommended Classification of Instructional Program (CIP) Code: 03.0205

Certificate and/or Degrees to be Awarded: MS and PhD in Watershed Sciences and MS and PhD in Geology, new specialization in Geomorphology and Earth Surface Processes

Institutional Signatures:

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Chris Luecke, Department Head, Watershed Sciences Date

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Nat Frazer, Dean, College of Natural Resources Date

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David Liddell, Department Head, Geology Date

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James MacMahon, Dean, College of Science Date

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Mark R. McLellan, Vice President for Research and Dean of the School of Graduate Studies Date

October 1, 2011

### Section I: Request

The following is a submission of an R401 program proposal (6.3.2. Name Changes of Existing Programs).

The Department of Instructional Technology & Learning Sciences at Utah State University requests approval to rename the Master of Education degree (MEd in Instructional Technology) to reflect the degree's focus, content, and curriculum. The degree would be a Master of Education in Educational Technology and Learning Sciences.

This request is not for a new program or department. Renaming would be effective in Spring Semester, 2012.

### Section II: Need

We wish to rename the degree to better reflect its focus. In particular, the curriculum is oriented toward K-12 teachers. The degree especially focuses on how teachers can effectively integrate technology into their teaching. This is an area of pressing need in education throughout the state.

### Section III: Institutional Impact

**Enrollments:** The proposed restructuring will not affect current enrollments in the department's program.

**Facilities:** No new physical facilities or equipment will be required.

**Faculty:** The number of faculty and professional staff will not change.

### Section IV: Finances

**Costs Anticipated:** No additional costs are anticipated.

Institution Submitting Proposal: Utah State University

College in Which the Program is Located: EEJ College of Education and Human Services

Department in which the Program is Located: Instructional Technology & Learning Sciences

Classification of Instructional Programs (CIP) Code:

Degree to be awarded: Master of Education in Educational Technology & Learning Sciences

Proposed begin date: Spring semester 2012

Institutional Signatures:

\_\_\_\_\_  
Mimi Recker, Department Head, Instructional Technology & Learning Sciences      \_\_\_\_\_  
Date

\_\_\_\_\_  
Beth Foley, Dean, EEJ College of Education and Human Services      \_\_\_\_\_  
Date

\_\_\_\_\_  
Mark R. McClellan, Vice President of Research  
& Dean of the School of Graduate Studies      \_\_\_\_\_  
Date

\_\_\_\_\_  
Ray Coward, Provost, Chief Academic Officer      \_\_\_\_\_  
Date



# Eliminate the BUS Major

## Jon M. Huntsman School of Business

### Section I: Request

The Jon M. Huntsman School of Business proposes to eliminate the BUS Major offered by the Huntsman School. The BUS Major does not have a departmental home and was launched primarily for distance education students. The degree lacks the rigor or academic structure to produce the quality expected of graduates from the Huntsman School and Utah State University. Given the computer and distance learning technology now available, the Huntsman School can provide higher quality, departmental majors to distance education students. The transition would be phased in and current BUS Majors will be allowed to complete their degrees under the current system. As a result, the impact on the BUS Majors will be minimal. All future students at the Jon M. Huntsman School of Business will all have an academic, departmental home for their majors and their business courses.

### Section II: Need

The BUS Major was started to provide business education to distance education students when the current distance learning and computer technology did not exist. There are several reasons this move is justified including:

1. The BUS Major was created outside of the Jon M. Huntsman School of Business' departmental structure for the convenience and flexibility for distance-learning students. Because the major evolved outside the departmental structure, it lacks intellectual rigor, a well-designed program of study, and the same quality the majors offered by the departments in the Huntsman School delivers.
2. Because the BUS Major is available as a less rigorous way to receive a business degree at Utah State University, there is a disturbing trend for on-campus students to enroll in the major (there are currently 80 students enrolled on campus). These students simply are not prepared for careers in business as those receiving degrees managed by the departments.
3. The degree was created at a time when the current distance-learning technology was not available in the Jon M. Huntsman School of Business or at the regional campuses. The advancement of computer and distance learning technology since the degree was created has made the BUS Degree unnecessary. Distance learning technology will allow the school to avoid duplication and achieve economies of scale with the classes and majors already in place. Given the new distance learning technology, the time has come to eliminate the BUS Major and make available the majors currently offered through the departments in the Jon M. Huntsman School of Business to all USU students.

The Administration and Faculty at the Jon M. Huntsman School desires to ensure the quality and rigor of all of its programs and ensure that our graduates have the knowledge and tools to succeed with their USU Baccalaureate Degrees. Eliminating the BUS Degree will protect and build the integrity and brand of business degrees awarded by Utah State University.

### Section III: Institutional Impact

The BUS Degree will be phased out. Existing BUS Majors will be allowed to complete their degrees. There are currently 80 on-campus and 252 distance education BUS Majors (Fall 2011). Future on-campus business students will declare a major offered by the departments within the Jon M. Huntsman School. Current on-campus BUS

Majors may choose to change to a departmental major at any time. There is current capacity within the majors offered by the Huntsman School to assimilate those on-campus students.

Current off-campus, distance learning students will be given the choice to complete their BUS Degree they have started or switch to a departmental major. The 252 students will be offered the same courses as the departmental majors on-campus using the distance learning delivery system already in place. The Department Heads and Faculty will manage, design, and ensure delivery of the majors and classes in partnership with the Dean's Office of the Huntsman School. That structure is in place and will not change with the elimination of the BUS Degree.

Classes required for the departmental degree will be taught at the regional campuses by faculty where possible. If a critical mass of students for the course exists or if that is not possible, distance education students will receive the course through transmission with distance learning technology. Students enrolled in a course must either view the class live at the regional campus or view the recorded session during the week in which the course sessions are taught. Faculty for distance students will be required to hold weekly, teleconference office hours to answer questions and provide individual consultation.

#### **Section IV: Finances**

The cost associated with eliminating the BUS Degree to on-campus students is negligible. Current students will be allowed to complete their degree if that is their choice. Future students will select from among the majors offered by the departments and enroll in those courses. The Huntsman School of Business has the capacity to assimilate these students into its current structure. All structures for the management and delivery of the departmental degrees are in place. No new administrative unit is necessary.

Distance education will require transmission and recording equipment that already exists.

# Eliminate the Human Resource Management Major Management Department Jon M. Huntsman School of Business

## Section I: Request

The Management Department in the Jon M. Huntsman School of Business at Utah State University is restructuring the majors it offers to increase the quality and rigor of its academic programs of study, offer its students a significantly better career and higher education opportunities than they have with the current curricular design, and build brands that will bring distinction to the department, school and university. To that end, the Management Department faculty and administration have determined that it is our best interest to discontinue the current Major in Human Resource Management.

The impact of cancelling the Human Resource Management Major for both on-campus and RCDE students will be minimal. We will phase out the program so that current majors will be able to complete their degree. In the future, students wishing to study Human Resource Management can take the Human Resource Management Minor or preferably, take the Major in Business Administration followed by the Master's Degree Program in Human Resource Management (MSHR) offered by the department. Students at Utah State University desiring education in Human Resource Management will still have that opportunity.

## Section II: Need

Over the past 20 years, the default degree requirement for starting a career in a professional human resource role has been raised to the master's degree (similar to accounting). If an organization hires someone with a bachelor's degree into a human resources (HR) assignment, it is a near "HR clerk" type role, not a professional role and these types of jobs can be had with an undergraduate degree in "Management" as easily as with a degree in HR. In a sense, we are misleading students by offering the major.

The regional market for HR professionals is also somewhat limited and better met by our MSHR graduates who not only have a graduate degree, but also have HR experience with at least a summer internship prior to graduation. Our undergraduates who do not have HR experience at the time of graduation have a very difficult time competing in the market and finding jobs in their fields. The major also has not been strong in terms of depth in human resource coverage, whereas the MSHR degree offers great depth for students (36 credits of graduate HR coursework). Our MSHR students have an outstanding record of placement in the profession.

Once the HR Major is dropped, undergraduates who are interested in a career in human resource management will be advised to major in Business Administration and upon graduation enroll in the MSHR Program. There is a strong expectation in the HR field that students have a broad business background undergirding their HR specialized training and the Business Administration Major provides that. We anticipate working with interested and qualified undergraduates to put together a five-year program pathway that allows them to complete both their BS and MSHR Degrees. In an ideal program, students would complete foundational HR coursework and an internship at the undergraduate level, followed by in-depth training and an advanced internship during their graduate program, thus preparing themselves for competitive placement in the market.

### Section III: Institutional Impact

The elimination of the HR Major will mean more growth for other majors in the Huntsman School of Business. We anticipate that most of the majors will enroll in the Business Administration and International Business Majors currently being offered by the Management Department. Faculty resources from the current HR courses will be shifted to those majors to meet that increased demand. This revision in the Management Department's curriculum will allow better use of its faculty resources. The department has had to rely extensively upon adjunct faculty to deliver seven majors and the MSHR Degrees. In the future, the department will have three majors along with the MSHR and the MBA graduate programs. Dropping the HR Major will allow us to better utilize our faculty resources by applying them to three well-defined, strong majors that include Business Administration, International Business, and Marketing.

While some students may not prefer to complete the MSHR Degree and enter the profession with a baccalaureate degree, their career expectations and placement will be much better with the Business Administration Major. As described above, students with a baccalaureate degree have much greater difficulty entering the HR profession and do so at generally lower salaries and positions. Students wishing a specific major in HR may attend Weber State University who provides one.

### Section IV: Finances

Resources used for the HR Major will be needed for the increased enrollment in the Business Administration Degree and the MSHR Programs which will grow with the changes in Management Department Curriculum. No additional resources are required to eliminate the HR Major.

# Eliminate Operations Management Major Management Department Jon M. Huntsman School of Business

## Section I: Request

The Management Department in the Jon M. Huntsman School of Business at Utah State University is restructuring the majors it offers to increase the quality and rigor of its academic programs of study, offer its students a significantly better career and higher education opportunities than they have with the current curricular design, and build brands that will bring distinction to the department, school and university. To that end, the Management Department faculty and administration have determined that it is our best interest to discontinue the current Major in Operations Management.

The impact of cancelling the Operations Management Major for both on-campus and RCDE students will be minimal. We will phase out the program so that current majors will be able to complete their degree. We will continue to deliver the Minor in Operations Management. Students seeking a degree program in operations will be advised to enroll in the Business Administration Major and the Operations Management Minor.

## Section II: Need

Over the past several years, the number of academically qualified (AQ) faculty teaching and performing research in operations management has fallen to one faculty member due to retirement, resignations, and death. We have been able to sustain the program with the use of well-qualified adjunct faculty; however, because the program of study now relies so heavily upon professionally qualified (PQ) faculty rather than the necessary portion of AQ faculty, accreditation is at risk. Losing accreditation would weaken the brand and image of the program and the Jon M. Huntsman School in general. Finally, this is not an area in which the Department of Management can achieve distinction.

## Section III: Institutional Impact

The elimination of the Operations Management Major will mean more growth for other majors in the Huntsman School of Business. We anticipate that most of the majors will enroll in the Business Administration and International Business Majors currently being offered by the Management Department. Faculty resources from the current operations courses will be shifted to those majors to meet that increased demand.

This revision in the Management Department's curriculum will allow better use of its faculty resources. The department has had to rely extensively upon adjunct faculty to deliver seven majors and the MSHR Degrees. In the future the department will have three majors and the MSHR and the MBA graduate programs. Dropping the Operations Major will allow us to better utilize our faculty resources by applying them to three well-defined, strong majors that include Business Administration, International Business, and Marketing.

#### Section IV: Finances

We don't anticipate any additional finances necessary by making this change. The Business Administration and International Business Majors will grow over the next three years as the majors from the Operations Major matriculate into those majors. Resources currently used for the Operations Management Major will be shifted into the Business Administration Major to meet the needs of the increased enrollment.

# Replace the Entrepreneurship Major with an Entrepreneurship Minor

## Management Department

### Jon M. Huntsman School of Business

#### Section I: Request

The Management Department in the Jon M. Huntsman School of Business at Utah State University is restructuring the majors it offers to increase the quality and rigor of its academic programs of study, offer its students a significantly better career and higher education opportunities than they have with the current curricular design, and build brands that will bring distinction to the department, school and university. To that end, the Management Department faculty and administration will discontinue the current Major in Entrepreneurship and replace it with an Entrepreneurship Minor. The justification for the change and the new minor will be described in this document.

The impact of cancelling the Entrepreneurship Major for both on-campus and RCDE students will be minimal and the new Minor in Entrepreneurship has the potential of achieving significantly greater positive, statewide academic and economic results. The new minor includes all of the courses necessary to ensure that all USU students have the opportunity to master the theory, concepts, models, and competencies required to design and launch new ventures: social, not-for-profit, or for profit.

Allowances will be made so that students currently majoring in entrepreneurship will be able to complete their degree as the department phases out the degree over the next two years.

#### Section II: Need

### Justification for Dropping the Entrepreneurship Major and Adopting an Entrepreneurship Minor

The need for replacing the undergraduate Entrepreneurship Major with a minor is justified in terms of student career paths and the results anticipated by the implementation of the new Entrepreneurship Minor in its place. The downside of students currently majoring in entrepreneurship include:

1. Graduates have difficulty finding employment because employers have the perception that students with entrepreneurship training will not remain with the firm because they seek to start their own venture. The market also often misunderstands the competencies of entrepreneurship majors and as a result, employers in the market often have difficulty seeing how our undergraduate entrepreneurship majors fit in their existing enterprise. Unfortunately, most of our entrepreneurship graduates, if they do not start their own business, are faced with taking a job in a completely different area from what they studied in school.

Research we conducted with firms hiring management majors showed a general bias against entrepreneurship majors. Recruiters are concerned that they will leave the business to start their own business. Our survey showed that 85 percent of potential employers said they were somewhat to much more concerned (avg. 3.52 on scale of 1 to 5) that graduates with an Entrepreneurship Major would be more likely than graduates with other management degrees to leave their company and pursue his/her own venture after being trained by their organization.

Our survey showed that employers felt that an Entrepreneurship Major with any other area of business minor would give a student the worst potential for finding a high quality job in the job market (avg. 2.43). A

Management Major with a Minor in Entrepreneurship was perceived to give the student the best potential for finding a high quality job (avg. 3.28).

We asked employers if the required coursework was identical, which of the following undergraduate degree names they believed would be perceived more favorably in the job market? (Entrepreneurship Major or Management Major with a Minor in Entrepreneurship or no difference between the two). Seventy-nine percent selected the Management Major with a Minor in Entrepreneurship.

Our research showed that from a market perspective, an Entrepreneurship Minor prepares our students much better for the market. As designed, the minor will provide all the tools and knowledge the students will need to succeed in launching ventures and building the economy.

2. Current undergraduate students are typically not equipped with the business experience and network necessary to launch and sustain a successful venture. Research shows that students with entrepreneurial skills (which will be taught in the proposed Entrepreneurship Minor), launch new ventures after working for a period of time, gaining valuable experience, and building valuable and necessary networks.
3. There exists an unmet need for entrepreneurship education that is accessible to all students throughout the USU campus and across the state. The current Entrepreneurship Major offered by the Management Department requires a significant number of classes to acquire the necessary business acumen to successfully design and launch a venture. Students in other colleges (e.g., science, engineering, music, agriculture, etc.) have difficulty fitting all of the necessary entrepreneurship classes required in the major into their programs of study. Courses in the current Entrepreneurship Major are offered at a time and in ways that exclude students both on campus and at RCDE locations. The proposed minor overcomes these problems in terms of the course structure, pedagogy, and the use of distance learning technologies.

### **The Net Impact of Dropping the Major**

The only net impact of dropping the Entrepreneurship Major will be to those students who come to USU to specifically study entrepreneurship. However, there are very few of these students and these students will have the option of studying entrepreneurship as a minor combined with another major such as the newly redesigned Business Administration Major. Our research showed that the combination of a Business Administration Major and an Entrepreneurship Minor would make a powerful difference in the job market for our students. The combination will also prepare them much better to launch a venture if that is what they choose to do upon graduation. Those students already majoring in entrepreneurship will be allowed to complete their major with no disruption in their studies.

### **Rationale and Goals for the Entrepreneurship Minor**

More people than ever before are trying to start and operate their own business. Statistics from the U.S. Bureau of the Census and the Bureau of Labor Statistics show that 500,000 people each month are in the process of launching a new venture. As a result, millions of households in this country are having experiences with entrepreneurial activities. The attitude of the up and coming workforce is particularly significant. Approximately two-thirds of college students intend to be entrepreneurs at some time in their careers, and three-fourths of high school students say they want to start their own business.

This strong interest in creating new ventures is the driving force for technological innovation and economic growth in the State of Utah and across America. During the past few decades, small companies have created 75 percent of our new jobs, half of our new innovations, and 95 percent of our radical innovations.<sup>i</sup> All indicators suggest that small business will continue to be the major force shaping our economy for years to come. Colleges and universities that



develop exceptional programs in new venture creation will have an advantage over schools of business that focus on traditional corporate education.

A primary purpose for the Huntsman School of Business is to be a career accelerator for our students and an engine of growth for our community, the state, the nation, and the world. The new *Center for Entrepreneurial Excellence* will help achieve this purpose by aiding students in the development of new ventures that promote self-sufficiency, create jobs, and make significant contributions to our communities. In addition to developing a host of resources to facilitate the creation of new companies (branding services, web design, programming, mentoring, etc.), the *Center for Entrepreneurial Excellence* will assist with the development of curriculum for undergraduate and graduate business programs, and for a minor in entrepreneurship for non-business majors.

The purpose of this proposal is to obtain approval to offer a unique, state-of-the-art sequence of two-credit courses that will be required for students to achieve a minor in Entrepreneurship. In addition to offering the courses during the fall and spring semesters, the sequence will be offered during the seven-week summer semester that will accelerate entrepreneurial education for our students. Students from throughout the University and State will be able to complete the entire Entrepreneurship Minor during the seven-week, summer program. While a major in entrepreneurship is not advised for undergraduate students (as argued above), a minor can be very beneficial. Students with a minor in entrepreneurship combined with a major in business administration can find employment in corporate areas of research and development, new product key accounts, and launch turnaround management and strategic planning and execution. A minor in entrepreneurship can be an asset to our student's careers rather than a hindrance because students enter the market with the Business Administration Major along with the skills to identify opportunities and launch new ventures. Organizations will value our graduates as intrapreneurs who can regenerate advantage for the organization.

The sequence of courses designed for the Entrepreneurship Minor will follow the actual process and steps real-world entrepreneurs use to create successful new companies. It will consist of six, two-credit courses totaling 12 credit hours. The seventh course will involve intensive one-on-one mentoring from various faculty members and industry experts who will assist with the implementation of the business concepts developed during the course. Once the student has reached the seventh course in the sequence, their business concept is tightly focused and as a result, their instructional needs are best met through individualized, one-on-one instruction and mentoring.

The courses offered will be fully developed by faculty members who currently participate in teaching the courses of the soon to be discontinued Entrepreneurship Major. The courses that will make up the Entrepreneurship Minor include the following:

#### **MGT 3510: New Venture Fundamentals**

##### **Course Description:**

This course is the first course in a series of entrepreneurship courses required for a minor. The course is about innovation, opportunity recognition, and feasibility analysis. The course will teach students how to gain industry knowledge, how to evaluate competitors, how to know their customer's needs both in terms of product attributes and internal value drivers, how to identify a true opportunity and assess it, and finally how to build an effective business model around an opportunity once found.

##### **Justification:**

A program of study in entrepreneurship must begin with a class that focuses on opportunity recognition and the skills necessary to determine if the opportunity has a sound business model worthy of going forward to the next stages of launching the venture. This class has value for more than entrepreneurship students interested in launching a new enterprise (for profit or not-for-profit). These are skills that every business leader should possess in today's volatile, uncertain business environment. This will be a class that other programs of study within the school of business and throughout the university will find valuable. It will make USU students marketable.

## **MGT 3520: New Venture Management**

### **Course Description:**

Once an opportunity has been identified and its feasibility tested, entrepreneurs and business managers need to have the skills to form the business entity. Research on the models, concepts, and theory in this area is very well established in the venturing literature and will form the basis for the course. This course teaches students how to assess the critical organizational resources and competencies necessary to start the organization to take advantage of the opportunity. Students learn how to assess their personal skill set and identify their personal strengths and weaknesses, their competency gaps. Students will learn how to engage a brain trust of mentors, find the right partners, and build a leadership team that is required for a successful organizational launch. Having the right management team has been shown to be one of the fundamental elements of a business model that will help the organization start and thrive. In the process students learn systems thinking for operational excellence.

### **Justification:**

Research has demonstrated that having the correct skill set on the launch team determines success of the organization. Venture capitalists, angel investors, banks, and corporate boards consider a poor management team a 'deal killer' when it comes to investing money in a new opportunity. Students must understand these principles or their ideas will not get traction in the market in terms of production, customer acquisition, investment and profitability. The theory underlying these principles is well-established in the literature and principles taught will be grounded on sound research.

**Prerequisite:** MGT 3510

## **MGT 3530: New Venture Marketing**

### **Course Description:**

This course teaches students how to develop and build the brand for the new enterprise. Strategies for gaining customer intelligence are taught with particular attention to primary and secondary marketing research. Effective low-cost marketing strategies are taught. Students are taught how to use 'the coin of the realm' to gain market presence for their ventures. Understanding and implementing social media in the market and promotion of the opportunity will be learned in the course, as well as the role of traditional media: print, radio, television. This course will use well-established research in marketing, strategy, and psychology to support the tools, concepts, and theory taught in the class.

### **Justification:**

Too many people with an idea for a new enterprise have a "build it and they will come attitude." Unfortunately, most of these people fail. While the numbers vary somewhat based on the source, it is generally agreed that 50 percent of all new businesses fail within five years and that 70 percent fail within ten years. If the venture fails in attracting customers it will fail. Students must understand and master the principles taught in this class. As with other courses in this series, these skills will make USU students highly desirable in the market and increase their probability of success in launching their new businesses.

**Prerequisite:** MGT 3510

## **MGT 3540: New Venture Financing (already exists 4580)**

### **Course Description:**

This course provides overview of financial issues affecting entrepreneurial ventures. Emphasizes finance skills needed to develop the financial section of a business plan, make practical financial assessments of new business opportunities, and explore sources of new venture funding. Students will learn how to evaluate resource requirements, mobilize non-financial resources, develop strategies for bootstrapping, and explore options for funding with debt and equity. The theory and tools of deal valuation will also be taught.

Students will also learn how to develop a resource and funding strategy, as well as cash and risk management.

**Justification:**

Entrepreneurs and employees in an existing enterprise must learn the financial skills necessary to launch their venture. Finance is more than simply a matter of “getting the money” to launch. There are skills in how to approach and successfully work with the different sources of capital and how to successfully manage the risks associated with each source and launch in general. While money is absolutely necessary to launch, getting the capital with a poor financial plan will actually harm the venture. This course is absolutely necessary to teach students effective financial management with respect to starting a new enterprise.

**Prerequisite:** MGT 3510

**MGT 3560: New Venture Planning (already exists 4880)**

**Course Description:**

Theoretical and practical aspects of starting or buying a business are taught in this class. This includes the development of a business plan, as well as conducting due diligence for buying a business or extensive consulting with a start-up or growth business. Students learn that entrepreneurial planning is an ongoing process that is centered upon organizational mission, vision, values, and goals. As part of the instruction, students learn how to create an annual execution plan and a Personal Placement Memorandum (PPM).

**Justification:**

The business plan has been called the ticket for admission to the investment processes and the PPM is the key to getting the business plan in front of investors and top management. The plan also forces the student to systematically consider all aspects of the venture from marketing to operations and finance. Even where deals are bootstrapped and a full-blown plan is not necessary for investors, it forces a rigorous analysis of the deal by the entrepreneur and brings discipline to the launch. The skills taught in this class are rare and highly valued within existing enterprises and fundamental to launching a new venture.

**Prerequisite:** MGT 3510, MGT 3520, MGT 3530, MGT 3540

**MGT 3570: Social Venturing: New Venture Social Responsibility**

**Course Description:**

This course focuses upon social enterprises including ventures with a social mission, non-governmental-organizations (NGOs) and not-for-profits enterprises. Students learn about the growing interest in social entrepreneurship and why serving a broader purpose makes sense. Students learn how social venture business models differ from those of for-profit ventures. Theory underlying social capital, economics, micro-venturing and philanthropy are taught in this course. Networking, governance, compliance, and business ethics are all examined.

**Prerequisite:** MGT 3510

**Justification:**

Perhaps one of the fastest growing streams of research and instruction around the world focuses on social ventures. It has become a cornerstone for entrepreneurship education nationally. Most new ventures have a “double-bottom line” including a profitable return for investors and some form of beneficial externality for stakeholder groups. Research has demonstrated that a double bottom line increases the probability of success for the venture. Additionally, the concepts taught in this class reinforce the ethical and moral values central to the Huntsman School of Business and Utah State University.

## **MGT 3580: New Venture Execution**

### **Course Description:**

This capstone course of the entrepreneurship program is about launching the venture and students are assigned to various faculty and investment mentors. Mentors and students meet regularly throughout the course while students work on executing issues in their business plans. Mentors who are especially experienced in the specific industry of focus help students create networks of advisors and help students solve problems with implementation.

### **Course Justification:**

This course is the capstone course for the entrepreneurship program of study and incorporates the highest levels of learning theory. By this stage, students have mastered the knowledge of entrepreneurship and have demonstrated comprehension, application, and analysis as they have worked through the various stages of launching a venture. As students actually go through the execution of their new venture plan, they must evaluate and synthesize what they have learned as they move into unfamiliar, uncertain environments. In short, there will be surprises. Having a knowledgeable mentor to provide individualized guidance and instruction to the student instruction is necessary. No two students in this class will face the same challenges. Individualized attention and instruction is necessary. This is possible because of the network of mentors available to USU students managed by the Huntsman School's Center for Entrepreneurial Excellence.

**Prerequisite:** MGT 3560

The Huntsman School of Business has a strong clinical and tenure-track faculty in the field of entrepreneurship. This group has extensive experience in new venture creation, business strategy, organizational consulting, and research and teaching in entrepreneurship. The following individuals will provide input in program design and may participate in the instruction and mentoring:

James Davis, Ph.D. – Head of the Management Department. Jim has published extensively in the areas of entrepreneurship and business strategy, created and launched the Gigot Center for Entrepreneurial Studies at the University of Notre Dame, and served as the John F. O'Shaughnessy Chair of Family Enterprises.

Michael Glauser, Ph.D. – Executive Director of Entrepreneurial Programs. Mike has written and published in the field of entrepreneurship, started several successful organizations, consulted with numerous startup companies, and created the Institute for New Enterprise at Westminster College.

Ken Snyder, MBA – Executive Dean and Chief Administrative Officer. Ken is an entrepreneurial leader of multiple successful start-up companies. He teaches courses in new venture creation, planning, and marketing strategy.

David Herrmann, MBA – Executive in Residence. David has extensive experience developing new ventures and teaching entrepreneurship. He created and manages the SEED program (Small Enterprise Education and Development) in the Huntsman School of Business.

Dan Holland, Ph.D. – Assistant Professor of Entrepreneurship. Dan teaches entrepreneurship and conducts research on entrepreneurial motivation and decision-making. He has 12 years of experience working in various engineering, marketing, and management roles.

Christopher Reutzel, Ph.D. – Assistant Professor of Management. Chris conducts research in new venture creation. He teaches courses in entrepreneurship, business strategy, and is developing a course in social entrepreneurship.

Eric Schulz, MBA – Senior Lecturer and Co-Director of Strategic Marketing and Brand Management. Eric has worked in marketing and brand management with some of the top consumer product companies in the world – Procter & Gamble, Disney, and Coca-Cola. He teaches courses in product marketing and brand management.

The long-term goal is to have a clearly defined sequence of courses that follows the process actual entrepreneurs use to create successful business ventures. Students will be able to take these courses during the school year in the traditional semester format or during the summer in the intensive accelerated format outlined here. The summer format should be particularly attractive to non-business majors doing a minor in entrepreneurship and community members who need help with the creation, launch and development of their own company. This unique sequence of courses will appeal to three groups of potential students from throughout the state: (1) business students who wish to add entrepreneurship as a minor, (2) non-business students who want to minor in entrepreneurship, and (3) aspiring entrepreneurs and small business owners from the community.

### Other State Programs

Entrepreneurship has been one of the fastest growing areas of study over the past 25 years according to the Kauffman Foundation. It is not surprising that all of the other state institutions also deliver programs of study in entrepreneurship. We have had the Entrepreneurship Major at Utah State University for many years. As the field has changed, we see the need to give our students the optimal chance to build a career and start a new business.

School	Major	Minor	Center
Argosy University	No	Small Business Concentration	No
Brigham Young University	Major Emphasis	No Undergraduate Minor	Rollins Center for Entrepreneurship and Technology
College of Eastern Utah	Through Utah State	Through Utah State	
Dixie State College	No	No	
Eagle Gate College	No	No	
LDS Business College	No	AAS with Emphasis in Entrepreneurship	
Salt Lake Community	No	No	
Snow College	No	AAS, Certificate	SBDC
Southern Utah University	Core Program		
University of Utah	Entrepreneurship	Entrepreneurship (18 Semester Hours)	Pierre Lassonde Entrepreneurship Center
Utah College of Applied Technology	No	No	No
Utah Valley University	Concentration	Entrepreneurship	Institute
Weber State University	No	Certificate Program	No
Westminster College	No	Certificate Program	Institute

We believe the design of our minor is unique to the state and offers a program of study that will add value both to our students and the Utah economy.

### Section III: Institutional Impact

The proposed program of study should not affect enrollments in instructional programs offered by affiliated departments or programs. Since we are changing our Entrepreneurship Major to an Entrepreneurship Minor we currently have the administrative structure in place, the resources and the faculty to deliver the program. We also believe that the design for the minor will be less invasive to other programs of study because the courses are offered

in two-credit, modular format. Students will be able to minor in Entrepreneurship without disrupting or conflicting with their major programs of study.

We currently offer the Entrepreneurship Major on campus and throughout the state through RCDE. We have planned to also deliver the proposed minor statewide. Again, the Huntsman School of Business has the technology in place to deliver the program throughout the state. No additional equipment will be required.

#### Section IV: Finances

Because we already have the structure, resources, and finances in place from the major and are simply shifting them to a minor, no additional resources are necessary. Because we are planning to offer the minor through on-line instruction to all RCDE locations, we will gain economies of scale.

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# Hospitality and Tourism Management Minor Management Department Jon M. Huntsman School of Business and Regional Campus Distance Education

## Section I: Request

The Management Department in the Huntsman School of Business in partnership with the Regional Campus Distance Education would like to begin a new Hospitality and Tourism Management Minor to be offered both on the Utah State University Campus and at all of the Regional Campuses. The four-course requirement (described below) will train USU students in the business aspects of the hospitality and tourism industry. In section II, we will describe the size of the market and the need for the program. We will also describe the courses in the sequence and provide justification for their inclusion in the minor. In Section III, we will demonstrate that our offering is unique for institutions of higher education in the State of Utah. We will show that the Hospitality and Tourism Management Minor, in combination with a major in environmental science, recreation management, one of the business disciplines such as Business Administration or agriculture will give our students career options both in and out of their regions. We believe that the Hospitality and Tourism Management Minor will provide one means for improving the economy in some of the most distressed areas in the State of Utah.

## Section II: Need

The Utah Bureau of Tourism reported that tourism had at least a \$5 billion direct impact on the Utah economy, over \$10 billion if the multiplier effect is applied. Utah has over 17.5 million visitors annually and the industry accounts for over 10 percent of the state's employment. The tax equivalent from tourism is at least \$444 per household per year and that the return on investment into tourism is 8 to 1. In short, the hospitality and tourism industry is one of the largest industries in the state. Even with the current national economic downturn, tourism in the State of Utah remains stable. The growth potential for this industry and employment prospects for well trained Utah State University students are very strong.

Surprisingly, few programs of study within the state focus upon the *business* of tourism and hospitality. Utah Valley University offers a major in hospitality management and Southern Utah University offers a minor, but both programs appear to have at least three meaningful differences with the proposed minor at Utah State University. First, the existing programs appear limited to on-campus instruction. As such, they do not have the ability to efficiently reach beyond their regional boundaries. Conversely, the proposed minor will deliver the program via distance education thereby providing more opportunities for students throughout the state and region. Furthermore, as the State of Utah's Land Grant University, Utah State University has the unique responsibility to provide meaningful educational opportunities to students throughout the state. The proposed minor is consistent with this responsibility.

A second difference between the proposed minor and existing programs can be found in the structure of the courses offered. More traditional models of hospitality and tourism management education tend to focus on fundamental instruction (e.g., textbook) with practical experience obtained through internships or other forms of work-integrated learning. Conversely, the proposed minor for the Hospitality and Tourism Management Minor at Utah State University is based on an adaptation of the "executive education" model. This adaptation to a Hospitality and Tourism Management Minor allows for a more customized approach to the delivery of the program. In particular, this means that the program will include, not only the foundational and general content of the more traditional model, but specific content about hospitality and tourism that is directly relevant to Utah and the Intermountain Region. In doing

so, the proposed minor is intended to better prepare graduates to be able to effectively address issues that are vital to the success of the hospitality and tourism industries within the state and throughout region.

A third difference is that the proposed minor is multidisciplinary and contains aspects of hospitality, tourism, and business. The combined approach is not uncommon at other institutions throughout the United States, but programs within Utah tend to emphasize hospitality and/or hospitality and business aspects. Tourism is a less transparent component.

There are other programs throughout the state that focus on various forms of recreation and outdoor activity (e.g., backpacking, camping, outdoor skills, aviation, etc.), culinary arts, environmental science, and economics. While these have some relationship to hospitality and tourism, they do not address the *management* aspect and so are considered ancillary programs.

A summary of existing programs include the following:

### **University of Utah**

- B.S. in Parks, Recreation, and Tourism - Therapeutic Recreation
- B.S. in Parks, Recreation, and Tourism - Adventure and Outdoor Activity
- M.S. in Parks, Recreation and Tourism - Thesis

The degree programs tend to position tourism in association with parks and recreation rather than hospitality and business and, as such, are only tangentially related to the proposed minor.

Coursework for the B.S. programs include: PRT3100 - Foundations of Parks, Recreation, and Tourism; PRT3101 - Professional Preparation in Parks, Recreation, and Tourism; PRT3207 - Recreation & Hospitality Human Resources; PRT3211 - Parks, Recreation, and Tourism Experience & Services Marketing; PRT3310 - Leisure Behavior and Human Diversity; PRT3320 - Programming and Leadership in PRT; PRT3780 - Program and Service Evaluation; PRT5395 - Financial Management in PRT.

### **Utah State University**

- M.S. in Recreation Resources Management
- B.S. in Aviation Technology
- B.S. in Parks and Recreation

These degree programs do not directly reflect hospitality and tourism management.

Coursework for the B.S. in Parks and Recreation includes: PRP1000 - Introduction to Recreation Services; PRP3000 - Designing Recreation Experiences; PRP3025 - Techniques of Experiential Recreation; PRP3050 - Evaluation of Recreation Services; PRP3075 - Applications of Experiential Recreation; PRP3900 - Diverse Populations; PRP4100 - History of Leisure; PRP4500 - Management of Recreation Services; PRP4550 - Legal Aspects and Facility Management; PRP4700 - Pre-Internship Seminar; PRP4725 - Senior Seminar; PRP4750 - Internship in Recreation Services; INST5205 - Computer Applications for Instruction and Training.



## Utah Valley University

A.A.S. in Hospitality Management  
A.S. Pre-Major in Hospitality Management  
B.S. in Business Management, Emphasis in Hospitality Management  
B.S. in Hospitality Management  
B.A./B.S. in Integrated Studies, Emphasis in Hospitality Management

The degree programs focus primarily on hospitality and business with less emphasis on tourism. As such, the programs are not directly related to the proposed minor. The major degree programs have one course in tourism. There is no identified minor. The A.S. and A.A.S. Degrees require 65 and 60 credit hours respectively and do not require a course in tourism.

The coursework for the *bachelor degree programs* are as follows:

B.S. in Business Management, Emphasis in Hospitality Management: HM3200 - Global Tourism; HM3020 - Hospitality Management Accounting; HM3390 - Hotel Operations II; HM3640 - Food and Beverage Controls

B.S. in Hospitality Management: HM1010 - Introduction to Hospitality Industry; HM1110 - Food Production Principles; HM1130 - Hotel Operations 1; HM1180 - Food and Beverage Management; HM282R - Cooperative Work Experience; HM3020 - Hospitality Management Accounting; HM3250 - Hospitality Finance; HM3390 - Hotel Operations II; HM3640 - Food and Beverage Controls; HM3710 - Marketing of Hospitality Services; HM4550 - Hospitality Industry Management; LEGL3100 - Hospitality Law; Plus electives in tracks for Hotel and Restaurant Management (HM1110 - Food Production Principles plus 6 credit hours of unspecified electives and 4 credit hours of general education) or Food and Beverage (CA1120 - Cooking Skills Development ; CA1170 - Non-Business Elective for 8 credits; CA481R - Cooperative Work Experience)

B.A./B.S. Integrated Studies, Emphasis in Hospitality Management: HM1130 - Hotel Operations 1; HM3390 - Hotel Operations II plus 4 classes from the following: HM3020 - Hospitality Managerial Accounting; HM3050 - Country Club Management; HM3150 - Hospitality Finance; HM3200 - Global Tourism; HM3640 - Food and Beverage Controls; HM3710 - Marketing of Hospitality Services; HM4550 - Hospitality Industry Management; LEGL3100 - Hospitality Law

## Dixie State College of Utah

B.S. in Aviation Management Degree

This program is only tangentially related to hospitality and tourism

## Southern Utah University

B.S. in Hotel, Resort and Hospitality Management  
B.S. in Outdoor Recreation in Parks and Tourism

The B.S. degree program in Hotel, Resort, and Hospitality Management is administered through the School of Business and is weighted toward hospitality and business. One course is offered in tourism. In the minor, no course in tourism is required.

The coursework for the B.S. in Hotel, Resort, and Hospitality Management include: HRHM3010 - Tourism Management; HRHM3020 - Hospitality Sanitation & Safety Management; HRHM3110 - Quantity Food Production; HRHM3300 - Real Property Management; HRHM3400 - Hotel Room Operations; HRHM3510 - Intro. to Hospitality Finance; HRHM4200 - Restaurant Management; HRHM4400 - Hospitality Management Systems; HRHM4500 - Hospitality Work Requirement; HRHM4600 - Strategic Leadership in HRHM; HRHM4601 - Strategic Guest Service.

For the B.S. degree in Outdoor Recreation in Parks and Tourism, one course is offered in tourism (i.e., ORPT 1000 - Intro to Outdoor Recreation Tourism and Tourism).

### **Westminster College, Salt Lake City**

B.S. in Aviation Management  
B.A. in Aviation Management  
B.S. in Flight Operations

These programs are only tangentially related to hospitality and tourism.

### **Snow College**

Associate of Applied Science in Culinary Arts

This program represents a specialized aspect of hospitality.

### **Brigham Young University**

M.S. in Food Science  
M.S. in Nutritional Science  
M.S. in Youth and Family Recreation  
B.S. in Recreation Management and Leisure Services

These programs are only tangentially related to hospitality, tourism, and business.

### **Salt Lake Community College**

Associate of Applied Science Degree in Aviation Technology  
Associate of Science Degree in Professional Pilot  
Associate of Applied Science in Apprenticeship

These programs are only tangentially related to hospitality, tourism, and business.

## Department of Management, Jon M. Huntsman School of Business, Proposed Minor in Hospitality and Tourism Management

The proposed requirements for a minor in Hospitality and Tourism Management (HTM) include four courses totaling 12 credit hours.

The first course is designed to be broad and focuses on the general principles of marketing strategy as it relates to both the hospitality and tourism sectors of the economy with special emphasis on the Intermountain Region and the State of Utah. It provides a foundation for understanding how to market and how to manage the wide array of opportunities and challenges within these sectors including: lodging, theme parks, special events, conventions, convention and visitors bureaus, offices of tourism (as well as other destination management organizations). The three other courses are more specific to lodging/resort operations: (1) revenue/cost management principles, (2) hospitality management, and (3) tourism and event management. Inherent in each of these courses is the inter-relationship between hospitality and tourism. Each course also incorporates the general job competencies expected of entry level hospitality and/or tourism management positions.

It is expected that the coursework will also reflect not only well-established principles of sound management practice but emerging trends in the administration of hospitality and tourism services. As such, for each of the course descriptions, research articles that address important issues in HTM are included to provide analytical knowledge that is essential for effective decision making. The content of these, and other articles, should be considered in the execution of each course in order to ensure that the knowledge being transferred to students is both relevant and timely (i.e., state-of-the-art). In this way, the program can provide a competitive advantage vis-à-vis alternative programs that provide mainly foundation knowledge (i.e., textbook instruction). Finally, the proposed curriculum reflects the principles of an executive education program (i.e., customized to Utah and the Intermountain Region) at the undergraduate level. As such, it is consistent with the concept of professional development.

Course descriptions for all of the courses included in the proposed minor, justification for those courses, and prerequisites are as follows:

### **MGT 3900: Strategic Marketing in Hospitality and Tourism**

#### **Course Description:**

This course describes the nature and scope of career opportunities in hospitality and tourism. It provides an introduction to the language of hospitality and tourism management, describes how to identify, understand, and segment target audiences and discusses role of customer relationship management in hospitality and tourism management. Students also learn how to design and implement effective marketing communications, use market research in hospitality and tourism management, and review and evaluate best practices in the hospitality industry.

#### **Course Justification:**

This is the first course in the proposed minor for hospitality and tourism. It provides the foundational knowledge that students are expected to know; that is, the basic language, ideas, and concepts of the hospitality and tourism industry and the marketing and management competencies therein. In short, this is a survey course upon which higher level learning and application can be applied. There is a major stream of research and theory that will be applied to this course from the economic, marketing, management, and strategy literatures.

### **MGT 3910: Revenue and Cost Management in Hospitality and Tourism**

#### **Course Description:**

This course provides a foundation for managing revenues and costs in the hospitality and tourism industry. Students will learn how to analyze financial statements in the industry and how to effectively use them in strategic/tactical decision-making. Strategies for optimizing sustainable profitability will be explored. The course will rely upon simulations, role-play, and cases to analyze trends and develop effective revenue management strategies.

**Course Justification:**

This course is fundamental to those working in the hospitality and tourism industry. Employers expect graduates from programs of study focusing on hospitality and tourism to have a firm understanding of the theory, models, and concepts related to cost management and revenue specific to that industry. The course will rely upon a very strong stream of research that examines these issues. Students with a clear understanding of consumer motivations, lifestyles, and benefits and how they drive costs and revenues will be attractive to future employers.

**Pre-requisite:** MGT 3900

**MGT 3920: Hospitality Management and Operations****Course Description:**

This course provides an overview of the logistics and operations of the tourism and hospitality industry including: lodging management practices, special event planning, food and beverage, housekeeping, etc. The day-to-day decisions that are a part of the tactical side of the tourism and lodging industry will be taught. Special topics such as service recovery, impression management, and the use of social media will be examined. Finally, human resource management within the industry will be considered including recruiting and retaining a high quality workforce.

**Course Justification:**

Employees in the tourism and hospitality industry must be able to effectively execute tactics and strategies in order to help ensure market success. To help accomplish this objective, they must have foundational knowledge and the capability to effectively and efficiently manage the operations of an organization in the industry. This course must be a part of the core courses required for the minor in Hospitality and Tourism Management. Without a strong foundation in hospitality management and operations concepts, graduates will not be attractive candidates for employment in the industry.

**Pre-requisite:** MGT 3900

**MGT 3930: Tourism and Event Management****Course Description:**

Core revenue drivers in the Tourism and Hospitality industry are special events, meetings, conferences, conventions, festivals, guided tours, and tradeshow. This course provides students with a fundamental understanding of the role that each plays in hospitality and tourism as well as the management principles needed to be an effective administrator. The course also provides students with the service skills that are considered essential to managing different types of customers with very different motivations and needs.

**Course Justification:**

Recent research has found that meetings and special events coursework is a critical part of a Tourism and Hospitality program of study (Cecil, Reed and Reed, 2011). Graduates from the USU Hospitality and Tourism Management Minor who can help an organization or region build its revenue through special events planning and execution will be very marketable. This course is a logical capstone course for the minor after students have had the survey course and learned the operations, marketing, management, and finance of the industry. This course will give our students a differentiated advantage in the job-market.

**Pre-requisite:** MGT 3900, MGT 3910, MGT 3920

The job competencies that will be developed with this minor include:

1. Knowledge of the realities involved in the type of work found in the tourism and hospitality industry.
2. Knowledge of the basic terminology used in the lodging industry.
3. Knowledge of lodging management practices.
4. Knowledge of guest service standards.
5. Knowledge of hospitality products and services.

### Section III: Institutional Impact

The Hospitality and Tourism Management Minor will reside within the Management Department of the Jon M. Huntsman School of Business. Professor Ken Bartkus will manage the minor under the direction of James H. Davis, Head of the Management Department. Professor Bartkus performs research and has established a national reputation for his research and academic thought leadership in the hospitality and tourism industry. A newly hired instructor will broadcast three of the four courses from the Moab Regional Education Center and throughout all RCDEs and to on-campus students at Utah State University. The final capstone course for the minor will be taught by Professor Bartkus and broadcast throughout the state.

Existing distance learning technology will be used to broadcast the minor statewide.

### Section IV: Finances

Funding for the Hospitality and Tourism Management Minor will come from the RCDE Program. The cost for delivery of the program will be labor. We already have the technology, infrastructure, and structure to deliver the program.

Source of Funding: RCDE			
	Salary	Benefits	Total
New Instructor	\$80,000	\$35,200	\$115,200
Ken Bartkus (program management and one course)	\$10,000	\$4,400	\$14,400
<b>Subtotal</b>	<b>\$90,000</b>	<b>\$39,600</b>	<b>\$129,600</b>
		<b>Development and Delivery Expense</b>	
FACT Course Development (\$600/cr x 12cr)		\$7,200	
Delivery and Center Support (\$67/cr x 30 x 12cr) (30 student estimate )		\$24,120	
Initial Marketing		\$10,000	
Travel (estimate)		\$4,000	
Professional Development (estimate)		\$3,000	
<b>Subtotal</b>		<b>\$48,320</b>	<b>\$48,320</b>
<b>Total</b>	<b>\$90,000</b>	<b>\$87,920</b>	<b>\$177,920</b>

**Department of Management  
Jon M. Huntsman School of Business  
Utah State University**

**Proposed Curriculum Revisions  
An Executive Summary**

**The Need and Purpose**

Over the years, the courses and programs of study sponsored by the Management Department in the Huntsman School of Business have proliferated through mergers with other departments, centers, and programs, often out of necessity rather than by design. The result has been the emergence of a collection of seven majors that in some cases are outdated, lack scholarly rigor, and quality design. The existing portfolio of majors has also become increasingly difficult to deliver with existing faculty resources.

The Management Department faculty has known for some time that its majors needed critical review and restructuring to better prepare its graduates for career paths in the job market that has changed significantly. In addition, as a Land Grant Institution, the Management Department has a responsibility to deliver high quality programs of study throughout the State of Utah. R312-8 states that the Management Department has a statewide responsibility to deliver business education. The current majors offered by the Management Department cannot achieve this mission statewide with the same quality offered to on-campus students. The changes we are proposing will make every degree offered by the Management Department scalable to the entire State of Utah with the same academic quality and rigor students would receive if they were in a Utah State University on-campus classroom.

The proposed curricular revisions make significant improvements on the academic quality, ensuring course content necessary to prepare our graduates for today's job markets. The new design overcomes the academic weaknesses and lack of focus of the Management Department's current curriculum. As will be described, the design change we are proposing eliminates four majors and concentrates our faculty resources and assets on three majors. We believe that the three newly restructured majors can achieve the regional, state, and national recognition worthy of the Jon M. Huntsman School of Business and Utah State University.

**Methodology For Revising the Management Department Curriculum**

The Management Department has discussed the need for curricular change for many years and yet no formal planning and execution has taken place until now. On August 18, 2011, the entire Management Department faculty and staff, including RCDE instructors, attended a 9-hour planning session that focused upon curriculum redesign. The planning meeting was facilitated by James H. Davis, Management Department Head, and took a strategic planning approach. The objectives we sought to achieve in the redesign included the following:

1. Focus on building brands and degrees of distinction that would bring department, state, and national recognition.
2. Build degrees that would best prepare students for effective job market entry.
3. Ensure that the content in the courses and degree we offer is complete, current, and rigorous.

4. The new curriculum design had to optimize human capital, resources, and assets of the department.
5. The curriculum had to have an eye to the realities of not only the current business environment but also had to equip students for challenges of the future.

The result of the full-day planning meeting was that the Management Department would focus on developing world-class majors in Business Administration, International Business, and Marketing. Degrees that the department decided should be eliminated include: Human Resources, Operations Management, Entrepreneurship, and the General Business Degree (BUS). Justification for these decisions can be found on the enclosed forms for elimination.

The entire department then divided into curriculum planning committees that continued working on the development of the three-selected degree design. Committee meetings were held throughout the rest of August, September, October, and early November. The committee considered the content that had to be a part of each degree and the courses that would cover that content. Committees ensured that courses required for the majors incorporated the content necessary for students to excel in the job market now and in the future. In addition to the academic design, the committees ensured that the degrees had the intellectual rigor to ensure that our graduates throughout the State of Utah receive consistently, high quality education.

Once designed, the curriculum for all three majors was shared with the entire department for comments, suggestions, and modifications. On November 3, 2011, at a Management Department Faculty Meeting attended by the entire Management Department Faculty and Staff, including RCDE instructors using distance-learning technology, had a final discussion on the proposed curriculum. Following the discussion, the Management Department voted unanimously in favor of the proposed curriculum changes.

Throughout the process, the departmental faculty worked with Larry Walther, Department Head for the School of Accounting, and Tyler Bowles, Department Head for Finance and Economics, and Richard Cutler, Department Head for the Department of Mathematics, to revise courses in the business acumen to ensure that the concepts taught prepared management students with the core concepts and competencies they need to succeed in careers in management. All three accepted the academic needs of students in the management majors and will redesign the content of required, business acumen courses to ensure they fit the competency needs of the career paths of management students.

The department worked closely with Larry Smith, Executive Senior Vice-Provost, to ensure that the enclosed documents and process meet the code and process of Utah State University. Professor Smith has communicated the proposed changes with the Utah State Commissioner of Education who gave useful suggestions for the proposed changes and the necessary forms that must be submitted, including the use of the short form for introduction of the minors. We have followed all of these recommendations.

On October 1 and November 2, James H. Davis, Management Department Head, Al Warnick, Associate Department Head, Jef Doyle from the Huntsman Associate Dean of Academics, Ruth Harrison and Paige Geslin from student advising, and Suzette Alder, Management Department Administrative Assistant, held town-hall meetings with students from each of the four majors that are to be proposed for elimination (Human Resources, Operations Management, Entrepreneurship, and the General Business Degree). The purpose of the

meetings was to inform the students of the proposal for elimination of their major and receive feedback. We ensured students that they would be grandfathered through their degree and thus able to complete their degrees as planned. Students were very receptive to the proposed changes. Surprisingly, many stated that they wish they could begin again and take advantage of the newly re-designed majors.

### **Proposed Curriculum for the Future**

The contents of this package provides the following outlines and forms:

1. Outlines for restructured departmental majors
  - Business Administration
  - International Business
  - Marketing
2. Short forms for the elimination of the following departmental majors and signature forms
  - Entrepreneurship (includes the introduction for the Entrepreneurship Minor)
  - Human Resources
  - Operations Management
  - Business
3. Justification and design of two new minors and signature forms
  - Entrepreneurship (written on the same form as the elimination of the major form as per the instruction of the Utah Commissioner of Education)
  - Hospitality and Tourism Management
4. Forms for the modification of existing courses (in terms of titles, descriptions, and credit hours) and the introduction of new courses.