Educational Policies Committee Minutes, January 12, 2012

Utah State University

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A meeting of the Educational Policies Committee was held on 12 January 2012 at 3 p.m. in Old Main 136 (Champ Hall Conference Room)

Present: Larry Smith, Chair
Ed Reeve, Curriculum Subcommittee Chair, Engineering
Richard Mueller, Academic Standards Subcommittee Chair, Science
Brian Warnick, College of Agriculture
Nicholas Morrison, Caine College of the Arts (representing Cory Evans)
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
Wendy Holliday, Libraries
Travis Peterson, Regional Campuses and Distance Education
Susan Neel, USU-Eastern
Roland Squire, Registrar’s Office
Michele Hillard, Provost Office (representing Cathy Gerber)

Absent: Stacey Hills, Huntsman School of Business
Keith Grant-Davie, Graduate Council
Norm Jones, General Education Subcommittee Chair
Erik Mikkelson, ASUSU President
Tanner Wright, Academic Senate President
Cami Jones, Graduate Studies Vice-President

I. Approval of the minutes of the 1 December 2011 meeting
Richard Mueller moved to approve the minutes of the 1 December 2011 meeting. Nancy Mesner 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 Management to create a Hospitality and Tourism Management Minor was approved pending formatting changes. (see below)

The request from the Department of Environment and Society to discontinue the PhD in Recreation Resource Management was approved. (see below)

Eddy Berry moved to approve the business of the Curriculum Subcommittee. Richard Mueller seconded; motion approved.
B. Academic Standards Subcommittee (Richard Mueller)

ACADEMIC STANDARDS SUBCOMMITTEE MINUTES

December 9, 2011
4:00 p.m. – 5:00 p.m.
Champ Hall Conference Room

Present:

Absent:

Call to Order - Richard Mueller

Approval of Minutes

Business

Awarding an Associate’s Degree after a Bachelor’s Degree – PENDING Updates
It was determined that several universities require a 15-credit minimum for an associate’s degree after a bachelors and require that it be in a different area. We should not allow individuals to return and get an AS or AA in the same field of study as their bachelor’s degree. We discussed allowing an applied associates in a different area of study. We don’t anticipate many students wanting to do this; however, a policy needs to be in place to cover those who do. John Mortensen will come back to the committee with policy recommendations.

Earned F Grade – PENDING Updates
Steve Sharp attended the meeting to discuss the issue with earned F’s and how this and other issues impact financial aid. (See below) This becomes a compliance issued and could put the university in a situation where they could be fined as much as $250K. Obviously, this is not only a financial aid problem, but a faculty and compliance issue as well. The faculty needs to become more aware of the issue so that they can monitor the student’s attendance/participation. Mr. Sharp is pursuing using the capabilities of Canvas to document attendance, participation/non participation. It was suggested that we add the following new designation to the grading options: NF – Non Participation F, to help identify students getting an F with no documented participation. Mueller will discuss this with the EPC in January. If this moves to EPC a policy change will need to be drafted. The earliest effective date for any of this would be summer.

The committee encouraged Steve Sharp to continue to work with Michelle Larson to devise a plan to educate the faculty on the importance and benefits of documenting student participation in their classes.

Meeting adjourned at: 5:00 pm.
Next Meeting
Friday, January 13, 2012 Champ Hall Conference Room; 4:00 pm

Documenting Attendance/Participation for Aid Recipients

Objectives:
1) minimize the intrusion and inconvenience of federal regulations that require us to document attendance for aid recipients and
2) minimize loss of funds

Two Requirements:
• Document eligibility for Pell grants—Schools “must have a procedure in place to know whether a student (receiving a Pell grant) has begun attendance in all classes.”
• Document last date of attendance (LDA) when student has 0.0 GPA for term for Return to Title IV regulations

Scope of Liability:
• Colorado university assessed $250,000 fine
• Maximum potential liability last fall semester $940,000
• With current practice, estimate we will return $400,000/semester and fail to collect $80,000 of that from students (currently collect 55% of owed funds within a semester, 75% within a year, 80% within two years, then write off)

Current Practice:
• Started this semester to ask for proof of attendance/participation when a student drops class
• Recalculate Pell until third-week census date
• Contact professors, students with 0.0 GPA for term for LDA
• Have started to contact all students/professors with any Ws or Fs (over 1200 students/semester)

Possible policies:
• Delayed disbursement to collect professor signatures – not viable
• “Earned” Fs (U of U policy)
• Modify Banner to require LDA when entering Fs (grading in Blackboard currently a problem)
• Develop report to query Bb, Canvas for online participation
• Encourage use of Canvas/Blackboard, iClickers, syllabus quiz in first week

2010-11 Federal Student Aid Handbook, Vol. 3, Ch. 3:
Student doesn’t begin attendance in all classes within a term
(recalculation required)
If the student doesn’t begin attendance in all of his or her classes, resulting in a change in the student’s enrollment status, you must recalculate the student’s award based on the lower enrollment status. A student is considered to have begun attendance in all of his or her classes if the student attends at least one day of class for each course in which that student’s enrollment status was determined for Federal Pell Grant eligibility. Your school must have a procedure in place to know whether a student has begun attendance in all classes for purposes of the Federal Pell Grant Program. The Department does not dictate the method a school uses to document that a student has begun attendance. However, a student is considered not to have begun attendance in any class in which the school is unable to document that attendance.

U of U Earned F Policy:
3. Non-Attendance and Non-Performance

1. The grade of "EU" (Unofficial Withdrawal) is given when a student’s name appears on the registrar's final grade report but there is no record of attendance or other evidence of participation in the course. The "EU" grade is treated as an "E" in calculating the student's GPA. When no grade is entered for any person listed in a final grade report, the Registrar shall record an "EU" for that person. The grade "EU" shall be treated as an "E" in calculating grade point averages, but it shall be disregarded in calculating "section mean grade."

Proposed modification of Canvas to allow reporting:
The ideal solution would allow the Financial Aid Office to enter an A# for a student and receive the last date of participation logged in the system for each of their courses that semester. Unfortunately, a student’s simply logging into Blackboard or Canvas is insufficient to establish eligibility, but just about any other form of participation (discussion, emails with professors, quizzes, tests) is sufficient.
The ideal output would be something like:

<table>
<thead>
<tr>
<th>Name</th>
<th>A Number</th>
<th>CRN</th>
<th>Course</th>
<th>last date</th>
<th>participation type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Steve Student</td>
<td>A00001111</td>
<td>12345</td>
<td>POLS 2200</td>
<td>10/4/2011</td>
<td>online discussion</td>
</tr>
</tbody>
</table>

Michelle,
Even though we got high marks in the recent program review, USU faces potentially serious financial liability from federal regulations requiring some form of attendance monitoring.

Federal policy states all schools “must have a procedure in place to know whether a student (receiving a Pell grant) has begun attendance in all classes.” Even though they will not dictate what that procedure should be, our current practices would not survive careful scrutiny. Program reviewers assessed a university in Colorado a quarter million dollar fine recently for following practices similar to ours.

Strict interpretation of that policy would mean returning Pell grants for any student dropping a class or receiving an F – unless we can document participation or attendance. (A passing grade
is accepted as evidence of attendance, as well as graded quizzes, tests, participation in labs, or other academic activity.)

What we currently do:

After grades are posted, we query the system for students with a 0.0 GPA for the term. We contact the professors, asking for documentation of a last date of attendance. If we don’t get any documentation, we return all aid funds. (With a documented date, we return a prorated amount depending on when they ceased participating. If a student participates past 60% of the term, no funds are returned.) Returned funds are entered as charges on student accounts and students must repay USU before they can get a transcript or register for a subsequent term. However, some students just walk away and USU loses an average of $40,000 every semester.

When a student drops a class during the first three weeks of the term, we recalculate Pell eligibility and automatically reduce awards when necessary. Again, this shows up as a charge to the student’s account.

When a student officially withdraws during the semester, we have recently started requiring documentation from professors that they started attendance or we return 100% of the aid funds.

Remaining holes:

We do not currently try to document that a student participated in for individual classes they fail or drop after third week. This could be a serious finding.

Options:
- Earned F policy

The U of U requires professors to enter a last date of attendance for any F (an “earned” F because the student did something. Without evidence of attendance or participation, a UF is entered. The Financial Aid Office doesn’t bother professors for a last date of attendance at the end of the term. However, they recalculate Pell and return funds for “unearned“ Fs.

- Online documentation (syllabus quizzes)

Online participation counts. I require students who participate to take a quiz on Blackboard the first week. Professors could be encouraged to do this or have some form of online participation that can demonstrate participation without taking roll.

Program review finding: They will note a student who “fell through the cracks” because he reported to the auditors that he didn’t attend. If they had determined this was a systemic problem, we could have faced severe penalties.

History: We used to require all aid recipients to submit a paper signed by their professors on the first day of class before disbursing aid. We were instructed to stop that because it was so disruptive, but we did not institute another adequate system.
Former Directors of Financial Aid have been told the university will not do anything to monitor attendance.

Professors have the option of inserting a last date of attendance in Banner when submitting grades (but does not require it – and Blackboard does not ask it – a lot of grading is done in Blackboard).

Options:
2. Require taking of attendance at least once. Signed attendance form.
3. Adopt earned F policy. Pursue all UF grades. Have system require date of attendance for all F grades.
4. Online syllabus quiz.

U of U policy

3. Non-Attendance and Non-Performance

2. The grade of "EU"(Unofficial Withdrawal) is given when a student’s name appears on the registrar's final grade report but there is no record of attendance or other evidence of participation in the course. The "EU" grade is treated as an "E" in calculating the student's GPA. When no grade is entered for any person listed in a final grade report, the Registrar shall record an "EU" for that person. The grade "EU" shall be treated as an "E" in calculating grade point averages, but it shall be disregarded in calculating "section mean grade."
3. Upon the recommendation of the course instructor and the dean of the course-offering unit (or equivalent), the Registrar may withdraw a student from a course for nonattendance or nonperformance of assigned course work. The student shall then receive the grade of "E." Before this grade is recorded under these circumstances, the Registrar shall send written notification to the student and advise the student of the right to appeal to the dean.

http://www.regulations.utah.edu/academics/6-100.html#grades

2010-11 Federal Student Aid Handbook, Vol. 3, Ch. 3:
*Student doesn’t begin attendance in all classes within a term (recalculation required)*

If the student doesn’t begin attendance in all of his or her classes, resulting in a change in the student’s enrollment status, you must recalculate the student’s award based on the lower enrollment status. A student is considered to have begun attendance in all of his or her classes if the student attends at least one day of class for each course in which that student’s enrollment status was determined for Federal Pell Grant eligibility. Your school must have a procedure in place to know whether a student has begun attendance in all classes for purposes of the Federal Pell Grant Program. **The Department does not dictate the method a school uses to document that**
a student has begun attendance. However, a student is considered not to have begun attendance in any class in which the school is unable to document that attendance.

Nancy Mesner moved to approve the business of the Academic Standards Subcommittee. Eddy Berry seconded; motion approved.

C. General Education Subcommittee
(Information only)

GENERAL EDUCATION COMMITTEE MINUTES

December 13, 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 (Bob Mills), Business; Norm Jones, Chair; Vince Lafferty, RCDE; Susan Neel, USU Eastern; Michele Hillard, Secretary; Dan Coster, Quantitative Intensive; Carolyn Cárdenas, Creative Arts; Wendy Holliday, Library; Nancy Mesner, Natural Resources; Tom Bunch, Agriculture;

Absent: Stephanie Hamblin, University Advising; Ryan Dupont, Life & Physical Sciences Literacy/Intensive; Wynn Walker, Engineering; Rhonda Miller, Communications; Brock Dethier, HASS; Roberta Herzberg, Social Sciences; Erik Mikkelsen, ASUSU President; John Mortensen, Registrar’s Office; Charlie Huenemann, HASS; Craig Petersen, American Institutions; Bruce Saperston, Arts;

Call to Order - Norm Jones

Approval of Minutes - November 15, 2011. Moved by Dick Mueller, seconded by Dan Coster, motion carried.

Course Approvals
ARTH 3840 (CI) - Pending.................................................................Rhonda Miller
ARTH 4520 (CI) - Pending.................................................................Rhonda Miller

Course Removals
N/A

Syllabi Approvals
USU 1320 (BHU) - Pending.................................................................Brian McCuskey
The committee has been working on integrating multiple disciplines within one course. Right now the focus is being put on depth courses because they tend to be smaller in class size. Students having to take two depth courses would benefit from one integrated course that would fulfill the requirement. There is the possibility of offering a two semester course. Instructors should be allowed to propose a two semester course or a course that is one semester with five credits. If a problem based learning model is utilized moving to an interdisciplinary mode will appeal to a broader based group. In order for this to work we need to ensure flexibility in the program and not spend time over defining all aspects. Provide a clear, concise description of the class for the general catalog and be prepared to advertise this change at least one semester in advance.

This proposal is timely as it looks at streamlining the curriculum and making faculty teaching more efficient. In researching this further, there could be a role for the new STEM center. Some concerns are: team teaching – easy to do it within your department, much more difficult to get faculty from different departments; and how do we include undergraduate research and service learning. Christie Fox will take recommendations back to the committee and they will clarify and finalize a process/policy before it proceeds to EPC. (See below)

Senator Urquhart Discussions....................................................................................... Norm Jones
Senator Urquhart is the chair of the Senate’s Higher Education Finance Committee. He met with the Regents’ General Education Task Force on December 12. He feels like the one thing we can change, or have control of is the preparation of students we accept. He feels, strongly, that we need to get students better prepared to come to the universities. His particular focus is on math preparation. Parents and incoming students need to know what kinds of skills/competencies they should have in order to succeed in college. He believes the system is spending too much time on remediation. There are two groups for remediation: the K12 who didn’t get it; and those who have been out of school for a while and need updating. Remediation would be far more effective if we did it with a statewide on-line tool. Take remediation off the campuses and put it somewhere else and let students know that if they want to come to college there are certain things they need to have/know. It was also suggested that we do placement assessments sooner, ideally, when students are juniors. The ACT is not diagnostic and that is why the Senator prefers the acuplacer. NROC Math is a model that interests him.

He believes higher ed should take a firm stand on making sure that students are prepared, if they aren’t they shouldn’t be accepted until they are up to speed, since unprepared students are the least likely to graduate. He wants the system to take a stand and enforce it. Mission standards will be looked at for admission to higher education.
Norm Jones will circulate the legislative audit to the committee.
http://le.utah.gov/audit/11_15rpt.pdf

Next Meeting
Tuesday, January 17, 2012 Champ Hall Conference Room
8:30 a.m.

Proposal to create a new general education course, USU/HONR 3070

The committee determined that the best path to helping students experience an enhanced general
education courses may be through USU’s depth courses.

Our goal is to create a depth course that would count for the two depth categories the student
must take.

We feel there is particular pressure on depth courses, with students often scrambling to find a
depth course they can and wish to take. A quick survey of depth courses shows fewer than 100
depth courses total being taught in Fall 2011-Spring 2012.

- DHA: 28 unique courses; 5 have only one 1 credit, and thus would require students to
take another course.
- DSC: 13 unique courses; several require specialized knowledge (e.g., Computational
  Science, python and perl programming); one has a cap of 300.
- DSS: 31 unique courses; one has a cap of 485.

I. Depth course
USU/HONR 3070

The USU General Catalog states that students must have “4 credits minimum completed in two
or more courses” to complete their depth requirement.

This would mean that a course could have as few as 4 credits to fulfill both depth categories.

USU/HONR 3070 would then be variable credit (4-6).
The committee feels strongly that this course should not be two separate content areas forced
together into a smaller space, but a true interdisciplinary experience, perhaps focusing on
problem-based learning.
(If approved, Honors could offer such a course in the 12-13 AY, as a pilot program.)

II. Another suggestion is that we create a fourth category of depth course, “interdisciplinary
depth” and that students must then complete two of four:
- DHA
- DSS
- DSC
- DI (depth interdisciplinary)
III. Issues remaining
   1. If team-teaching is desired, how to manage team teaching across colleges and departments.
   2. Faculty compensation: could we bring back the course development grant?
   3. Including service learning and/or undergraduate research.
   4. How might this class work in an online environment?
   5. How might this class work in the summer

III. Other Business

Meeting adjourned 3:15 p.m.
Larry Smith conducted the meeting.
Michele Hillard recorded the minutes.
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 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 I; 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 I; 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 tradeshows. 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.
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.

<table>
<thead>
<tr>
<th>Source of Funding: RCDE</th>
<th>Salary</th>
<th>Benefits</th>
<th>Total</th>
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<tr>
<td>New Instructor</td>
<td>$80,000</td>
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<tr>
<td>Ken Bartkus (program management and one course)</td>
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<td>FACT Course Development ($600/cr x 12cr)</td>
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<td>Delivery and Center Support ($67/cr x 30 x 12cr) (30 student estimate)</td>
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<td>Initial Marketing</td>
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<td>Travel (estimate)</td>
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<td>Professional Development (estimate)</td>
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Section I: Request

The Department of Environment and Society, in the College of Natural Resources at Utah State University, requests discontinuation of the PhD in Recreation Resource Management. This request is intended to eliminate redundancy in our graduate programs.

The field of Recreation Resource Management combines elements of the social and natural sciences to explore topics related to the management of parks, protected areas, and other natural settings in a way that offers visitors opportunities for desired outdoor experiences while protecting the land for future generations and other uses. Students interested in studying these topics may do so within a more broadly focused doctoral program, Human Dimensions of Ecosystem Science and Management. Therefore we propose to eliminate the more specialized but less popular PhD in Recreation Resource Management. We do not plan to discontinue our graduate courses in this subject, nor will any faculty be reassigned. We would retain the bachelor of science and master of science degrees in this subject.

Section II: Need

Outdoor recreation management for public lands has been taught at Utah State University since the 1930s, when a course on that topic in the Forestry curriculum is believed to have been the first of its kind in the western U.S. The university cemented its leadership in this field with the establishment of the Institute for Outdoor Recreation and Tourism and the creation of graduate degrees in the 1960s. The program’s graduate students went on to become many of the field’s leading scholars during the past 40 years.

Times have changed, however. Recreation resource management scholars of the 1980s and 1990s helped to pioneer a new approach to studying how people interact with natural settings, which included recreation use as part of a spectrum of activities and processes connecting humans with the environment. By the end of the last century a new field of study, often called “human dimensions of natural resources,” had emerged. Again Utah State has been a leader in this area, creating an Environment and Society Department in 2002 that was the first of its kind in western land-grant universities, and the following year establishing MS and PhD degrees in Human Dimensions of Ecosystem Science and Management (HDESM).

The latter program grew faster than we predicted in the R401 application we submitted in 2003. Yet while enrollments in the Recreation Resource Management master’s
program have held steady over the past few years, doctoral enrollments have not. No PhD student has completed that degree since 2000. Instead, those interested in recreation use of natural lands have opted to matriculate in HDESM, thereby gaining a broader perspective on the society-environment interrelationship and graduating with a degree that qualifies them for a wider range of positions in academia, research, and land management. Currently 6 of the department’s 15 doctoral students are conducting dissertation research that incorporate recreation resources as a major component, but none has opted to pursue the PhD in Recreation Resource Management. Therefore we believe this degree can be discontinued without harm to current or future students, and without abdicating our leadership position in study of wildland recreation and its impacts.

The other universities in the western U.S. that offer students an opportunity to pursue doctoral studies in this field are: Colorado State University, Northern Arizona University, Oregon State University, the University of Alaska-Fairbanks, the University of Idaho, and the University of Montana. None offers a PhD in Recreation Resource Management, and aside from USU only Colorado State and Oregon State offer doctorates focused solely on the human dimensions of environment and natural resources.

Section III: Institutional Impact

The Environment and Society Department includes three tenured or tenure-track faculty whose areas of emphasis are in recreation resources and nature-based tourism. These faculty members will continue to teach courses, direct undergraduate and master’s-level research, and obtain extramural funding to work on these topics. They also participate in the HDESM doctoral program. No change in their roles would occur with discontinuation of the Recreation Resource Management doctorate.

Section IV: Finances

We anticipate neither additional costs nor cost savings associated with eliminating the PhD in Recreation Resource Management. The principal benefit will lie in streamlining the graduate programs in Environment and Society and eliminating potential confusion among prospective graduate students.
Institution Submitting Proposal: Utah State University

College: Natural Resources

Department: Environment and Society

Program Title: PhD, Recreation Resources Management

CIP Code (2010 series): 03.0207

Proposed Discontinuation Date: 30 June 2012

Institutional Signatures:

___________________________________________________________________
Mark Brunson, Head, Dept. of Environment and Society

___________________________________________________________________
Nat Frazer, Dean, College of Natural Resources

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