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EDUCATIONAL POLICIES COMMITTEE MINUTES
1 December 2011

A meeting of the Educational Policies Committee was held on 1 December 2011 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
Norm Jones, General Education Subcommittee Chair
Brian Warnick, College of Agriculture
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
Wendy Holliday, Libraries
Keith Grant-Davie, Graduate Council
Vince Lafferty, Regional Campuses and Distance Education (representing Travis Peterson)
Susan Neel, USU-Eastern
Erik Mikkelsen, ASUSU President
Roland Squire, Registrar's Office
Cathy Gerber, Registrar's Office

Absent: Cory Evans, Caine College of the Arts
Tanner Wright, Academic Senate President
Cami Jones, Graduate Studies Vice-President

Visitors: James Davis, Department Head, Management
Konrad Lee, Management Department
Jan Kelley-King, Communicative Disorders and Deaf Education
Freeman King, Communicative Disorders and Deaf Education
Michele Hillard, Provost Office

I. Approval of the minutes of the 3 November 2011 meeting

Richard Mueller moved to approve the minutes of the 3 November 2011 meeting. Scott Bates 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 Agricultural Systems Technology and Education to eliminate the emphasis areas in the BS program in Agricultural Education was approved. (see below)

The request from the Department of Communicative Disorders and Deaf Education to implement an American Sign Language (ASL) teaching minor was approved. (see below)

The 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 was approved.(see below)

The 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 was approved. (see below)

The 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 was approved. (see below)

The 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 was approved with revisions. (see below)

James Davis, Department Head, Management Department, gave a presentation on the following five proposals:

The request to eliminate the Business Major in the Jon M. Huntsman School of Business was approved with revisions. The revised request will be sent to Larry Smith.

The request to eliminate the Operations Management Major in the Management Department was approved. (see below)

The request to eliminate the Human Resource Management Major in the Management Department was approved with revisions. The revised request will be sent to Larry Smith.

The request to replace the Entrepreneurship Major with an Entrepreneurship Minor in the Management Department was approved. (see below)

The request to create a Hospitality and Tourism Management Minor in the Management Department was withdrawn from the agenda.

The package of requests from the Jon M. Huntsman School of Business will move forward minus the request to create the Hospitality and Tourism Management Minor.

The revised executive summary will include a flow chart or cartoon of the curriculum overhaul process, reflect that the request to create the Hospitality and Tourism Management Minor is

pending approval from the Educational Policies Committee and other minor revisions. This revised executive summary will be sent to Larry Smith.

Nancy Mesner moved to approve the business of the Curriculum Subcommittee. Richard Mueller seconded; motion approved.

B. Academic Standards Subcommittee (Richard Mueller)

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

Minutes

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

Nancy Mesner moved to approve the business of the Academic Standards Subcommittee. Keith Grant-Davie seconded; motion approved.

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

Vince Lafferty moved to approve the business of the General Education Subcommittee. Wendy Holliday seconded; motion approved.

III. Other Business

Board of Regents has approved the latest revision of the R401. Minors are now officially short form proposals.

Meeting adjourned 3:55 p.m.
Larry Smith 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:

Chris Luecke, Department Head, Watershed Sciences Date

Nat Frazer, Dean, College of Natural Resources Date

David Liddell, Department Head, Geology Date

James MacMahon, Dean, College of Science Date

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 & Learning Sciences.

This request is not for a new program or department.

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 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.ⁱ 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.
