

**Cover/Signature Page – Full Template**

**Institution Submitting Request:** Utah Valley University  
**Proposed Title:** Bachelor of Science, Bachelor of Arts, and Minor in Human Resource Management  
**School or Division or Location:** Woodbury School of Business  
**Department(s) or Area(s) Location:** Department of Management  
**Recommended Classification of Instructional Programs (CIP) Code<sup>1</sup> :** 52.1001  
**Proposed Beginning Date:** Fall 2016  
**Institutional Board of Trustees' Approval Date:** Pending

**Proposal Type (check all that apply):**

Regents' Agenda Items	
<i>R401-4 and R401-5 Approval by Committee of the Whole</i>	
SECTION NO.	ITEM
4.1.1 <input type="checkbox"/>	(AAS) Associate of Applied Science Degree
4.1.2 <input type="checkbox"/>	(AA) Associate of Arts Degree
	(AS) Associate of Science Degree
4.1.3 <input type="checkbox"/>	Specialized Associate Degree
4.1.4 <input checked="" type="checkbox"/>	Baccalaureate Degree
4.1.5 <input type="checkbox"/>	K-12 School Personnel Programs
4.1.6 <input type="checkbox"/>	Master's Degree
4.1.7 <input type="checkbox"/>	Doctoral Degree
5.2.2 <input type="checkbox"/>	(CER C) Certificate of Completion
5.2.4 <input type="checkbox"/>	Fast Tracked Certificate

**Chief Academic Officer (or Designee) Signature:**

I certify that all required institutional approvals have been obtained prior to submitting this request to the Office of the Commissioner.

\_\_\_\_\_  
**Signature**

**Date:** 9/30/2015

**Printed Name:** Jeffery Olson, Senior VP—Academic Affairs

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**Executive Summary – Full Template**  
**Utah Valley University**  
**BS/BA/Minor in Human Resource Management**  
**July 22, 2015**

### **Program Description**

The Department of Management in the Woodbury School of Business at Utah Valley University currently has a Bachelor of Science in Business Management with a track in HRM (within the General Business emphasis). The proposed BS/BA and Minor in Human Resource Management would strengthen the program offerings of the Woodbury School of Business. By structuring the degree requirements to enhance the curriculum, it would add rigor to the program and greater professional competence to graduates. The current HRM track will be deleted, though the General Business emphasis will continue.

### **Role and Mission Fit**

Utah Valley University is continually upgrading and expanding the quality of its offerings and seeking to develop more “professionally competent people of integrity.”<sup>2</sup> HRM has been, and will continue to be, taught in the WSB on a project-intensive, service-learning basis that combines teaching current theory and practicing skills in real-world settings “in a way that “fosters engaged learning.”<sup>3</sup> An increasing number of WSB students are going on to successful placement in graduate work such as the Master’s Program in Human Resource Management at USU, thus “promoting student success.”<sup>4</sup>

### **Faculty**

The current associate professor of HRM and the assistant professor of HRM (both with Ph.D.’s in closely associated fields and peer-reviewed research streams in Human Resources topics) are supported by a slate of six experienced, highly rated part-time faculty (all with Master’s degrees and a minimum of four years of professional HR experience) and the existing WSB administrative staff. Additionally, we are in the recruiting process to fill a tenure-track line that was funded in April, 2015.

Faculty in the WSB are encouraged to make frequent use of the Faculty Center for Teaching Excellence (such as SCOT students and FCTE workshops), and work closely with the Innovation Center. The WSB will fund travel and other costs of attending professional conferences.

### **Market Demand**

Currently, the state of Utah has one of the nation’s lowest unemployment rates at 3.6%,<sup>5</sup> making the so-called “war for talent” a hard reality for many Utah businesses. Many of the community-engaged experiential learning projects conducted in UVU’s HRM classes deal with this issue. In the Spring 2013 semester alone, UVU students developed innovative solutions for talent-sourcing issues in 12 service learning projects for nine companies (e.g., 1-800-CONTACTS, Sundance, Valley Mental Health, Zions Bank, etc.), continuing the trend observed in previous semesters and supporting the reality that 56% of executives across the globe see finding the right talent to support their business strategy as the most difficult issue.<sup>6</sup> As a result of this development, HRM-related degrees are predicted to require a growth of

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<sup>2</sup> <http://www.uvu.edu/president/mission/>

<sup>3</sup> Ibid.

<sup>4</sup> Ibid.

<sup>5</sup> Utah, August 2014 seasonally adjusted unemployment – <http://www.bls.gov/lau/home.htm>

<sup>6</sup> Seamless Workforce (2012) Global 1000 executives reveal greatest challenges and concerns.

1.5-2% in the state of Utah.<sup>7</sup> Nationwide, between 2004 and 2011, HR manager employment increased by 39.1%, with a particular jump from 2010 to 2011 of 8.3%.<sup>8</sup>

However, despite this growth in HR employment, the quality of HR services is still a severe concern for many organizations. Currently, many HR departments lack crucial skills necessary for success. Reporting on a study by The Hackett Group detailing this skills shortfall, the business consultants collected data from 145 major global businesses. They found the following percentages of surveyed business executives and managers were either dissatisfied or very dissatisfied with HR's support for the following talent management processes: managing performance 64%, recruiting and staffing 65%, workforce planning & succession 68%, learning and development 69%, retention 70%, and collaboration/knowledge sharing 79%.<sup>9</sup>

**Student Demand**

Presently, the HR track is offered as an option in the general business management major in its second year. To date, there have consistently been approximately 20+ students enrolled in the core HR track courses with literally hundreds of students enrolling each semester in the Introduction to Human Resource Management. UVU could reasonably anticipate an opening cohort of 25 students in the first year of a newly offered HR BS/BA (with more in the HR minor, involving students in other disciplines around campus), with anticipated steady growth of up to 40-45 students in the major by the end of the third year after the initial program implementation.

**Statement of Financial Support**

Budgetary impact of the new degrees will be moderate. The proposed degrees will be administered by the Department of Management, which is already in place and will therefore not require any additional advising personnel, administrative staff, or other related administrative expenditures during the initial years of operation. Three new courses are proposed to deliver a comprehensive HRM education to UVU students, which will require one additional full-time faculty member which was funded in April 2015 and is in the recruitment process.

Appropriated Fund.....	<input checked="" type="checkbox"/>
Special Legislative Appropriation.....	<input type="checkbox"/>
Grants and Contracts.....	<input type="checkbox"/>
Special Fees .....	<input type="checkbox"/>
Differential Tuition (must be approved by the Regents).....	<input type="checkbox"/>
Other (please describe).....	<input type="checkbox"/>

**Similar Programs Already Offered in the USHE**

Throughout the United States, HRM is a frequently offered degree in business schools, along with accounting, finance, marketing, and management. However, with the exception of BYU, almost none of the other baccalaureate-offering institutions in the Utah System of Higher Education offers a similar degree. Weber State University has a degree in Business Administration with an emphasis in HRM, while Utah State University offers an undergraduate HR minor and a master's degree in HRM.

<sup>7</sup> Tendlines – Perspectives on Utah's Economy, Fall 2012 issue

<sup>8</sup> Bureau of Labor Statistics (2012) Total employment numbers and salary for HR managers.

<sup>9</sup> Zappe, John, 2012, "Recruiting Gets the Best of the Failing Grades" accessed online at <http://www.ere.net/2012/08/15/recruiting-gets-the-best-of-the-failing-grades/>

**Program Description – Full Template**  
**Utah Valley University**  
**BS/BA/Minor in Human Resource Management**  
**15 October, 2014**

**Section I: The Request**

Utah Valley University's Department of Management requests approval to offer a BS/BA and Minor in Human Resource Management (HRM) effective Fall 2016.

**Section II: Program Description**

**Complete Program Description**

The HRM program will provide students with practical and applied skills, experience in applying those skills, and a variety of intellectual tools to prepare them for HRM careers in business, government, and non-profit organizations. The proposed classes, engaged pedagogy, and instructors will aim to prepare students for staffing organizations, setting and advising procedures for recruitment, interview, and placement. Additionally, students will be prepared for carrying out disciplinary action, tracking leave and absences, and ensuring the health, safety, and development of organizational employees. HR graduates will also be prepared to advise company management on labor law issues.

**Purpose of Degree**

Almost none of the other baccalaureate-offering institutions in the Utah System of Higher Education offers a similar degree. Weber State University has a degree in business administration with an emphasis in HRM, while Utah State University offers undergraduate HR minor and a master's degree in HRM. This growing but underserved segment of the market needs to be met in order to fulfill the mission component "meets regional educational needs." The HRM major as proposed will include service-learning and project-intensive pedagogy. The addition of three courses and the added rigor of a more structured bachelor's program, allows UVU to continue to meet regional educational needs.

**Institutional Readiness**

These degrees will be housed in the Department of Management in the Woodbury School of Business. In December 2006 the UVSC School of Business (now UVU's Woodbury School of Business) was awarded its accreditation by AACSB with its attendant requirements for rigor in scholarship and emphasis on the need for assessing learning outcomes of students who graduate from the school's programs. The addition of these degrees will have modest personnel and budgetary impact, because, while one tenure-track faculty member was funded in April 2015 (and is in the recruiting process), the staff and resources are already in place to assess, advise, and support the program. An HRM track for the degree in business management has been in place at the university for over 11 years. Current School of Business advisors and administrative staff will be sufficient to handle the needs of the new degree. Because HR pedagogy makes use of service learning techniques, all classes in this major will be taught face-to-face on the main campus.

## Departmental Faculty

Faculty Category	Faculty Headcount – Prior to Program Implementation	Faculty Additions to Support Program	Faculty Headcount at Full Program Implementation
<b>With Doctoral Degrees</b> (Including MFA and other terminal degrees, as specified by the institution)			
Full-time Tenured	8		8
Full-time Non-Tenured	4		4
Part-time Tenured			
Part-time Non-Tenured			
<b>With Master's Degrees</b>			
Full-time Tenured	1		
Full-time Non-Tenured	4		4
Part-time Tenured			
Part-time Non-Tenured	11		11
<b>With Bachelor's Degrees</b>			
Full-time Tenured			
Full-time Non-Tenured			
Part-time Tenured			
Part-time Non-Tenured	3		3
<b>Other</b>			
Full-time Tenured			
Full-time Non-Tenured			
Part-time Tenured			
Part-time Non-Tenured	3		3
<b>Total Headcount Faculty in the Department</b>			
Full-time Tenured	9	0	9
Full-time Non-Tenured	8	0	8
Part-time Tenured	0		0
Part-time Non-Tenured	17	0	17
<b>Total Department Faculty FTE</b> <i>(As reported in the most recent A-1/S-11 Institutional Cost Study for "prior to program implementation" and using the A-1/S-11 Cost Study Definition for the projected "at full program implementation.")</i>	27.4	0.38	27.78

### Staff

These degrees (and the minor) will be housed in the existing Department of Management. No additional administrative staff will be required to support the programs within the first five years of operations. In addition, the WSB has sufficient capacity within its own advisement group that no staff expansion will be required within that function either.

### Library and Information Resources

The Utah Valley University Library (UVU Library) cultivates a dynamically changing collection of eBooks, videos, streamed videos, and books that relate to Human Resource Management. Human Resource

Management (HRM) themed holdings are a subset of such a collection. As the influence of technology continues to expand, UVU Library's HRM collection development will match its content and direction.

HRM related items in the UVU collection span many technologies and professional practices. Major categories of HRM information topics and sources include (but are not limited to) human resources management, employment management, corporations—personnel management, manpower utilization, personnel administration, management, public administration, employees, employment practices liability insurance, supervision of employees, human capital, human assets, human beings—economic value, human resources, manpower policy, employment policy, human resource development, labor market—government policy, labor market policy, manpower utilization, labor policy, human capital—accounting, human resource accounting, human resource professionals, human resource personnel.

Initial “one-stop-shopping” for articles/books/videos relating to HRM can be done by means of the UVU Library website's OneSearch feature, which allows a single search to simultaneously span multiple databases and includes a search of the library catalog's books, eBooks, and videos. (Each individual database can also be searched within the scope of the respective database website.)

#### Access to HRM periodical database articles at UVU Library

1. The ABI/INFORM Dateline database provides access to approximately 255 magazines and newspapers concerning regional and local business news, analysis, employment, and more.
2. The ABI/INFORM Global database indexes more than 3,500 journals, magazines, and newspapers.
3. The ABI/INFORM Trade and Industry database includes more than 1,200 newspapers and magazines.
4. The Business Source Premier database offers 2,300 business journals, magazines, newspapers, and peer-reviewed articles.
5. The Regional Business News database contains 100 newspapers from the United States and Canada.
6. The LexisNexis Academic database provides access to 10,000 newspapers, magazines, and other.
7. 1,600 peer-reviewed journals are searchable in the ScienceDirect Journals database.
8. The Sage Online database offers 1,200 journals.

Full text access to the thousands of journal articles is licensed to UVU library patrons and 38 HRM journals. Nevertheless, off-campus web access to library patrons is enabled by means of an LDAP login authentication layer that is enforced by the UVU Library EZProxy server.

The Library catalog contains print books, eBooks (Safari, NetLibrary, EBSCO and eBrary), videos (DVD, Blue Ray, VHS) as well as databases of streamed video (Films on Demand, American History in Video, etc.). Most materials for HRM are covered in the Library of Congress call number area HF5549-HF55.49.5 (Personnel Management). Other significant call numbers are: HD4904.7 (Human Capital), HD5713 (Manpower Policy), and HF5681.H8 (Human Capital—Accounting). Additional call numbers may apply as this subject is given attention by numerous minor subject areas.

Current catalog holdings for Human Resource Management are estimated as follows:

Books	539
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eBooks	686
Videos	12
Streamed videos	74

A patron may often seek information (articles, books, etc.) that are not directly owned or licensed by UVU Library. In such cases, a desired item may be accessed from other libraries throughout the United States by means of the Interlibrary Loan service (ILL). A requested article full text is emailed to a requester within one business day. Print books are generally located, received, and made available within seven business days. In addition, UVU Library patrons have access to check out items from partner libraries of higher education in the Utah area (BYU, U of Utah, Utah State, etc.) by means of a Utah Academic Library Consortium (UALC) agreement.

### Admission Requirements

The HRM degrees will continue to operate in the existing environment in terms of admission requirements to the WSB. Students may declare their major as freshmen, but they will be expected to meet further matriculation requirements as they enter their junior year within the same guidelines as other WSB students. These include an overall GPA of 2.0 or above (GPA of 2.5 or higher in business courses) and the foundation core classes (ACC2010, 2020, ECON 2010, 2020, MGMT 2200 or MATH 1100, MGMT 2340, MGMT 2390) with a grade of C- or above and two classes (IM 2010 and MKTG 2200) with a grade of B- or higher.

### Student Advisement

Students will continue to be advised through the WSB Advisement Office as they have been with the General Business-HR track.

### Justification for Graduation Standards and Number of Credits

Students need to earn a C- or higher in all WSB classes (except they need to earn a B- or higher in MKTG 2200), and have an overall GPA of 2.5 or higher. One hundred twenty credits comprise both of these degree programs. The Minor, not intended for WSB students, consists of 15 credits and does not require matriculation to the WSB. These standards are per the Catalog and are required by AACSB accreditation.

### External Review and Accreditation

No external agents of any kind were used in the design of these programs. No separate accreditation is contemplated. The current regimes of AACSB (for the Woodbury School of Business) and Northwest (for the University) are to be continued.

### Projected Program Enrollment and Graduates; Projected Departmental Faculty/Students

Data Category	Current – Prior to New Program Implementation	PROJ YR 1	PROJ YR 2	PROJ YR 3	PROJ YR 4	PROJ YR 5
<b>Data for Proposed Program</b>						
Number of Graduates in Proposed Program	0	5	15	20	25	25

Total # of Declared Majors in Proposed Program	0	25	30	35	40	45
<b>Departmental Data – For All Programs Within the Department</b>						
Total Department Faculty FTE <i>(as reported in Faculty table above)</i>	27.40	27.78	27.78	27.78	27.78	27.78
Total Department Student FTE <i>(Based on Fall Third Week)</i>	611	615	618	618	619	619
Student FTE per Faculty FTE <i>(ratio of Total Department Faculty FTE and Total Department Student FTE above)</i>	22.30	22.13	22.23	22.23	22.26	22.26
<b>Program accreditation-required ratio of Student FTE/Faculty FTE, if applicable: (Provide ratio here: )</b>	27.40	27.78	27.78	27.78	27.78	27.78

### Expansion of Existing Program

These bachelor's programs are a strengthening of, and a replacement for, an existing track within an emphasis rather than an expansion or extension. The minor adds depth in the field of HR to non-WSB majors.

### Section III: Need

#### Program Need

Human resources management employment is on the rise (alluded to in the Executive Summary), even growing during the recent recession (up 8.3% from 2010 to 2011<sup>10</sup>). This has, with unemployment rates as low as 3.6%, fed a "war for talent" which placed increasing pressure on HR functions in the Intermountain region. Zappe's reporting of the Hackett Group research (2012) mentioned earlier in the Executive Summary showed there was broad dissatisfaction with vital components of HR functions necessary to win "the war for talent." He showed that managers and executives of large businesses across the country were either dissatisfied or very dissatisfied with a variety of HR functions – ranging from 64% to 79% of respondents registering significant dissatisfaction.<sup>11</sup>

This demonstrates the necessity for a future-oriented, comprehensive HR education preparing students to be able to contribute to the strategic goals of their prospective employers sooner and more successfully. Any more offers of generic HR education will simply not add value to businesses in Utah or the reputation of the HR profession.

In February 2013, Tracee Comstock, Finance/HR Director at Five Star Auto Direct, stated in her response to a request for feedback from regional professionals about this degree proposal: "The curriculum/program looks outstanding. We need an excellent HR degree like this in the state of Utah to attract new leaders to this great field of expertise." Similarly, Karlyn Norton, Director of Human Resources at Xactware, responded in equally enthusiastic fashion to the same feedback request, saying that everything proposed would be highly useful to future HRM graduates. In particular, the proposal to include courses in two

<sup>10</sup> Bureau of Labor Statistics (2012) Total employment numbers and salary for HR managers

<sup>11</sup> Zappe, John, 2012, "Recruiting Gets the Best of the Failing Grades" accessed online at <http://www.ere.net/2012/08/15/recruiting-gets-the-best-of-the-failing-grades/>

specialized courses in compensation replacing one such course and a new course in Human Resource Information Systems (HRIS), which, as a trio, would be unparalleled by any HR program in the greater Rocky Mountain area.

These courses (plus one that is planned dealing with International HR Management) are of vital importance to the education of graduates because 63% of respondents in a global study among top executives agreed that, "HR functions are likely to become more globalized, centralized, and uniform in the next three years, suggesting that HR policy and strategy needs to grow globally." In the same study, "25% of respondents said that their HR departments effectively source key talent globally; 24% said HR effectively supports the company's globalization strategies."<sup>12</sup> HR graduates need to be prepared for these developments.

Of equal importance is the thorough training of students in HRIS. The same global study of executives found that "the advent of data analytics – the most commonly cited area by respondents for IT investment in the next three years – will lead to the next technological quantum leap for HR. Respondents explained that the application of analytics, if done properly, will enable a more robust understanding of employee-related needs and opportunities. For example, 57% of respondents said that data analytics is helping to identify future talent gaps already."<sup>13</sup>

The minor in HRM will be particularly valuable for students in other areas such as the arts, sciences, and social sciences due to the exposure it provides such students in the topics of strategic and systemic thinking, opportunity identification, project management, and practical experience.

### **Labor Market Demand**

The State of Utah has designated what it characterizes as "Five Star" occupations—those that will have the highest growth in demand for new job openings over the next decade. One of the top occupations listed is Administrative Services Managers (of which HR managers are one group).<sup>14</sup> The US Department of Labor Statistics estimates that the job growth outlook for HR managers for the years from 2012 to 2022 is 13% with a 2012 median pay of \$99,720 per year.<sup>15</sup>

### **Student Demand**

Presently, the HR emphasis is offered as an option (track) in the general business major in its second year. Consistently there have been approximately 20+ students enrolled in the core HR emphasis courses (Training and Development, Organizational Development and Change, Staffing and Performance Management, and Compensation and Benefits), with literally hundreds of students enrolling each semester in the Introduction to Human Resource Management, Organizational Behavior, and Employment Law courses (also part of the current emphasis requirements). Additionally, the general business management major is the largest major, with the most graduates, of any major offered in the Woodbury School of Business, graduating hundreds of students every year.

It is anticipated that the majority of students declaring a new HR BS / BA would come from the already existing large general management pool of students by allowing students to graduate with a recognizable value-added, specialty degree rather than a less-marketable general business degree. It is reasonable to anticipate an opening cohort of 25-35 students in the first year of a newly offered HR BS/BA (with more in

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<sup>12</sup> Maurer (2012) Survey - HR seen as important but fails to deliver value; SHRM

<sup>13</sup> Maurer (2012) Survey - HR seen as important but fails to deliver value; SHRM

<sup>14</sup> Information downloaded October 2014 <http://jobs.utah.gov/careers/>

<sup>15</sup> Information downloaded October 2014 <http://www.bls.gov/ooh/management/human-resources-managers.htm>

the HR minor, involving students in other disciplines around campus), with anticipated growth of up to 40-45 students in the major by the end of the fourth or fifth year after the initial program implementation.

### **Similar Programs**

Throughout the United States, HRM is a frequently offered degree in business schools, along with accounting, finance, marketing, and management. However, with the exception of BYU (whose degree shows a bias towards Organizational Behavior and a poorly added HRM element), almost none of the other baccalaureate-offering institutions in the Utah System of Higher Education offers a similar degree. Weber State University has a degree in Business Administration with an emphasis in HRM, while Utah State University offers an undergraduate HR minor and a master's degree in HRM. Even Idaho State University only offers a degree in Business Administration with an area of interest in HRM. This would offer UVU a tremendous opportunity to become the educator of choice in the northern and central mountain regions for students with a desire to earn an undergraduate degree in HRM.

### **Collaboration with and Impact on Other USHE Institutions**

UVU seeks to actively collaborate with all USHE institutions. Because the purpose of this request is to change the current Bachelor of Science in Business Management with a track in HRM to a Bachelor of Science/Art in HRM and program enrollments are anticipated to come from within the General Business major, the issue was not discussed with other institutions. The Department of Management has collaborated with other institutions through the USHE Annual Majors Meetings. The minor is an addition that will allow students some flexibility and should not have any impact on any other institutions.

### **Benefits**

The availability of a HRM degree will contribute to the ongoing effort of UVU to become a comprehensive undergraduate institution in central Utah. The continued expansion of population in Utah County, including the need for a broader offering of education opportunities for its young people, is met in part by stronger, more competitive programs such as the BS/BA in HRM that teaches and provides practice of skills learned in real-world settings. The HRM degree is useful for students seeking graduate study—indeed, graduates of the HR track are already enrolled and graduated from USU's Master's in HRM program—and USU's program leadership has recently begun discussions seeking more of our students for their program.

### **Consistency with Institutional Mission**

This major will allow UVU to promote student success by strengthening curriculum offerings and requirements. Additionally, it helps UVU meet regional educational needs in terms of graduating more competent professionals and improving the practice of business where they work. This program does much of this through engaged learning—specifically by repeated exercise of up-to-date HR principles in the community-based service-learning projects that undergird UVU's HR pedagogy. This program meets the current Regent Policy (R312) description of the UVU mission.

## **Section IV: Program and Student Assessment**

### **Program Assessment**

The WSB, which will be responsible for the administration of the new HRM degrees, has completed a successful accreditation process through AACSB International. One of the hallmark characteristics of AACSB accreditation is the requirement that participating institutions focus on the measurement of learning outcomes of students who pass through their programs. This includes an expectation that degree program objectives will be articulated and efforts made to continually improve the processes critical to defining and

meeting those objectives for all of the stakeholders including students, faculty, and institutional perspectives.

### **Expected Standards of Performance**

Program Goals:

1. Faculty recruitment and development will be sustained in accordance with guidelines established through existing AACSB accreditation requirements.
2. Curriculum will be evaluated and updated to maintain a quality level consistent with the standards currently available in the discipline.
3. Student learning and satisfaction will be monitored. Evaluation criteria will be conducted to assure student learning, graduation levels, and post-graduation success.
4. Employers and graduate institutions will be surveyed to determine the quality of program graduates.

Goal Measurement:

1. Periodic Assessments of faculty teaching and scholarship activities will be monitored and recommendations for improvement provided.
2. Students will be evaluated through varied assessment measures including discipline specific exams, written reviews, and personal interviews.
3. Students will be monitored in terms of successful scholarly activities achieved throughout the course of their academic experience.
4. Enrollment and graduation trends will be monitored.
5. Post-graduation employment and graduate degree placement will be monitored.

Student Assessment Educational Objectives:

1. Students should have basic discipline knowledge and be able to apply that knowledge and demonstrate skill at using it in critical problem-solving situations.
2. Students should be able to adapt to changing economic and social environments.
3. Students should have strong oral and written communication capability.
4. Students should develop expertise in research and scholarly activities.
5. Students should be prepared for employment or graduate education.

In addition to the overall student assessment outlined above, some basic general learning competencies will be tracked that focus on an evaluation of program and student outcomes in connection with core course competencies for all WSB graduates. These will include the following:

1. Adaptability and lifelong learning
2. Critical and analytical thinking
3. Discipline-specific skills
4. Diverse environment of business

5. Ethical and legal perspectives
6. Information technology
7. Quantitative analysis
8. Collaborative skills
9. Verbal and written communication
10. Engaged learning and community engagement

A variety of methods will be used to assess the learning outcomes of students in the HRM program as a part of the broader WSB learning outcomes assessment process. In addition, UVU institutional effectiveness officials will be consulted in the ongoing evaluation of methods and processes appropriate to these activities. This will include: content/learning, post-graduation outcomes, and measures of student satisfaction.

Content/learning will be evaluated at the school level as well as within the degree program and within individual courses. Seniors will participate in cognitive evaluations using multiple-choice exams and written case study evaluations. These reviews will assess skill levels in core business subjects as well as specific business discipline-related material. There will be an ongoing review of post-graduation outcomes which will assess student success in both employment and graduate school attendance. Alumni and employers will be surveyed as well as faculty and administrators of graduate programs where applicable. Finally, student satisfaction surveys will be conducted again at all three levels of the program (students, alumni, and employers).

Faculty, students, and advisors will be active participants in ongoing learning outcomes assessment and program evaluation processes. Goals and objectives will be reviewed, data collected and analyzed, evaluation processes implemented, and feedback utilized in an effort to generate continuous improvement in all these activities. The HRM degrees will be reviewed through both the AACSB and the UVU institutional effectiveness evaluation processes.

## Section V: Finance

### Department Budget

Three-Year Budget Projection							
Departmental Data	Current Departmental Budget – Prior to New Program Implementation	Departmental Budget					
		Year 1(2016-17)		Year 2(2017-18)		Year 3(2018-19)	
		Addition to Budget	Total Budget	Addition to Budget	Total Budget	Addition to Budget	Total Budget
<b>Personnel Expense</b>							
Salaries and Wages	\$1,315,702	\$25,523	\$1,341,225	\$0	\$1,341,225	\$0	\$1,341,225
Benefits	\$508,444	\$9,820	\$518,264	\$0	\$518,264	\$0	\$518,264
<b>Total Personnel Expense</b>	<b>\$1,824,146</b>	<b>\$35,343</b>	<b>\$1,859,489</b>	<b>\$0</b>	<b>\$1,859,489</b>	<b>\$0</b>	<b>\$1,859,489</b>

Non-Personnel Expense							
Travel	\$2,000	\$0	\$2,000	\$0	\$2,000	\$0	\$2,000
Capital	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Library	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Current Expense	\$32,922	\$2,000	\$34,922	\$37,343	\$72,265	\$37,343	\$109,608
Total Non-Personnel Expense	\$34,922	\$2,000	\$36,922	\$37,343	\$74,265	\$37,343	\$111,608
<b>Total Expense (Personnel + Current)</b>	\$1,859,068	\$37,343	\$1,896,411	\$37,343	\$1,933,754	\$37,343	\$1,971,097
Departmental Funding							
Appropriated Fund	\$1,859,068	\$37,343	\$1,896,411	\$37,343	\$1,933,754	\$37,343	\$1,971,097
Other:							
Special Legislative Appropriation							
Grants and Contracts							
Special Fees / Differential Tuition							
<b>Total Revenue</b>	\$1,859,068	\$37,343	\$1,896,411	\$37,343	\$1,933,754	\$37,343	\$1,971,097
Difference							
Revenue-Expense	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Departmental Instructional Cost / Student Credit Hour* <i>(as reported in institutional Cost Study for "current" and using the same Cost Study Definition for "projected")</i>	\$101		\$103		\$104		\$106

\* Projected Instructional Cost/Student Credit Hour data contained in this chart are to be used in the Third-Year Follow-Up Report and Cyclical Reviews required by R411.

### Funding Sources

Budgetary impact of the new degrees will be modest. The proposed degrees will be administered by the Department of Management, which is already in place and will, therefore, not require any additional

advising personnel, administrative staff, or other related administrative expenditures during the initial years of operation. As this proposal is to create a minor and a standalone bachelor's degree from an existing track within an emphasis with only three new courses proposed, this degree will require minimal new funds.

**Reallocation**

Not applicable.

**Impact on Existing Budgets**

Aside from the additional faculty line sought under this R401 there will be a little or no impact on existing budgets with the development of this degree program.

**Section VI: Program Curriculum**

**All Program Courses (with New Courses in Bold)**

Course Prefix and Number	Title	Credit Hours
General Education Requirements		
ENGL 1010	Introduction to Writing	3.0
ENGL 2010 or ENGL 2020	Intermediate Writing – Humanities/Social Sciences or Intermediate Writing – Science and Technology	3.0
MATH 1050	College Algebra or Advanced Placement (AP) Mathematics Test with a score of three or higher	4.0
Complete one of the following: HIST 2700 and HIST 2710 or HIST 1700 HIST 1740 POLS 1000 POLS 1100	US History to 1877 and US History since 1877  American Civilization US Economic History American Heritage American National Government	3.0
PHIL 2050	Ethics and Values	3.0
HLTH 1100 or PES 1097	Personal Health and Wellness or Fitness for Life	2.0
ECON 2020	Macroeconomics (fulfills Social/Behavioral Science credit)	3.0
Biology		3.0
Physical Science		3.0
Additional Biology or Physical Science		3.0
Humanities Distribution (BS) Foreign Language 2020/202G (BA)		3.0/4.0
Fine Arts Distribution		3.0

Course Prefix and Number	Title	Credit Hours
	<b>Sub-Total</b>	<b>36/37</b>
Business Foundation Courses (required for Matriculation)		
ACC 2010	Financial Accounting	3.0
ACC 2020	Managerial Accounting	3.0
ECON 2010	Microeconomics	3.0
MGMT 2240 or MATH 1100	Business Quantitative Analysis (3.0) or Introduction to Calculus (4.0)	3.0
MKTG 2200	Written Business Communication (Complete with a grade of B- or higher.)	3.0
MGMT 2340	Business Statistics I	3.0
MKTG 2390	Professional Business Presentations	3.0
Business Core Requirements:		
FIN 3100	Principles of Finance	3.0
LEGL 3000	Business Law	3.0
MGMT 3000	Organizational Behavior	3.0
<b>HR 4050</b>	<b>Human Resource Information Systems</b>	<b>3.0</b>
MGMT 330G or MGMT 332G or  ECON 305G or MKTG 335G	Survey of International Business or Cross-Cultural Communications for International Business or International Economics or International Marketing	3.0
MGMT 3450	Operations Management	3.0
MKTG 3600	Principles of Marketing	3.0
MKTG 3890	Career Preparation	3.0
MGMT 4860	Business Strategy Formulation and Implementation	4.0
MGMT 495R	Executive Lecture Series	1.0
HRM Core Requirements:		
HR 3430	Introduction to Human Resource Management	3.0
HR 3550	Organization Development	3.0
HR 3570	Training and Development	3.0
HR 4000	Total Compensation I – Pay and Incentives	3.0
<b>HR 4010</b>	<b>Total Compensation II – Benefits</b>	<b>3.0</b>
HR 4610	Workforce Planning and Staffing	3.0
	<b>Sub-Total</b>	<b>68</b>

Course Prefix and Number	Title	Credit Hours
Elective Courses		
Select 10 credits from the following (BS degree)	<ul style="list-style-type: none"> <li>Any 3000-4000 level WSB courses</li> <li>MGMT 481R Internship (1.0) (up to 3.0) Approval needed by WSB Internship Coordinator</li> </ul>	10.0
Select 6 credits	Of any non-Woodbury School of Business courses	6.0
Or		
Complete 12 credits of any foreign language course 1010, 1020, 2010 sequence (BA degree)		12.0
MGMT 481 R	Internship (1.0) (Must be taken for 3 credits)	3.0
<b>Sub-Total</b>		<b>16/15</b>
<b>Total Number of Credits</b>		<b>120</b>

### Program Courses for Minor

Course Prefix and Number	Title	Credit Hours
Discipline Core Requirements		
HR 3430	Introduction to Human Resource Management	3.0
HR 3530	Employment and Labor Law	3.0
HR 4000	Total Compensation I – Pay and Incentives	3.0
HR 4610	Workforce Planning and Staffing	3.0
HR 4010	Total Compensation II – Benefits	3.0
HR 4050	Human Resource Information Systems	3.0
<b>Total Number of Credits</b>		<b>18</b>

### Program Schedule (BS Degree)

Fall of First Year (Course Prefix and Number)	Course Title	Credit Hours
ENGL 1010	Introduction to Writing	3.0
Elective non-WSB		6.0
Physical Science Distribution		3.0
Fine Arts Distribution		3.0
Semester total:		15.0

Spring of First Year (Course Prefix and Number)	Course Title	Credit Hours
ENGL 2020	Intermediate Writing	3.0
MATH 1050	College Algebra	4.0
American Institutions		3.0
Biology Distribution		3.0
	Semester total:	13.0
Fall of Second Year (Course Prefix and Number)	Course Title	Credit Hours
Additional Biology or Physical Science		3.0
ACC 2010	Financial Accounting	3.0
MGMT 2240 or MATH 1100	Business Quantitative Analysis or Introduction to Calculus (4)	3.0
ECON 2010	Microeconomics	3.0
MKTG 2200	Written Business Communication	3.0
	Semester total:	15.0
Spring of Second Year (Course Prefix and Number)	Course Title	Credit Hours
PHIL 2050	Ethics and Values	3.0
Humanities Distribution		3.0
ACC 2020	Managerial Accounting	3.0
ECON 2020	Macroeconomics	3.0
MGMT 2340	Business Statistics I	3.0
	Semester total:	15.0
Fall of Third Year (Course Prefix and Number)	Course Title	Credit Hours
MKTG 2390	Professional Business Presentations	3.0
MGMT 3000	Organizational Behavior	3.0
HLTH 1100 or PES 1097	Personal Health and Wellness or Fitness for Life	2.0
MKTG 3600	Principles of Marketing	3.0
HR 3430	Introduction to Human Resource Management	3.0

MGMT 495R	Executive Lecture Series	1.0
	Semester total:	15.0
Spring of Third Year (Course Prefix and Number)	Course Title	Credit Hours
FIN 3100	Principles of Finance	3.0
MGMT 3450	Operations Management	3.0
HR 4050	Human Resource Information Systems	3.0
LEGL 3000	Business Law	3.0
HR 3550	Organization Development	3.0
	Semester total:	15.0
Fall of Fourth Year (Course Prefix and Number)	Course Title	Credit Hours
MGMT 330G OR MGMT 332G or ECON 305G or MKTG 335G	Survey of International Business or Cross-cultural Communications for International Business or International Economics or International Marketing	3.0
HR 3570	Training and Development	3.0
HR 4000	Total Compensation I – Pay and Incentives	3.0
Elective 1	(From the list of optional classes)	3.0
Elective 2	(From the list of optional classes)	4.0
	Semester total:	16.0
Spring of Fourth Year (Course Prefix and Number)	Course Title	Credit Hours
MGMT 4860	Business Strategy Formulation and Implementation	4.0
HR 4010	Total Compensation II – Benefits	3.0
HR 4610	Workforce Planning and Staffing	3.0
MKTG 3890	Career Preparation	3.0
Elective 3	(From the list of optional classes)	3.0
	Semester total:	16.0

Non-WSB electives can be taken in any order

### Program Schedule (BA Degree)

Fall of First Year (Course Prefix and Number)	Course Title	Credit Hours
ENGL 1010	Introduction to Writing	3.0
Foreign Language 1010		4.0
Physical Science Distribution		3.0
Fine Arts Distribution		3.0
	Semester total:	13.0
Spring of First Year (Course Prefix and Number)	Course Title	Credit Hours
ENGL 2010	Intermediate Writing	3.0
Biology Distribution		3.0
Foreign Language 1020		4.0
MATH 1050	College Algebra	4.0
	Semester total:	14.0
Fall of Second Year (Course Prefix and Number)	Course Title	Credit Hours
Foreign Language 2010		4.0
ACC 2010	Financial Accounting	3.0
MGMT 2240 or MATH 1100	Business Quantitative Analysis or Introduction to Calculus	3.0
ECON 2010	Microeconomics	3.0
MKTG 2200	Written Business Communication	3.0
	Semester total:	16.0
Spring of Second Year (Course Prefix and Number)	Course Title	Credit Hours
PHIL 2050	Ethics and Values	3.0
Foreign Language 202G	(Fulfills Humanities Distribution)	4.0
ACC 2020	Managerial Accounting	3.0
ECON 2020	Macroeconomics	3.0
MGMT 2340	Business Statistics I	3.0

	Semester total:	16.0
Fall of Third Year (Course Prefix and Number)	Course Title	Credit Hours
MGMT 2390	Professional Business Presentations	3.0
Additional Biology or Physical Science		3.0
HLTH 1100 or PES 1097	Personal Health and Wellness or Fitness for Life	2.0
American Institutions		3.0
HR 3430	Introduction to Human Resource Management	3.0
MGMT 495R	Executive Lecture Series	1.0
	Semester total:	15.0
Spring of Third Year (Course Prefix and Number)	Course Title	Credit Hours
MGMT 3000	Organizational Behavior	3.0
MKTG 3600	Principles of Marketing	3.0
		3.0
HR 4050	Human Resource Information Systems	
LEGL 3000	Business Law	3.0
HR 3550	Organization Development	3.0
	Semester total:	15.0
Fall of Fourth Year (Course Prefix and Number)	Course Title	Credit Hours
MGMT 330G OR MGMT 332G or ECON 305G or MKTG 335G	Survey of International Business or Cross-cultural Communications for International Business or International Economics or International Marketing	3.0
HR 3570	Training and Development	3.0
HR 4000	Total Compensation I – Pay and Incentives	3.0
FIN 3100	Principles of Finance	3.0
MGMT 3450	Operations Management	3.0
	Semester total:	15.0
Spring of Fourth Year (Course Prefix and Number)	Course Title	Credit Hours
MKTG 3890	Career Preparation	3.0
MGMT 4860	Business Strategy Formulation and Implementation	4.0
HR 4010	Total Compensation II – Benefits	3.0
HR 4610	Workforce Planning and Staffing	3.0

MGMT 481R	Internship (1.0) Approval needed by WSB Internship Coordinator	3.0
	Semester total:	16.0

Non-WSB electives can be taken in any order

### Program for Minor

Semester 3	Title	Credit Hours
HR 3430	Introduction to Human Resource Management	3.0
HR 3530	Employment and Labor Law	3.0
Semester 4	Title	Credit Hours
HR 4000	Total Compensation I – Pay and Incentives	3.0
HR 4610	Workforce Planning and Staffing	3.0
Semester 5	Title	Credit Hours
HR 4010	Total Compensation II – Benefits	3.0
Semester 6	Title	Credit Hours
HR 4050	Human Resource Information Systems	3.0
<b>Total Number of Credits</b>		<b>18.0</b>

### Section VII: Faculty

#### Current Faculty / Full Time Tenured or Tenure Track

Kupka, Bernd (Associate Professor)  
Ph D, University of Otago, 2008.

MS, Radford University, 2003.  
Major: Corporate and Professional Communication

BA, University of Hawaii at Hilo, 2001.  
Major: Communication

Westover, Jon H (Associate Professor)  
Ph D, University of Utah, 2011.  
Major: Sociology  
Supporting Areas of Emphasis: Sociology of Work and Organizations; Comparative International Sociology; International Political Economy  
Dissertation Title: The International Political Economy of Job Quality Characteristics and Worker Satisfaction: A Cross-National Comparative Analysis

MS, University of Utah, 2007.  
Major: Sociology  
Supporting Areas of Emphasis: Work and Organizations

Dissertation Title: A Cross-National Comparative Analysis of Job Quality Characteristics & Perceived Job Satisfaction: From Post and Neo-Fordist Perspectives

Graduate Demography Certificate, University of Utah, 2007.

Major: Demography

Supporting Areas of Emphasis: Socio-economic Status and Occupational Differences

Dissertation Title: Worker Health and Occupational Differences in the Experience of Mortality

Graduate Higher Education Teaching Specialist Certificate, University of Utah, 2007.

Major: Higher Education Teaching

Supporting Areas of Emphasis: Engaged Learning

Master of Public Administration, Brigham Young University, 2005.

Major: Public Administration

Supporting Areas of Emphasis: Human Resource Management and Organizational Behavior

BS, Brigham Young University, 2003.

Major: Sociology: Research and Analysis

Supporting Areas of Emphasis: Business Management Minor; Korean Language Minor