

**PROGRAM COMPONENT (Group B) OR NON-SUBSTANTIVE MINOR REQUEST FORM Short Form**

**Instructions:** Please use one form for each request/action. Clearly mark all changes using Track Change or strikethroughs for deletions and underlines for additions. Following the approval of the appropriate college curriculum committee, a single representative for the college will e-mail the completed form to the Office of the Provost and Executive Vice President, [provost@uidaho.edu](mailto:provost@uidaho.edu) for approval and then submission to the Academic Publications Editor in the Registrar's Office for review by the University Curriculum Committee (UCC).

**Deadline:** This form must be submitted to the Office of the Provost and Executive Vice President by December 15<sup>th</sup> for inclusion in the next available General Catalog and to be available for scheduling beginning with the next summer session.

**When applicable a Curriculum Change Form and Course Approval Forms must accompany the short form when submitted to [provost@uidaho.edu](mailto:provost@uidaho.edu)**

**Submission Information**

This section must be completed

College:	College of Business and Economics		
Department/Unit:	Business		
Dept/Unit Approval Date:	9/12/17	Vote Record:	unanimous
College Approval Date:	9/28/17	Vote Record:	21-0, 1 abstain
CIP code (Consult Institutional Research):	520201		
Primary Point of Contact (Name and Email):	Daniel Eveleth, College Curriculum Committee Chair, <a href="mailto:eveleth@uidaho.edu">eveleth@uidaho.edu</a>		
Briefly describe the change you are requesting:	Add an emphasis in Entrepreneurship and Small Business Management to the Management and Human Resource Major		

**Rationale and Overview of Program Component Request or Name Change**

This section must be completed

Provide the rationale and overview of this request. Include an explanation of how the department will manage the added workload for a new program component; describe whether the program component curriculum and admissions requirements remain the same; describe the rationale for a name change or degree designation change if applicable.

**Rationale**

We propose to create an **Entrepreneurship and Small Business Management** emphasis within the existing Management and Human Resource major. Currently, there are two emphases in the major: 1. Management and 2. Human Resources. The focus of the Management emphasis is to help students develop the cross-disciplinary knowledge and skill needed to manage successfully in any organization, large or small, for-profit or non-profit, government or private sector. Graduates with this emphasis often join organizations through management-training programs at companies such as Target, Starbucks, Enterprise Rental, Northwestern Mutual, Costco, NAVSEA, Consolidated Electrical Distributors, Nike, ConAgra and others. To meet the needs of this employer market, the management-emphasis curriculum is specifically designed to help students develop some breadth across all of the business functions (i.e., in addition to the college core courses and a core set of management courses, students are required to take an additional information technology course, an additional marketing course, an additional human resources course, an additional accounting or finance course, and an additional operations management course).

The focus of the Human Resource emphasis is to help students develop the knowledge and skill needed to help organizations attract, develop and retain the talent that is needed for any organization to develop and sustain a competitive advantage. Graduates with this emphasis often join organizations in roles as human resource generalists, recruiters, recruiting coordinators, and training and development specialists at companies such as Amazon, St. Luke's Health System, Micron, Stryker, Schweitzer Engineering Laboratories, Starbucks, and Saint Alphonsus Health System. This emphasis differs from the management emphasis with respect to depth and breadth. Specifically, while the

management emphasis prepares students to be successful in careers that require cross-disciplinary knowledge and skill (i.e., breadth) the human resource emphasis provides depth in human resource knowledge and skills.

Idaho is often listed among the best places to live and among the “friendliest” places to start and grow a business. The Entrepreneurship and Small Business Management emphasis is designed for the individual who wants to expand and strengthen an existing business (e.g., a family business) or to launch and manage a business through the startup phase and beyond. While entrepreneurs and small business owners benefit from some of the same knowledge and skills needed by professional managers and human resource professionals (i.e. the reason why this emphasis is in the MHR major), entrepreneurs and small business owners need to be visionary, be willing and able to take risks and be able to notice and react to opportunities and to put ideas into action. As described below, the components of this emphasis (i.e. entrepreneurship certificate, a core set of management courses, and the flexibility to tailor the program with electives) are designed to help students with this need to be visionary, opportunity-seeking, and action-oriented; making it significantly different from the other two emphases. In addition, the opportunity to explore and test their ideas in the context of the entrepreneurship elevator and business-plan competitions helps student develop a network of colleagues and experts to draw from in the future; something critical to their future success, which is less critical for the professional manager who will likely seek a position in a Target, Starbucks, Boeing, Costco, etc. type organization where it will be possible to build an internal network.

This emphasis builds upon the existing Entrepreneurship Undergraduate Academic Certificate, which provides an excellent foundation on how to design and implement a new business, product or process. In addition to the knowledge and skills students gain from completing the requirements for the certificate the emphasis helps students think about how to manage, sustain and grow the business beyond the initial start-up or initial introduction of a new product or process in an existing business. Thus, the primary ‘value-added’ beyond the entrepreneurship certificate is learning how to apply the ‘management’ principles and practices that are needed to successfully manage an ongoing business. An additional ‘value-added’ in this emphasis is the ability for the student (using specialized electives) to customize their study to an industry or discipline (e.g., nonprofit, technology, agriculture, hospitality, health, services, recreation, event planning) that is relevant to their business idea (i.e., for the aspiring entrepreneur) or existing business (e.g., for a family business). Finally, another tangible benefit of “going on” for an aspiring entrepreneur or member of an existing family business is the opportunity to build a strong professional network among future business leaders who will be studying with them in the College of Business and Economics. A long-held finding in entrepreneur-oriented research is a positive correlation between the size and strength of the business-owner’s or the entrepreneur’s professional network and business success.

Interest in the entrepreneurship courses and events at UI has been strong, with demand for the primary courses (i.e., ENTR 414 and ENTR 415) ranging from 120 to 150 students per year. In addition, each year the “Elevator Pitch” competition that is held on campus routinely brings together over 200 students and 50 business professionals. There is always a lot of energy and excitement during the competition because it provides students the opportunity to test and develop their ideas and to learn from successful professionals in a less formal setting. Each year, approximately 50 of the 200 students who participate in the competition are from colleges outside the CBE; providing further evidence of the level of interest among current UI students in entrepreneurship. And, along with the entrepreneurship courses, the opportunity to earn a certificate, and the pitch competition, the university hosts a popular business-plan competition that attracts student teams from across campus with the opportunity to showcase business ideas that range from new technologies and processes to traditional retail, manufacturing, or service ventures, and new products that address solutions to social problems or adopt a mission of creating and sustaining social value. In short, the level of participation in entrepreneurship-related curriculum and co-curriculum activities has been robust and provides opportunities across a breadth of for-profit and non-profit ideas; giving further support for the potential interest in this new emphasis.

**Therefore, our primary goals for this emphasis are to:**

1. Increase the go-on rate by offering a program that will attract: 1. First-Generation students (primarily) who are interested in developing entrepreneurial and management skills and experience that they can use to grow and sustain their families’ businesses; and 2. Students who want to launch and then manage a new business.

2. Help future Idaho entrepreneurs and small business owners prepare to effectively launch, sustain and/or grow their businesses, thereby contributing to the state's economy; an economy that relies heavily on new and small businesses.

With respect to family businesses “less than one third of family businesses survive the transition from first to second generation ownership. Another 50% don't survive the transition from second to third”. The “biggest issue with many family businesses is that they get stuck doing things the same way they have operated for years even when the business outgrows that structure” (Forbes, 2013).

Consistent with the conclusions drawn in the Forbes article, a 2012 Harvard Business School study found that a major reason why family businesses fail is because the family is “ill-equipped to handle complex business issues” that become more pronounced as a business grows. And, often the challenges are “critical strategic challenges”.

96.6% of Idaho businesses are small businesses with fewer than 500 employees. In Idaho, about 56% of employees work for small firms with fewer than 500 employees and 43% work for firms with fewer than 100 employees. On the national stage, family businesses generate over 50% of the US Gross National Product (GNP).

Therefore, by offering a program that builds upon the College of Business and Economics strong cross-disciplinary core curriculum and by providing students the opportunity to develop their entrepreneurial thinking and management knowledge and skills they will be well prepared to start and manage a new business or help their existing family businesses grow. In addition to the curriculum-oriented benefits of this emphasis, students in this emphasis will have easy access to a management faculty advisor, the Director of Idaho Entrepreneurs and experts and judges who give feedback in business plan competitions. Based upon anecdotal evidence that our college advisors hear from potential students across the state, it is clear that a major hurdle for some to make a commitment to a four-year degree is clear evidence of the value that they will gain from their commitment to “going on”. The College's strong core, the Entrepreneurship certificate, the management-oriented courses and the access to faculty and other experts that are all packaged in this major and emphasis provide identifiable evidence that can be used to justify a family member in a family business ‘going-on’.

With respect to those potential students who are interested in starting a new business, evidence suggests that the ‘management’ aspects of this emphasis are just as important as the ‘entrepreneurial’ aspects. For examples,

- According to one study, “among the successful business-owning Millennials studied in the research, some 78% come from families with a history of running their own businesses” and therefore had some familiarity with effective entrepreneurial and management practices. In addition, the “report found that retail (12.5%), professional services (8.5%) and technology (7.3%) were the top three wealth creation sectors among Millennials, while financial services, social media and e-commerce were identified as industries of the future. Also, “the report found that their (successful) operations typically have more resources, with an average headcount of 122.2 staff members compared to 29.9 for Baby Boomers” thus, placing a greater emphasis on the need for strong leadership and management skills.
- The Small Business Administration says that the small-business owners who are successful at “starting & managing” a business have leadership skills, the ability to make effective decisions and the knowledge and skill needed to manage employees; and they have the ability to bring together all of the functional areas (e.g., finance, accounting, human resources, marketing, information technology) in order to run and grow the business.
- “Poor management” is often cited as the number one reason for small business failure.

The potential demand for an emphasis that can be used by existing or potential small-business owners is not insignificant. According to the most recent U.S. Census Survey results:

- Small Business accounts for 60 to 80 percent of all new jobs in America
- 28.2% of small businesses are family-owned
- 1 in 2 are home-based
- 31.7% of small business owners are between the ages of 25 and 44.

- 50.8% of small business owners have a four-year degree
- 46.9% of small business owners are involved in managing day-to-day operations.
- 75.4% of small businesses have full-time paid employees.

**Therefore, to help students develop the needed knowledge, skills and experiences the proposed curriculum has the following components:**

1. "...the ability to **bring together all of the functional areas**" and the ability to "handle complex business issues" come from completing the College Core Requirements which are cross-disciplinary in nature and decision-making focused.
2. Students will develop **entrepreneurial thinking** that is required for starting new businesses or developing new processes or products for existing businesses by completing the requirements of the existing Entrepreneurship Undergraduate Academic Certificate.
3. Students will develop the needed **management skills** and knowledge by completing four management courses (MHR 311, 411, 417, 418) that build on the two management courses in the college curriculum (i.e., MHR 310 – leadership, Bus 490 – strategic management).
4. Students will develop deeper **knowledge in areas that are unique to their existing or intended business**, market, industry by taking six approved elective credits from outside or inside the college.
5. The ability to **explore/test ideas** for their existing business or business concept and the opportunity to **build a professional network** will come from collaborating with students and business professionals during the entrepreneurship competitions, interactions with the Director of Idaho Entrepreneurs, one-on-one advising with a management professor, and interacting with other future leaders in their management and other college courses.

### **Workload and Admission requirements**

The program is designed to use existing resources. All College of Business and Economics (CBE) courses for the emphasis exist, have unused capacity and are offered regularly. And, given the fact that a goal of this proposed emphasis is to attract students to the university and the program who have particular interests in starting their own business or taking over an existing small or family business, we imagine that the contributions of Entrepreneurship and Small Business students in the existing courses will add to the diversity of experiences; thereby benefiting all students and faculty in the relevant courses.

The admission requirements for this emphasis will be the same as existing requirements for entry into the CBE.

### **Name or Degree Change Only Requests**

Leave blank if not making a name and/or degree change only request

This section to be completed **ONLY** for changes to the name of: degree, major, minor, option, emphasis, certificate, teaching endorsement. If there are accompanying curriculum or course changes, complete the next section and attach the curriculum and/or course forms. **\*\*Note:** a substantive change to a program degree, major, or program component may require a program proposal form.

Current Name:	
New Name:	
Current Degree:	
New Degree:	
Other Details:	
Effective Date:	

**Program Component Request**

Leave blank if not adding, discontinuing, or modifying a program component. Program components consist of option, emphasis, minor, academic certificate less than 30 credits, or teaching endorsement

Clearly mark all changes to existing program components by using Track Change or strikethroughs for deletions and underlines for additions. A curriculum change form and/or course approval forms associated with this request are required to be submitted with this short form.

Create New:	<input checked="" type="checkbox"/>	Modify:	<input type="checkbox"/>	Discontinue:	<input type="checkbox"/>	Implementation Date:	Summer 2018
Graduate Level:	<input type="checkbox"/>	Undergraduate Level:	<input checked="" type="checkbox"/>	Law Level:	<input type="checkbox"/>	Credit Requirement:	120
Are new courses being created:	No	<input checked="" type="checkbox"/>	Yes	If yes, how many courses will be created:			

If the request is for an option or emphasis enter the associated major and degree:

Major:	Management and Human Resources	Degree:	BSBus
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Enter the name of the program component in the appropriate row:

Option:	
Emphasis:	Entrepreneurship and Small Business Management
Minor:	
Academic Certificate less than 30 credits:	
Teaching Endorsement (Major/Minor):	

**Learning Outcomes and Assessment Information**

This section must be completed if program component request section is completed

1.	List the intended learning outcomes for the program component, using learner centered statements that indicate what will students know, be able to do, and value or appreciate as a result of completing the program:
<p><b>Entrepreneurship-Oriented Learning Objectives:</b></p> <ol style="list-style-type: none"> <li>Evaluate the benefits and costs of starting a new business</li> <li>Become more strategic in your entrepreneurial thinking</li> <li>Develop a strong understanding of business models and how to pitch a new business idea</li> <li>To analyze business, industry, and economic information and data, and be able to gauge its relevance to feasibility &amp; managerial decision-making in an entrepreneurial environment</li> </ol> <p><b>Manage-Oriented Learning Objectives:</b></p> <ol style="list-style-type: none"> <li>Develop a strong understanding of the principles that guide effective planning, organizing, leadership, and control in small organizations, large businesses, family businesses and start-ups.</li> <li>Understand the principles and practices that help a company attract and acquire talented and motivated human capital.</li> <li>Develop a strong understanding of human resource planning, including succession planning and practice needed to address temporary gaps in talent.</li> <li>Understand the interplay between business needs and training and development of employees.</li> <li>Acquire the ability to design, execute, and evaluate effective training and leadership development programs.</li> <li>Identify and solve organizational design problems taking the business idea and different stakeholder interests as a point of departure,</li> <li>Analyze issues related to organizational design and identify potential processes of organizational design change.</li> <li>Understand the importance of strategic human resource management and how it contributes to enhancing organizational effectiveness.</li> </ol>	

2.	Describe the assessment process that will be used to evaluate how well students are achieving the intended learning outcomes of the program component:
<p>To address the Entrepreneurship-Oriented Learning Objectives each Entrepreneurship course (i.e., Bus 414 and 415) involves a culminating project including a written and oral presentation of a business plan (i.e., in Bus 414) and an elevator pitch presentation (in Bus 415). Evaluation of these projects is done by the Director of Idaho Entrepreneurs and by external pitch and business plan competition judges.</p> <p>With respect to the management-oriented learning objectives, assessment is performed in the following courses:  MHR 311 - Objective 1: Multiple choice and short-answer essay exam questions.  MHR 411 - Objectives 2 &amp; 3: One significant, claim-evidence-warrant essay question on each exam and 15 applied homework assignments.  MHR 417 - Objectives 4 &amp; 5: Weekly applied homework assignments and a culminating team project.  MHR 418 Objectives 6, 7 &amp; 8: Culminating individual and team projects (one each).</p>	
3.	How will you ensure that the assessment findings will be used to improve the program?
<p>The CBE and each area within the CBE conduct annual reviews to assess the college's programs. Assessment of the <b>emphasis</b> will be folded into the process that we already have in place for assessing the <b>MHR major</b>. With respect to the <b>major</b>, the process involves assessing performance on key learning objectives in the two courses that all MHR majors take (i.e., MHR 411 and MHR 417). Three sets of multiple-choice questions that are mapped to key learning objectives are included on the three exams in each course. The same questions are to be asked each year. At the end of each academic year (i.e., May of each year) the two faculty who are responsible for MHR 411 and MHR 417 will consolidate and summarize student performance levels on the set of multiple choice questions; and the entire MHR area (i.e., five faculty) will then meet to review the results in order to validate practices that are helping students achieve the desired objectives and to identify any changes that could be made in the program</p> <p>With respect to the <b>emphasis</b>, the MHR faculty will separately discuss the student performance levels in MHR 311, 411, 417 and 418 during the same May meeting (i.e., the emphasis will be a separate agenda item at the May meeting).</p>	
4.	What direct and indirect measures will be used to assess student learning?
<p>Direct measures: Culminating projects and course exams, experiential-learning-oriented homework assignments, peer evaluations and observing student behaviors during mentoring sessions.</p>	
5.	When will assessment activities occur and at what frequency?
<p>The plan is to perform assessment in each class, each year; and to meet each May to discuss results (as described in # 3, above). This will give faculty feedback that can be used during the summer months to make adjustments in preparation for the fall semester.</p>	

**Financial Impact**

This section must be completed if program component request section is completed

Greater than \$250,000 per FY:	Less than \$250,000 per FY:	X	
Brief Description of financial impact:	<p>There are no additional costs associated with this program. We will be using unused capacity in existing courses. To introduce more small and family business topics into existing courses faculty can draw upon a wealth of existing popular press and academic journals that are already available at no additional cost and through such sites as the Small Business Administration (i.e., sba.gov). We expect a positive financial impact to come from the ability to attract Idaho students who wouldn't otherwise seek a four-year degree.</p>		

**Distance Education Availability**

This section must be completed if program component request section is completed

To comply with the requirements of the Idaho State Board of Education (SBOE) and the Northwest Commission on Colleges and Universities (NWCCU) the University of Idaho must declare whether 50% or more of the curricular requirements of a program may be completed via distance education. **If the program component is to be offered via distance education, additional or different formwork may be required.** Contact [provost@uidaho.edu](mailto:provost@uidaho.edu) for assistance.

The U.S. Department of Education defines distance education as follows:

*Distance education means education that uses one or more of the technologies listed below to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously. The technologies may include--*

- (1) *The internet;*
- (2) *One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices;*
- (3) *Audio conferencing; or*
- (4) *Video cassettes, DVDs, and CD-ROMs, if the cassettes, DVDs, or CD-ROMs are used in a course in conjunction with any of the technologies listed in paragraphs (1) through (3).*

Can 50% or more of the curricular requirements of this program component be completed via distance education?	Yes*		No	X
*If Yes, can 100% of the curricular requirements of this program component be completed via distance education?	Yes		No	

**Geographical Area Availability**

This section must be completed if program component request section is completed

Identify the geographical area(s) this program component can be completed in:

Moscow	X		
Coeur d'Alene			
Boise*			
Idaho Falls*			
Other**		Location(s):	

\*Note: Programs offered in regions 3, 4, and/or 5 may require additional formwork from the State Board of Education. Contact the Office of the Provost and Executive Vice President for additional information.

\*\*Note: If Other is selected identify the specific area(s) this program component will be offered.

**Management and Human Resources (B.S.Bus.)**

Required course work includes the university requirements (see regulation J-3), the college requirements, and:

MHR 411	Acquiring Human Capital	3 cr
MHR 417	Deploying and Developing Human Capital	3 cr

**And one of the following emphases:**

**A. Management Emphasis**

**Management Elective:**

**Select one of the following courses (3 cr):**

MHR 416	Managing Reward Systems	3 cr
MHR 418	Managing Organization Design and Leading Changes	3 cr
MHR 441	Maintaining Employee and Labor Relations	3 cr

**Operations Management Elective:**

**Select one of the following courses (3 cr):**

OM 378	Project Management	3 cr
OM 439	Systems and Simulation	4 cr

OM 456	Quality Management	3 cr
OM 470	Supply Chain Management	3 cr
OM 472	Operations Planning and Scheduling	3 cr
INDT 362	Behavior Based Safety	3 cr
PGA 386	Food and Beverage Hospitality with Lab	4 cr
PSYC 446	Engineering Psychology	3 cr

### **Marketing and Entrepreneurship Elective:**

#### **Select three or four credits from the following courses:**

AGEC 333	Introduction to Sales	3 cr
ENTR 414	Entrepreneurship	3 cr
ENTR 415	New Venture Creation	3 cr
MKTG 324	Consumer Behavior	3 cr
MKTG 420	Integrated Marketing Communications	3 cr
MKTG 421	Marketing Research & Analysis	3 cr
MKTG 422	Personal Selling and Sales Force Management	3 cr
MKTG 424	Pricing Strategy and Tactics	3 cr
MKTG 425	Retail Distribution Mgmt	3 cr
MKTG 426	Marketing Channels Management	3 cr
MKTG 427	Services Marketing	3 cr
MKTG 482	International Marketing	3 cr
MKTG 495/ RMT 495	Product Development and Brand Management	3 cr
PGA 251	PGA Golf Management II	2 cr
PGA 385	PGA Golf Management III	2 cr

### **Accounting and Finance Elective:**

#### **Select one of the following courses (3 cr):**

ACCT 305	Accounting Information Systems	3 cr
ACCT 315	Intermediate Financial Accounting I	3 cr
ACCT 385	Cost and Management Accounting	3 cr
ACCT 440	Fraud Examination	3 cr
ACCT 482	Enterprise Accounting	3 cr
ACCT 483	Fundamentals of Federal Taxation	3 cr
FIN 302	Intermediate Financial Management	3 cr
FIN 381	International Finance	3 cr
ECON 407	Public Finance	3 cr

### **Information Systems Elective:**

#### **Select one of the following courses (3 cr):**

MIS 353	Application Development	3 cr
MIS 355	Systems Analysis & Administration	3 cr
MIS 452	Business Telecommunications Management	3 cr
MIS 453	Database Design	3 cr
MIS 454	Issues in Information Systems	3 cr
GEOG 385	GIS Primer	3 cr

MIS 455	Data Management for Big Data	3 cr
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**Courses to total 120 credits for this degree**

**B. Human Resources Management Emphasis**

MHR 416	Managing Reward Systems	3 cr
MHR 418	Managing Organization Design and Leading Changes	3 cr
MHR 441	Maintaining Employee and Labor Relations	3 cr

**HR Decision-Making Elective:**

**Select one of the following courses (3-4 cr):**

ACCT 385	Cost and Management Accounting	3 cr
ACCT 482	Enterprise Accounting	3 cr
MIS 353	Application Development	3 cr
MIS 355	Systems Analysis & Administration	3 cr
MKTG 421	Marketing Research & Analysis	3 cr
OM 439	Systems and Simulation	4 cr
MIS 453	Database Design	3 cr
ECON 453	Econometrics	3 cr
GEOG 385	GIS Primer	3 cr
MIS 455	Data Management for Big Data	3 cr
ORGS 444	Methods and Analysis in Organizational Science	4 cr
PSYC 218	Introduction to Research in the Behavioral Sciences	4 cr
PSYC 416	Industrial/Organizational Psychology	3 cr
PSYC 430	Tests and Measurements	3 cr

**Specialized Electives:**

**Select three or four credits from one of the following courses:**

AOLL 560	Career Development in Organizations	3 cr
MIS 454	Issues in Information Systems	3 cr
COMM 347	Persuasion	3 cr
COMM 410	Conflict Management	3 cr
COMM 355	Organizational Communication	3 cr
CTE 472	Teaching and Learning in Organizations	3 cr
ECON 441	Labor Economics	3 cr
EDCI 301	Learning, Development, and Assessment	3 cr
INDT 362	Behavior Based Safety	3 cr
INTR 316	Explore Mentoring & Leadership	3 cr
JAMM 350	Public Relations Writing and Production	3 cr
ORGS 305	Nonprofit Organizations	3 cr
PGA 251	PGA Golf Management II	2 cr
PGA 385	PGA Golf Management III	2 cr
POLS 451	Public Administration	3 cr
PSYC 390	Psychology of Learning	3 cr
PSYC 440	Psychology of Judgement and Decision Making	3 cr
PSYC 496	Applied Behavior Analysis	3 cr
PSYC 541	Human Relations in the Workplace	3 cr

SOC 301 Introduction to Diversity and Stratification 3 cr

**Courses to total 120 credits for this degree**

**C. PGA Golf Management Option**

Required course work includes all Management and Human Resources requirements, one of the Management and Human Resources emphases, and:

PGA 103	Introduction to PGA Golf Management	2 cr
PGA 150	PGA Golf Management I	2 cr
PGA 251	PGA Golf Management II	2 cr
PGA 298	Internship	1-3 cr - Max 6 cr
PGA 385	PGA Golf Management III	2 cr
PGA 386	Food and Beverage Hospitality with Lab	4 cr
PGA 398	Internship	1-3 cr - Max 6 cr
REC 105	Teaching Golf I	2 cr
REC 205	Teaching Golf II	2 cr
REC 305	Teaching Golf III	2 cr

*PGA 251 and PGA 385, together, can be used to meet the requirement for the Specialized Elective or the Marketing & Entrepreneurship Elective.*

*PGA 386 can be used to meet the Operations Management Elective requirement.*

**Courses to total 130 credits for this degree**

\*Students must have a 12.0 handicap or better to enter this program. International students can complete the degree requirements, but membership to the PGA of America requires US Citizenship or Resident Alien status.

**D. Entrepreneurship and Small-Business Management Emphasis**

<u>MHR 311</u>	<u>Introduction to Management</u>	<u>3 cr</u>
<u>MHR 418</u>	<u>Managing Organization Design and Leading Changes</u>	<u>3 cr</u>

**Entrepreneurship:**

Complete the requirements for the Entrepreneurship Undergraduate Academic Certificate:

<u>ENTR 414</u>	<u>Entrepreneurship</u>	<u>3 cr</u>
<u>ENTR 415</u>	<u>New Venture Creation</u>	<u>3 cr</u>

**One of the following accounting courses (3 cr):**

<u>ACCT 482</u>	<u>Enterprise Accounting</u>	<u>3 cr</u>
<u>ACCT 582</u>	<u>Enterprise Accounting</u>	<u>3 cr</u>

**Technical electives (3 cr):**

<u>AGEC 415</u>	<u>Entrepreneurial Skills in Agribusiness Management</u>	<u>1 cr</u>
<u>AGEC 478</u>	<u>Advanced Agribusiness Management</u>	<u>3 cr</u>
<u>ARCH 475</u>	<u>Professional Practice</u>	<u>3 cr</u>

<a href="#">ARCH 556</a>	<a href="#">Graduate Project</a>	<a href="#">6 cr</a>
<a href="#">ART 410</a>	<a href="#">Professional Practices</a>	<a href="#">2 cr</a>
<a href="#">ART 490</a>	<a href="#">BFA Art/Design Studio</a>	<a href="#">6 cr - Max 12 cr</a>
<a href="#">BE 478</a>	<a href="#">Engineering Design I</a>	<a href="#">3 cr</a>
<a href="#">BE 479</a>	<a href="#">Engineering Design II</a>	<a href="#">3 cr</a>
<a href="#">MIS 353</a>	<a href="#">Application Development</a>	<a href="#">3 cr</a>
<a href="#">MKTG 428</a>	<a href="#">Marketing Management</a>	<a href="#">3 cr</a>
<a href="#">BUS 490</a>	<a href="#">Strategic Management</a>	<a href="#">3 cr</a>
<a href="#">CHE 451</a>	<a href="#">Environmental Management and Design</a>	<a href="#">1-16 cr</a>
<a href="#">CHE 452</a>	<a href="#">Environmental Management and Design</a>	<a href="#">1-16 cr</a>
<a href="#">CS 481</a>	<a href="#">CS Senior Capstone Design II</a>	<a href="#">3 cr</a>
<a href="#">ECE 480</a>	<a href="#">EE Senior Design I</a>	<a href="#">3 cr</a>
<a href="#">ECE 481</a>	<a href="#">EE Senior Design II</a>	<a href="#">3 cr</a>
<a href="#">ECE 482</a>	<a href="#">Computer Engineering Senior Design I</a>	<a href="#">3 cr</a>
<a href="#">ECE 483</a>	<a href="#">Computer Engineering Senior Design II</a>	<a href="#">3 cr</a>
<a href="#">FCS 496</a>	<a href="#">Internship:Fashion Business</a>	<a href="#">2-8 cr - Max 8 cr</a>
<a href="#">FS 489</a>	<a href="#">Food Product Development</a>	<a href="#">3 cr</a>
<a href="#">GEOG 340</a>	<a href="#">Business Location Decisions</a>	<a href="#">3 cr</a>
	<a href="#">OR</a>	
<a href="#">GEOG 540</a>	<a href="#">Business Location Decisions</a>	<a href="#">3 cr</a>
<a href="#">GEOG 360</a>	<a href="#">Population Dynamics and Distribution</a>	<a href="#">3-4 cr - Max 4 cr</a>
	<a href="#">OR</a>	
<a href="#">GEOG 560</a>	<a href="#">Population Dynamics and Distribution</a>	<a href="#">3-4 cr - Max 4 cr</a>
<a href="#">GEOG 385</a>	<a href="#">GIS Primer</a>	<a href="#">3 cr</a>
<a href="#">ME 410</a>	<a href="#">Principles of Lean Manufacturing</a>	<a href="#">3 cr</a>
<a href="#">ME 426</a>	<a href="#">Mechanical Systems Design II</a>	<a href="#">3 cr</a>
<a href="#">STAT 446/ BUS 446</a>	<a href="#">Six Sigma Innovation</a>	<a href="#">3 cr</a>

### **Specialized Electives (6 cr):**

Work with your advisor to gain approval for a set of electives that will build your knowledge and skill in the industry or type of company that is the focus of your business interests.

\*In addition to fulfilling the College of Business and Economics core requirement, for this emphasis BUS 490 may be used to fulfill the Technical elective in the Entrepreneurship Undergraduate Academic Certificate requirements.

### **Courses to total 120 credits for this degree**