

March 22, 2017

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Weber State University – Associate of Science in Business and Economics

Issue

Weber State University (WSU) requests approval to offer an Associate of Science in Business and Economics effective Fall Semester, 2017. The proposed program was approved by the institutional Board of Trustees December 6, 2016.

Background

Associate degrees in business have been a popular offering among several Utah institutions. For a variety of reasons WSU has not offered this degree, although the institution offers a number of business-related degrees at the baccalaureate level. Weber State University now seeks approval to offer the Associate of Science (AS) degree in Business and Economics to provide foundational skills and knowledge in accounting, economics, statistics, and information systems preparatory for further education or for students who need to use these skills in the workplace without finishing a four-year program.

The Associate of Science in Business and Economics has four main objectives:

- 1) Provide a clearly defined pathway toward any WSU Bachelor of Science (BS) degree in business or economics
- 2) Provide an alternative degree option for students who are not pursuing a four-year degree
- 3) Meet the need for WSU students who wish to receive an associate degree prior to completing a four year business or economics degree at WSU
- 4) Provide a pathway and degree option for students who may leave the WSU service area and pursue a four-year business degree at another institution

The institution reported that for the academic year 2014-15, 117 of 277 Goddard School of Business and Economics graduates received an associate degree from WSU at some point in their academic career. An additional 30 graduates received associate degrees from another institution. Thus, more than 50% of WSU's business and economics BS graduates opted to complete an associate degree on their path to a four-year degree.

The AS in business has been a popular choice for students throughout the state. It is expected that the WSU degree will be sought by many students seeking bachelor-level business degrees at WSU as well as at other institutions.

Policy Issues

The proposed program has been developed through established institutional procedures and Board of Regents policy. Chief academic officers as well as faculty in related departments from the Utah System of Higher Education institutions have reviewed the proposal and have provided input.

Commissioner's Recommendation

The Commissioner recommends the Board of Regents approve the request by Weber State University to offer an Associate of Science degree in Business and Economics.

David L. Buhler
Commissioner of Higher Education

DLB/BKC
Attachment

Utah System of Higher Education Program Description - Full Template

Section I: The Request

Weber State University requests approval to offer the following Associate's degree(s): Associate of Science in Business and Economics effective Fall 2017. This program was approved by the institutional Board of Trustees on 12/06/2016.

Section II: Program Proposal

Program Description

Present a complete, formal program description.

The Associate of Science (AS) degree in Business and Economics provides foundational skills and knowledge in accounting, economics, statistics, and information systems and technology, as well as other functional business areas, including management, marketing, and supply chain electives. This skill and knowledge set will make students more effective business professionals as it introduces communication and analytics tools critical in a professional business environment.

Consistency with Institutional Mission

Explain how the program is consistent with the institution's Regents-approved mission, roles, and goals. Institutional mission and roles may be found at higheredutah.org/policies/policyr312/.

The institutional mission of Weber State University (WSU) explicitly includes the provision to offer associate degree programs. Offering a broad-based Associate of Science degree within the Goddard School of Business and Economics (GSBE) helps WSU achieve the community college portion of its dual mission.

Section III: Needs Assessment

Program Rationale

Describe the institutional procedures used to arrive at a decision to offer the program. Briefly indicate why such a program should be initiated. State how the institution and the USHE benefit by offering the proposed program.

The Associate of Science in Business and Economics has multiple objectives: (1) Provide a clear path towards any Bachelor of Science (BS) degree in business and economics, essentially functioning as a cost-effective advising tool for students who are considering any 4-year degree within the GSBE; (2) Provide an alternative degree option for students who are unable to finish a 4-year degree; (3) Meet the demand for associate degrees from students who will ultimately graduate with a bachelor degree from the GSBE. For the academic year 2014-15, 117 of 277 GSBE bachelor or science (BS) graduates received an associate degree from WSU at some point in their academic career. An additional 30 graduates received associate degrees from another university. This represents more than 50% of GSBE BS graduates.

Labor Market Demand

Provide local, state, and/or national labor market data that speak to the need for this program. Occupational demand, wage, and number of annual openings information may be found at sources such as Utah DWS Occupation Information Data Viewer (jobs.utah.gov/jsp/wi/utalmis/gotoOccinfo.do) and the Occupation Outlook Handbook (www.bls.gov/oco).

The skills and knowledge gained through the Associate of Science in Business and Economics position students favorably to either continue their pursuit of a BS in Accounting, Business Administration, Economics or Information Systems and Technology, or enter the labor market directly. Nationally, two occupations (specifically Market Research Analysts and Management Analysts) are predicted to grow faster (19% and 14% respectively) than average with respect to job outlook (<https://www.bls.gov/ooh/business-and-financial/market-research-analysts.htm>, and <https://www.bls.gov/ooh/business-and-financial/management-analysts.htm>).

Based on earnings data and unemployment rates by educational attainment (http://www.bls.gov/emp/ep_chart_001.htm), students who chose to enter the labor market with an associate degree faced a lower national unemployment rate than students with some college and no degree (3.8% unemployment compared to 5% with some college, no degree) in 2015. An associate degree also increased the median weekly earnings by over 8% compared to persons with some college, no degree.

Comprehensive job search sites (<http://www.indeed.com/q-Associate-Degree-I-Utah-jobs.html>) show that a large number of job listings in Utah require an associate degree. The Associate of Science in Business and Economics will allow students to enter the job market in a shorter period of time than those pursuing a BS, while providing an efficient pathway to a BS degree.

The curriculum outlined for the Associate of Business and Economics provides students with a thorough, yet broad education covering business and economics. Graduates will be able to take the knowledge and skills acquired in this program and contribute in a variety of business and business-related areas. This degree represents a targeted approach to meeting the needs of Utah's growing economy, including marketing, manufacturing, and health care industries as well as anticipated growth in the light manufacturing, biotech and outdoor recreation industries.

Overall, students face high market demand, a point emphasized by the placement rate of recent graduates from the GSBE (close to 100% reported by the career services advisor within the GSBE).

Student Demand

Provide evidence of student interest and demand that supports potential program enrollment. Use Appendix D to project five years' enrollments and graduates. Note: If the proposed program is an expansion of an existing program, present several years enrollment trends by headcount and/or by student credit hours that justify expansion.

Student demand for an Associate of Science Degree in Business and Economics is shown by the percentage of BS graduates who opted for an associate degree on their path to the 4-year degree. More than 50% of all BS GSBE graduates in 2014-15 also had an associate degree. These data do not capture demand from students who did not complete a BS degree. A recent audit of declared majors within the GSBE identified 134 students who were within one semester of graduating with a four-year degree, but who had stopped attending WSU. Most of those students could have been awarded an AS degree to better reflect their accomplishments and give them the labor market advantages mentioned above. It is also possible that this pool of students would have been graduates with an associate degree and would have entered the job market sooner. Finally, the Utah Department of Workforce Services (DWS) provides financial support for qualified students who are seeking an associate degree. The proposed program will enable the GSBE to work with DWS-sponsored students who are broadly interested in business and economics.

Similar Programs

Are similar programs offered elsewhere in the USHE, the state, or Intermountain Region? If yes, identify the existing program(s) and cite justifications for why the Regents should approve another program of this type. How does the proposed program differ from or compliment similar program(s)?

The proposed program is similar to the two-year business degree programs at Salt Lake Community College, USU Eastern, Utah Valley University, Dixie State, and Snow College that are designed to transfer to business programs at four-year colleges and universities. As WSU University fulfills the community college role for Davis and Weber counties, the proposed program is well placed at WSU and gives students in Northern Utah the same options available in the rest of the state.

Collaboration with and Impact on Other USHE Institutions

Indicate if the program will be delivered outside of designated service area; provide justification. Service areas are defined in higher.utah.org/policies/policy315/. Assess the impact the new program will have on other USHE institutions. Describe any discussions with other institutions pertaining to this program. Include any collaborative efforts that may have been proposed.

The coursework for the AS in Business and Economics has been articulated through USHE and is readily transferable to other USHE institutions.

External Review and Accreditation

Indicate whether external consultants or, for a career and technical education program, program advisory committee were involved in the development of the proposed program. List the members of the external consultants or advisory committee and briefly describe their activities. If the program will seek special professional accreditation, project anticipated costs and a date for accreditation review.

No external consultants were involved in the creation of this program. However, the GSBE is accredited through the Association to Advance Collegiate Schools of Business (AACSB). As AACSB describes, "the accreditation process is a comprehensive review of a school's mission, faculty qualifications, and curricula, and the process includes self-evaluations, peer-reviews, committee reviews, and the development of in-depth strategic plans. Accreditation ensures that students are learning material most relevant to their field of study, preparing them to be effective leaders upon graduation." The next review is scheduled for October 2017.

Section IV: Program Details

Graduation Standards and Number of Credits

Provide graduation standards. Provide justification if number of credit or clock hours exceeds credit limit for this program type described in R401-3.11, which can be found at higheredutah.org/policies/R401.

A total of 60 credit hours (63 with ENGL 1010) is required with a minimum of 20 of these required in residency at WSU. ENGL 2010 and MATH 1050 must be completed with a grade of C or higher and may not be taken on a Credit/No Credit basis. Even though a minimum grade of C- will be accepted in some courses used to satisfy the associate degree requirements, an overall GPA of 2.5 or higher is required.

In addition, students must complete ACTG 2010 - Survey of Accounting I, ACTG 2020 - Survey of Accounting II, ECON 2010 - Principles of Microeconomics, ECON 2020 - Principles of Macroeconomics, IST 2010 - Business Computer Skills, and QUAN 2600 - Business Statistics I. These six courses are referred to collectively as Business Foundations and are required for entry into the GSBEI. Candidates for the AS in Business and Economics must complete these courses and be accepted into the business school. As part of the formal admissions process to the School, and upon completion of the Business Foundations courses, students are required to take BSAD 2899 - Business Foundations Admission Assessment. This is a non-credit bearing course requiring students to complete an assessment to demonstrate a comprehensive understanding of the materials in the Business Foundations classes, with an emphasis on communication and analytical skills. Students must pass the assessment with a 70% or higher in order to be admitted to upper division business courses that fulfill requirements for baccalaureate business degrees.

Admission Requirements

List admission requirements specific to the proposed program.

Students may begin to take degree courses as soon as prerequisites are satisfied. There are no admission requirements for students pursuing the AS in Business and Economics. As part of the AS degree, students will complete the six Business Foundations courses that are required for admittance to all bachelor degree programs within the GSBE.

Curriculum and Degree Map

Use the tables in Appendix A to provide a list of courses and Appendix B to provide a program Degree Map, also referred to as a graduation plan.

Section V: Institution, Faculty, and Staff Support

Institutional Readiness

How do existing administrative structures support the proposed program? Identify new organizational structures that may be needed to deliver the program. Will the proposed program impact the delivery of undergraduate and/or lower-division education? If yes, how?

The program for the AS in Business and Economics contains general education courses, business foundations courses and cross-functional core courses, with a small number of electives. All courses are already offered in multiple sections during the academic year. Administrative and organizational structures are currently in place to support this degree.

Faculty

Describe faculty development activities that will support this program. Will existing faculty/instructors, including teaching/graduate assistants, be sufficient to instruct the program or will additional faculty be recruited? If needed, provide plans and resources to secure qualified faculty. Use Appendix C to provide detail on faculty profiles and new hires.

No additional faculty will be necessary. All courses associated with the degree are currently being offered within the GSBE and taught by tenure-track and adjunct faculty. All faculty within the business school have to meet AACSB accreditation standards. These include requirements to maintain professional and academic qualifications. In addition, the standards require that 3/4 or more of the faculty and instructors participate full-time within the GSBE.

Staff

Describe the staff development activities that will support this program. Will existing staff such as administrative, secretarial/clerical, laboratory aides, advisors, be sufficient to support the program or will additional staff need to be hired? Provide plans and resources to secure qualified staff, as needed.

No additional staff is necessary. It is possible that the structure of the proposed program may lighten the advising burden of the college advisors since the program prepares students for admission to the GSBE.

Student Advisement

Describe how students in the proposed program will be advised.

The bulk of all student advisement within the GSBE is conducted by full-time college advisors. The proposed program has been discussed and coordinated with college advisors. Given that the structure of the new program is identical to the core of nearly all business and economics degrees offered within the business school, student advising adjustments should be minor.

Library and Information Resources

Describe library resources required to offer the proposed program if any. List new library resources to be acquired.

Library resources satisfy current program needs. Current library resources include Business Source Premier, Business Plans Handbook, Econlit, EBSCO Ebooks, National Bureau of Economic Research Working Paper Series, JSTOR, ABI/Inform Complete, and Proquest Newsstand. No additional resources will be needed as existing courses are currently being supported by the library.

Projected Enrollment and Finance

Use Appendix D to provide projected enrollment and information on related operating expenses and funding sources.

Section VI: Program Evaluation

Program Assessment

Identify program goals. Describe the system of assessment to be used to evaluate and develop the program.

The program's goals are to:

1. Satisfy student demand for AS-level programs that are supported by the Utah Department of Workforce Services.
2. Provide students with shorter-term goals or milestones along the way to a 4-year degree.
3. Contribute to WSU's vision of becoming a national model for a dual-mission institution of higher education.
4. Enable students to obtain positive labor market outcomes with respect to earnings and unemployment rates for associate degrees compared to those with some college but no awarded degree.

The program will be assessed by tracking students that receive support from the Department of Workforce services, counting the number of students that obtain the associate's degree en route to a four-year degree, and track hiring rates of students with the ASdegree.

Student Standards of Performance

List the standards, competencies, and marketable skills students will have achieved at the time of graduation. How and why were these standards and competencies chosen? Include formative and summative assessment measures to be used to determine student learning outcomes.

As part of AACSB accreditation, the GSBE follows strict assessment requirements for all degree programs. For the AS in Business and Economics, students will be expected to reach the following subset of the GSBE learning outcomes:

1. Analytical and Critical Thinkers: Students will be able to identify issues and problems, gather and organize relevant data and information to analyze issues and problems, and draw logical conclusions through analysis and reasoning and posit viable alternative solutions.
2. Knowledge of Key Concepts: Students will be able to demonstrate knowledge of key business disciplines.

Students will be assessed through the BSAD 2899 Business Foundations and Admission Assessment course that includes an Assessment of Business Foundation Knowledge exam as well as an essay. In addition, students in the program will also be part of the broader assessment program within the GSBE that includes course-embedded activities such as cases, lab exercises, writing assignments, presentations, and specific exam questions.

Appendix A: Program Curriculum

List all courses, including new courses, to be offered in the proposed program by prefix, number, title, and credit hours (or credit equivalences). Indicate new courses with an X in the appropriate columns. The total number of credit hours should reflect the number of credits required to be awarded the degree.

For variable credits, please enter the minimum value in the table for credit hours. To explain variable credit in detail as well as any additional information, use the narrative box at the end of this appendix.

| | | Course Number | NEW Course | Course Title | Credit Hours |
|---|-----------------------|---------------|------------|------------------------------|--------------|
| General Education Courses (list specific courses if recommended for this program on Degree Map) | | | | | |
| General Education Credit Hour Sub-Total | | | | | 25 |
| Required Courses | | | | | |
| <input type="radio"/> | <input type="radio"/> | ENGL 1010 | | Introductory College Writing | 3 |
| <input type="radio"/> | <input type="radio"/> | ENGL 2010 | | Intermediate College Writing | 3 |
| <input type="radio"/> | <input type="radio"/> | BTNY 1403 | | Environment Appreciation | 3 |
| <input type="radio"/> | <input type="radio"/> | MATH 1050 | | College Algebra | 4 |
| <input type="radio"/> | <input type="radio"/> | ACTG 2010 | | Survey of Accounting I | 3 |
| <input type="radio"/> | <input type="radio"/> | ACTG 2020 | | Survey of Accounting II | 3 |
| <input type="radio"/> | <input type="radio"/> | ECON 2010 | | Principles of Microeconomics | 3 |
| <input type="radio"/> | <input type="radio"/> | ECON 2020 | | Principles of Macroeconomics | 3 |
| <input type="radio"/> | <input type="radio"/> | IST 2010 | | Business Computer Skills | 1 |
| <input type="radio"/> | <input type="radio"/> | QUAN 2400 | | Business Calculus | 3 |
| <input type="radio"/> | <input type="radio"/> | QUAN 2600 | | Business Statistics I | 3 |
| <input type="radio"/> | <input type="radio"/> | | | | |
| <input type="radio"/> | <input type="radio"/> | | | | |
| <input type="radio"/> | <input type="radio"/> | | | | |
| Choose of the following courses: | | | | | |
| <input type="radio"/> | <input type="radio"/> | | | | |
| <input type="radio"/> | <input type="radio"/> | | | | |
| Required Course Credit Hour Sub-Total | | | | | 32 |
| Elective Courses | | | | | |
| <input type="radio"/> | <input type="radio"/> | | | | |
| Choose 3 of the following courses: | | | | | |
| <input type="radio"/> | <input type="radio"/> | Electives | | Any elective course | 3 |
| <input type="radio"/> | <input type="radio"/> | | | | |
| Elective Credit Hour Sub-Total | | | | | 3 |
| Core Curriculum Credit Hour Sub-Total | | | | | 60 |

Program Curriculum Narrative

Describe any variable credits. You may also include additional curriculum information.

NA

Degree Map

Degree maps pertain to undergraduate programs ONLY. Provide a degree map for proposed program. Degree Maps were approved by the State Board of Regents on July 17, 2014 as a degree completion measure. Degree maps or graduation plans are a suggested semester-by-semester class schedule that includes prefix, number, title, and semester hours. For more details see <http://higheredutah.org/pdf/agendas/201407/TAB%20A%202014-7-18.pdf> (Item #3).

Please cut-and-paste the degree map or manually enter the degree map in the table below.

| | | | |
|--|----------------|---|----------------|
| First Year Fall | Cr. Hr. | First Year Spring | Cr. Hr. |
| ENGL EN 1010 Introductory College Writing | 3 | ENGL EN 2010 Intermediate College Writing | 3 |
| MATH QL 1050 College Algebra | 4 | QUAN 2400 Business Calculus | 3 |
| IST 2010 Business Computer Skills (CIL) (BF) | 1 | ACTG 2010 Survey of Accounting I (BF) | 3 |
| American Institutions | 3 | Creative Arts (PS) | 3 |
| BTNY LS 1403 Environment Appreciation | 3 | Physical Science (PS) | 3 |
| LIBS/BAD 2704 Info Resources Bus Disciplines | 1 | | |
| Total | 15 | Total | 15 |
| Second Year Fall | Cr. Hr. | Second Year Spring | Cr. Hr. |
| QUAN 2600 Business Statistics (BF) | 3 | ECON SS 2020 Principles of Macroeconomics | 3 |
| ECON SS 20100 Principles of Microeconomics | 3 | Physical Science (PS) or Life Science (LS)/(DV) | 3 |
| ACTG 2020 Survey of Accounting II (BF) | 3 | BSAD 2899 Business Foundations & Admission | 0 |
| Humanities (HU/DV) | 3 | Physical Science (PS) of Life Science (LS) | 3 |
| Social Science (SS)/(DV) | 3 | Elective Credits | 3 |
| | | IST 2020 Introduction to Information Systems | 3 |
| | | | |
| Total | 15 | Total | 15 |
| Third Year Fall | Cr. Hr. | Third Year Spring | Cr. Hr. |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| Total | | Total | |
| Fourth Year Fall | Cr. Hr. | Fourth Year Spring | Cr. Hr. |
| | | | |
| | | | |
| | | | |
| | | | |
| Total | | Total | |

Appendix C: Current and New Faculty / Staff Information

Part I. Department Faculty / Staff

Identify # of department faculty / staff (headcount) for the year preceding implementation of proposed program.

| | # Tenured | # Tenure -Track | # Non -Tenure Track |
|---------------------------------------|-----------|-----------------|---------------------|
| Faculty: Full Time with Doctorate | 25 | 19 | 7 |
| Faculty: Part Time with Doctorate | | | |
| Faculty: Full Time with Masters | | | |
| Faculty: Part Time with Masters | | | |
| Faculty: Full Time with Baccalaureate | | | |
| Faculty: Part Time with Baccalaureate | | | |
| Teaching / Graduate Assistants | | | |
| Staff: Full Time | | | 3 |
| Staff: Part Time | | | |

Part II. Proposed Program Faculty Profiles

List current faculty within the institution -- with academic qualifications -- to be used in support of the proposed program(s).

| | First Name | Last Name | Tenure (T) / Tenure Track (TT) / Other | Degree | Institution where Credential was Earned | Est. % of time faculty member will dedicate to proposed program. | If "Other," describe |
|--------------------------|--------------------|------------------|--|--------|---|--|----------------------|
| Full Time Faculty | | | | | | | |
| | Tony | Allred | T | PhD | Oklahoma State University | 13 | |
| | Jennifer | Anderson | TT | PhD | University of Arizona | 13 | |
| | Sebastian | Brockhaus | TT | PhD | Hamburg University of Technology | 13 | |
| | Jenny | Gnagey | TT | PhD | Ohio State University | 13 | |
| | Matt | Gnagey | TT | PhD | Ohio State University | 13 | |
| | Andrea | Gouldman | TT | PhD | Virginia Commonwealth University | 13 | |
| | Chuck | Kaiser | Other | JD | St. Louis University | 13 | Instructor |
| | Andrew | Keinsley | TT | PhD | University of Kansas | 13 | |
| | Brandon | Koford | T | PhD | University of Kentucky | 10 | |
| | Matt | Mouritsen | T | PhD | Utah State University | 10 | |
| | These are examples | Students will be | served | by the | entire School of Business and | Economics | |
| Part Time Faculty | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |

Part III: New Faculty / Staff Projections for Proposed Program

Indicate the number of faculty / staff to be hired in the first three years of the program, if applicable. Include additional cost for these faculty / staff members in Appendix D.

| | # Tenured | # Tenure -Track | # Non -Tenure Track | Academic or Industry Credentials Needed | Est. % of time to be dedicated to proposed program. |
|---------------------------------------|-----------|-----------------|---------------------|---|---|
| Faculty: Full Time with Doctorate | | | | | |
| Faculty: Part Time with Doctorate | | | | | |
| Faculty: Full Time with Masters | | | | | |
| Faculty: Part Time with Masters | | | | | |
| Faculty: Full Time with Baccalaureate | | | | | |
| Faculty: Part Time with Baccalaureate | | | | | |
| Teaching / Graduate Assistants | | | | | |
| Staff: Full Time | | | | | |
| Staff: Part Time | | | | | |

Appendix D: Projected Program Participation and Finance

Part I.

Project the number of students who will be attracted to the proposed program as well as increased expenses, if any. Include new faculty & staff as described in Appendix C.

| Three Year Projection: Program Participation and Department Budget | | | | | | |
|--|---|--|--|--|--------|--------|
| | Year Preceding Implementation | New Program | | | | |
| | | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
| Student Data | | | | | | |
| # of Majors in Department | 1,342 | 1,350 | 1,375 | 1,400 | 1,410 | 1,420 |
| # of Majors in Proposed Program(s) | | 675 | 690 | 700 | 705 | 710 |
| # of Graduates from Department | 297 | 300 | 305 | 310 | 310 | 315 |
| # Graduates in New Program(s) | | 50 | 75 | 100 | 105 | 110 |
| Department Financial Data | | | | | | |
| | Department Budget | | | | | |
| | Year Preceding Implementation (Base Budget) | Year 1 | Year 2 | Year 3 | | |
| | | Addition to Base Budget for New Program(s) | Addition to Base Budget for New Program(s) | Addition to Base Budget for New Program(s) | | |
| <i>Project additional expenses associated with offering new program(s). Account for New Faculty as stated in Appendix C, "Faculty Projections."</i> | | | | | | |
| EXPENSES – nature of additional costs required for proposed program(s) | | | | | | |
| <i>List salary benefits for additional faculty/staff each year the positions will be filled. For example, if hiring faculty in year 2, include expense in years 2 and 3. List one-time operating expenses only in the year expended.</i> | | | | | | |
| Personnel (Faculty & Staff Salary & Benefits) | | | | | | |
| Operating Expenses (equipment, travel, resources) | | | | | | |
| Other: | | | | | | |
| TOTAL PROGRAM EXPENSES | | \$0 | \$0 | \$0 | | |
| TOTAL EXPENSES | \$0 | \$0 | \$0 | \$0 | | |
| FUNDING – source of funding to cover additional costs generated by proposed program(s) | | | | | | |
| <i>Describe internal reallocation using Narrative 1 on the following page. Describe new sources of funding using Narrative 2.</i> | | | | | | |
| Internal Reallocation | | | | | | |
| Appropriation | | | | | | |
| Special Legislative Appropriation | | | | | | |
| Grants and Contracts | | | | | | |
| Special Fees | | | | | | |
| Tuition | | | | | | |
| Differential Tuition (requires Regents approval) | | | | | | |
| PROPOSED PROGRAM FUNDING | | \$0 | \$0 | \$0 | | |
| TOTAL DEPARTMENT FUNDING | \$0 | \$0 | \$0 | \$0 | | |
| Difference | | | | | | |
| Funding - Expense | \$0 | \$0 | \$0 | \$0 | | |

Part II: Expense explanation

Expense Narrative

Describe expenses associated with the proposed program.

Students in the program will be served by existing faculty and staff with existing courses. No additional resources are being requested.

Part III: Describe funding sources

Revenue Narrative 1

Describe what internal reallocations, if applicable, are available and any impact to existing programs or services.

NA

Revenue Narrative 2

Describe new funding sources and plans to acquire the funds.

NA