The Five Hundred and Fortieth Report of the Curricular Affairs Committee: Creation of a Minor in Innovation Management and Entrepreneurship.

University of Rhode Island Faculty Senate

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TO: President David Dooley  
FROM: W. Michael Sullivan, Chairperson of the Faculty Senate  

1. The attached BILL titled, The Five Hundred and Fortieth Report of the Curricular Affairs Committee: Creation of a Minor in Innovation Management and Entrepreneurship, is forwarded for your consideration.  

2. This BILL was adopted by vote of the Faculty Senate on April 20, 2017.  

3. After considering this bill, will you please indicate your approval or disapproval. Return the original, completing the appropriate endorsement below.  

4. In accordance with Section 10, paragraph 4 of the Senate’s By-Laws, this bill will become effective May 11, 2017 three weeks after Senate approval, unless: (1) specific dates for implementation are written into the bill; (2) you return it disapproved; or (3) the University Faculty petitions for a referendum. 

W. Michael Sullivan  
Chairperson of the Faculty Senate  

April 20, 2017  

ENDORSEMENT  

TO: Chairperson of the Faculty Senate  
FROM: President of the University  

a. Approved ___.  
b. Approved subject to Notice of the Council on Postsecondary Education.  
c. Disapproved ___.  

Signature of the President 5.10.17  
(date)  

Noticed - 6/21/17
MEMORANDUM

TO: Dr. Brenda Dann-Messier, Commissioner of Postsecondary Education
   RI Office of the Postsecondary Commissioner

FROM: David M. Dooley
      President

DATE: May 10, 2017

SUBJECT: University of Rhode Academic Program Changes

Enclosed you will find the following academic changes approved by the Faculty Senate on April 20, and by me on May 9, 2017.

- Graduate Certificate in Dyslexia
- Creation of Data Science Program-BA, BS and Minor
- Creation of Creative Writing Option for the English major
- Creation of a Business of Digital Media (BDM) Minor
- Creation of a Minor in Innovation Management and Entrepreneurship

I look forward to a positive review and positive actions on the above item. Donald DeHayes, Provost and Vice President for Academic Affairs, will serve as the University’s contact. Please feel free to directly contact the Office of the Provost if you have any questions.

enclosures

c: Donald H. DeHayes, Provost and Vice President for Academic Affairs
   Laura Beauvais, Vice Provost for Faculty Affairs and Global Initiatives
   Dean Libutti, Vice Provost for Enrollment Management
   Nancy Neff, Faculty Senate Coordinator
Faculty Senate Curricular Affairs Committee
Five Hundred and Fortieth Report

At the March 27, 2017 meeting of the Curricular Affairs Committee and by electronic communication, the following matters were considered and are now presented to the Faculty Senate.

SECTION II
Curricular Matters Which Require Confirmation by the Faculty Senate

PROGRAM CHANGES

COLLEGE OF BUSINESS:

Creation of a Minor in Innovation Management and Entrepreneurship: (See Appendix H)
Students will learn and apply classic and contemporary business theories to the practice of:
- Entrepreneurship (new business ideation and creation, as applied to startups),
- Innovation - novel and creative ways to create value through new products or services, new business models or new processes,
- Intrapreneurship - innovations within existing companies (take a job, make a job),
- New venture development (including social ventures).

Courses and activities will emphasize application of business theories to small ventures plus experiential and project-based learning in the classroom and in the business community internal and external to URI. With an interdisciplinary spirit, it will add value to URI majors such as management, supply chain, accounting, nursing, engineering, sustainable agriculture, and pharmacy. It will attract students who will one day own their own business, innovate within a larger firm, or provide advice and goods or services to a smaller firm. The logic for interdisciplinary programming is: first foundation courses in entrepreneurship and innovation delivered by the CBA, then the topics course would be developed and delivered by either the CBA or else other URI college levels, and then all students would take a capstone practicum course delivered by the CBA.
A Proposal for: Minor in Innovation Management and Entrepreneurship  
Date: February 22, 2017

A. PROGRAM INFORMATION

A1. Name of institution  University of Rhode Island

A2. Name of department, division, school or college
   Department:  N/A
   College:  Business Administration

A3. Title of proposed program and Classification of Instructional Programs (CIP) code
   Program title:  Minor in Innovation Management and Entrepreneurship
   Classification code (CIP)  52.0701

A4. Intended initiation date of program change. Include anticipated date for granting first degrees or certificates, if appropriate.
   Initiation date:  Fall 2017
   First degree date:  May, 2019

A5. Intended location of the program:  Kingston campus

A6. Description of institutional review and approval process

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|                | President of the University | |}

A7. Summary description of proposed program (not to exceed 2 pages)

Students will learn and apply classic and contemporary business theories to the practice of:
- Entrepreneurship (new business ideation and creation, as applied to startups),
- Innovation - novel and creative ways to create value through new products or services, new business models or new processes,
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Courses and activities will emphasize application of business theories to small ventures plus experiential and
project-based learning\(^1\) in the classroom and in the business community internal and external to URI. With an interdisciplinary spirit, it will add value to URI majors such as management, supply chain, accounting, nursing, engineering, sustainable agriculture, and pharmacy. It will attract students who will one day own their own business, innovate within a larger firm, or provide advice and goods or services to a smaller firm. The logic for interdisciplinary programming is: first foundation courses in entrepreneurship and innovation delivered by the CBA, then the topics course would be developed and delivered by either the CBA or else other URI college levels, and then all students would take a capstone practicum course delivered by the CBA.

I. The goals of this program are to provide courses and experiential learning so students can:
   1. Identify and evaluate business opportunities
   2. Develop and execute a business concept
   3. Assess and obtain required resources
   4. Measure outcomes and plan strategy
   5. Manage the growth of new ventures
   6. Effectively manage a small venture

II. Learning objectives. Measurement of the following proficiencies will be specific to courses within the minor:
   1. Creating: through business ideation, design thinking, frugal design, prototyping and use of the Maker space
   2. Learning and applying: theories of Entrepreneurship, intrapreneurship and innovation
   3. Problem/solution fit and solution/market fit through the principles of Lean Startup, through the recognition of business opportunity, lean business model canvas, and business planning
   4. Applying: business strategies to venture creation and management
   5. Understanding, evaluating and applying: concepts of the legal aspects of smaller firm (IP, licensing, trademarks, hiring, firing, contracts, term sheets, investors, disclosure)
   6. Understanding and applying: concepts of start up finance, personal financial literacy, metrics that matter, resource leveraging/bricolage, bootstrapping, crowd funding, valuation, and cash management
   7. Integration: Systems thinking (for social innovation)
   8. Understanding and applying: hybrid organizing: - balancing missions + paradoxical thinking (for social entrepreneurship)
   9. Understanding and applying growth and exit strategies to the small venture.

III. The minor consists of six courses:

Part A: Required courses\(^2\):
   - BUS 149: Introduction to entrepreneurship
   - BUS 247: Business of innovation: Design process
   - BUS 249: Business of Innovation: Lean startup

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\(^1\) Experiential Learning includes external problem based learning and various practicum experiences; Project Based Learning assigns students complex tasks based on challenging questions and problems.

\(^2\) BUS 149, 247, 249 and 348 are currently temporary courses. Approval for permanent course status is being reviewed at this month’s CAC meeting.
Part B. Take three of the following entrepreneurial topics based courses (pre-requisites must be met):

- EGR 325 Engineering Entrepreneurship I
- EGR 326 Engineering Entrepreneurship II
  (both are Engineering entrepreneurship courses that do not overlap with the BUS courses).
- BUS 348: Business of innovation: social design
- BUS 449: Entrepreneurship
- BUS 450: Small Business Management

It is anticipated that over time additional courses will be added to this by the College of Business Administration and other colleges as we foster interest in entrepreneurial based courses. We already are engaged in conversations with faculty in CELS who are pursuing entrepreneurial courses appropriate for CELS majors (e.g., SAF 401X: Entrepreneurship in Local Economy and Food Systems is currently under development).

A8. Signature of the President

David M. Dooley

A9. Person to contact during the proposal review

Name: Nancy Forster-Holt
Title: Assistant Professor
Phone: 401.874.4861
Email: forsterholt@uri.edu

A10. List and attach any signed agreements for any cooperative arrangements made with other institutions/agencies or private companies in support of the program.

There are none.

B. RATIONALE: There should be a demonstrable need for the program.

B1. Why is the new program being developed?

We have found both internal and external needs and drivers for the development of this program:

Internal drivers for this program: it provides a coherent structure for existing URI courses and defines a minor. This proposal fills a gap at URI for programming in entrepreneurship and innovation that serves the CBA as well as other majors across the campus. The courses and sequencing have been carefully developed so as minimize barriers and prerequisites, and work within existing curricula. We have sought and received letters of support for our course development, and verbal support for this initiative from colleges at URI including CELS, ENGR, Nursing, and Science.

There are many external needs, drivers, and benefits to the Rhode Island economy, to both students and employers, including:

1. Roughly 99 percent of all businesses in the U.S. are small. In fact, Commerce Rhode Island estimates that 96% of all business in Rhode Island is small business. Rhode Island small business employed almost 55 percent of the workforce in 2015. The Small Business Administration provides
an annual profile of small business activity by state. We provide the link to the profile for Rhode Island here:
https://www.sba.gov/sites/default/files/advocacy/Rhode_Island.pdf

There are many state initiatives that are timely and specific to our proposal. These initiatives include a 2017 study which recognized the importance of entrepreneurship to the RI economy and the passing of a bond initiative in 2016 to develop an innovation campus centered around the strengths of URI.

Consequently, the odds are that a student may not work for a large employer upon graduation—of small business employees, 90 percent work for a company of 50 or less employees. Ninety-nine percent work for companies of 100 employees or less. Obviously chances are very good that a student will work for, or else provide goods and services to, a small company.

2. Small businesses are not simply little big businesses. Many business theories were developed around larger companies, and do not apply well to smaller companies. Also, many issues faced by smaller companies are vastly different than larger companies. Education in those differences can help to make a student a more attractive candidate to employers.

3. A student will likely take a job before they ever make a job. With courses in entrepreneurship and small business management, they are not just more employable to smaller companies — all sizes of companies are seeing the benefits of innovation and shaking up the traditional product cycle. If students take a job with this training, they will shorten the learning curve of employment by a smaller company or be in the position to advise a smaller company. This training will provide a distinction on their resume in terms of what they can offer to employers thus adding another layer of employability.

4. One of the major causes of business failures is that the entrepreneur has the technical skills but lacks the business and or entrepreneurial skills that are essential for business success. Many people start a company because they are good at one thing but cannot manage or grow it. The student may be the one to start a company, or else they may be brought on to a startup or early stage team. They will need tools to evaluate such an opportunity including business planning.

5. Employers tell us that they seek students who can critically evaluate business opportunities. Comments like these were integrated into the curriculum design of the minor for Innovation Management and Entrepreneurship. Entrepreneurship and intrapreneurship is a process and a journey, not a one-time event. It is rare to hit a homerun right out of school, or with a first idea, but students have to do the foundational work now, so they are ready for -- and can recognize-- opportunities. Along with new venture creation, the entrepreneurship curriculum will help students develop tools and networks to be an entrepreneur or an intrapreneur.

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B2. What is the economic need and workforce data related to the program?

   a. Provide information on jobs available as a result of successfully completing the certificate or degree: job titles, job outlook/growth, and salaries.

Please refer to the write up in section B1.

B3. What entities are advocating for this program? Was an advisory board used to develop the curriculum?

The Entrepreneurship program matches well with the university's strategic plan for building a campus-wide environment of innovation and entrepreneurship. The university and the state are embarking a multi-million dollar project on innovation and the entrepreneurship program is essential to the success of this important state-wide project.

Dean Maling Ebrahimpour engaged an advisory committee to initiate the build-up to the entrepreneurship program for the College of Business Administration. This build-up consisted of hiring faculty to start in the Fall of 2016 with the responsibility of designing, proposing and teaching new courses. Our entrepreneurship faculty regularly met and discussed this minor with several entrepreneurs, many of them alumni and or participants in the greater Rhode Island network of entrepreneurs and innovators, and used their feedback to build the proposal. Dean Ebrahimpour is planning to establish a formal entrepreneurship/innovation advisory board to provide oversight moving forward.

C. INSTITUTIONAL ROLE: The program should be clearly related to the published role, scope, and mission of the institution and be compatible with other programs and activities of the institution.

C1. Explain how the program is consistent with the published role, scope, and mission of the institution and how it is related to the institution’s Academic Plan.

This initiative directly answers the call to action contained in the URI Academic Strategic Plan. Specifically this minor will address:

Goal 1 (Enhance Student Success) Strategy 2: Expand opportunities for experiential learning.
- The minor will offer many opportunities for experiential learning in the classes including:
  - Consulting assignments solving problems solicited from the Rhode Island business community.
  - Business pitch competitions
  - Job shadowing
  - Participation in business plan competitions
  - Interaction with SPARC partners and clients
  - Flagship events such as the Hackathon, Aging Forum

Goal 2 (Expand Research, Scholarship, and Creative Work) Strategy 3: The minor targets research initiatives that impact economic and workforce development though building recognition for creative
work that interconnects with economic and workforce development. This will be accomplished by student-based research involving new business/product innovations that are a part of courses in this minor.

Goal 2 Strategy 4: Involving undergraduate students in rich and varied research, creative projects and other opportunities. Students in the minor take a creativity class specifically designed for the entrepreneurship curriculum. They will be involved in projects throughout the courses in the minor which call upon their creativity in identifying problems that exist and products/businesses that provide solutions to these problems.

Finally, this initiative is a direct outcome of the College of Business Administration’s College-wide planning meeting in August 2016, where we worked on strategies within goal #1: enhancing opportunities for student entrepreneurship, specifically developing an entrepreneurship track or certificate. At this meeting we began the systematic consideration and completion of the CBA Task Force Matrix for student assessment as part of a College-wide initiative.

D. INTER-INSTITUTIONAL CONSIDERATIONS:

D1. What are the similar programs in the state and region?

   a. If similar programs exist, how is this program different or why is duplication necessary?

      There are no similar programs being offered by any other state sponsored school in Rhode Island. We have reviewed the curriculum and programs at Rhode Island College and have not found any duplication.

   b. Have you communicated with other institutions about the development of this program and have any concerns been raised related to role, scope, and mission or duplication?

      We were a part of work group that was convened in December 2016, by RI Commerce, where several top schools in Rhode Island shared the details of any programs that aim to train students in entrepreneurship. In sharing our plans with this group, it was clear that there were not concerns about mission, scope or duplication.

D2. How do courses in this program transfer to other schools?

Courses would transfer according to the standards of the accepting school and degree program. The courses meet the standards of our accreditor and so the quality, rigor, and assurances of learning provide a strong case for transfer to another school or program.

D3. How does this program align to academic programs at other institutions?

We have developed this degree proposal using a review of US News’ top 25 ranked undergraduate minors in entrepreneurship and innovation in the U.S. As a result of this review and in discussions during development of this minor proposal, we feel that it meets many standards set at other academic programs at other institutions.
D4. Are recipients of this credential accepted into programs at the next degree level without issue?
Yes

D5. How does this program of study interface with degree programs at the level below them?
We are interpreting this question to mean community college level. The interface would be a function of articulation agreements and advising. As such it would be a strong offering to a student who has earned a 2 year degree and seeks to continue for a 4 year degree at URI.

D6. Are cooperative agreements or affiliations established? If so, what?
None other than the CBA affiliation with the URI SPARC ecosystem.

E. PROGRAM:

E1. Are there pre-requisite courses? If so, please explain/list?
No prerequisites for BUS 149, BUS 248 and 249, and BUS 348 and 349 courses. Completion and/or progression in these courses would act as prerequisites for the 400 level courses. The two 400 level courses, BUS449 and BUS450, do have prerequisites, including senior standing or permission, and BUS 201 - accounting.

E2. Curriculum SEE SECTION A7 in addition to the information below.

a. How many credit hours are required to graduate (include all general education and pre-requisites)?
This varies slightly according to the URI college and student’s major, but in general, 120 hours are required. The minor will not change the number of credit hours needed to graduate.

b. What courses are required for the program?
For the minor in Innovation Management and Entrepreneurship, 6 courses (18 credit hours) are required.

c. What are the new courses and descriptions that will go into the course catalog? N/A - This minor consists of courses that already exist. We do anticipate future courses being developed and proposed, but the minor is not dependent on it.

d. Are there specializations and options? If so, please describe.
Yes, at college level - students will be encouraged within the minor to take an innovation topics course within their specialty at the 300-level.

e. Is the program content guided by program-specific accreditation standards or other outside guidance?
Yes, the development of the Innovation Management and Entrepreneurship minor has been influenced by best practices in leading undergraduate entrepreneurship (top 25 by US World Report rankings) and innovation programs.
f. What are the learning goals (what students are expected to gain, achieve, know, or demonstrate by completion of the program)?

Learning objectives. Measurement of the following proficiencies will be specific to courses within the minor:

1. Creating: through business ideation, design thinking, frugal design, prototyping and use of the Maker space
2. Learning and applying: theories of Entrepreneurship, intrapreneurship and innovation
3. Problem/solution fit and solution/market fit through the principles of Lean Startup through the recognition of business opportunity, lean business model canvas, and business planning
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7. Integration: Systems thinking (for social innovation)
8. Understanding and applying: hybrid organizing: - balancing missions + paradoxical thinking (for social entrepreneurship)
9. Understanding and applying growth and exit strategies to the small venture.

F. FACULTY AND STAFF: The faculty and support staff for the program should be sufficient in number and demonstrate the knowledge, skills, and other attributes necessary to the success of the program.

F1. What are the number of each needed?
In the Fall 2016, the College of Business made two full time new hires and also have another faculty under a lecturing contract. As the program grows, we will offer the courses for the minor during summer and J-term in order to accommodate the timely completion of the program by students.

F2. Are these new positions or reassignments?
No, these are existing faculty, as of Fall 2016.

F3. What are the minimal degree level and academic/technical field requirements and certifications required for teaching in this program?
According to our accrediting body, the AACSB, there are several levels that would satisfy this requirement. These level range from terminal degree and a research faculty, to an actively practicing professional who has earned a masters degree.

G. STUDENTS: TO BE COMPLETED BY NFH

G1. How are students selected for the program? Students will self select into this degree offering.
G2. Are there admission requirements?
No one is admitted directly into URI as seeking a minor. To participate in a minor the student must have a 2.0 and declare the minor by 75 credits.

G3. What is the primary source of students?
The College of Business, College of Engineering, and College of Life Science have expressed early interest in sending students to the Innovation and Entrepreneurship minor. We would also require participation in this minor by students who are accepted into the Innovation Living Learning Community (under development).

a. New students or drawn from other programs?
Students enrolling in this minor will already be students attending URI.


G4. What is the estimated number of students in the program?
We anticipate that we will start with 15-20, and add 15-20 per year. Although there are many students who are taking our Innovation classes that started in SP 2017, we conservatively estimate the number who will actually opt in to the minor. As the numbers in the program grow we will increase the sizes of sections of the required courses rather than add additional sections thereby avoiding the need for additional resources the first 5 years. We also anticipate additional courses across campus that will become available to increase the options available for students to complete the Part B requirements of the minor. This also allows growth in the program without necessitating requests for additional resources.

G5. What is the estimated number of annual graduates? 20 per year.

H. EVALUATION:

H1. How will the program be evaluated?

a. Performance measures to evaluate the program.
Metrics we will track include the number of students who have joined, their school year and credit hours, number of interdisciplinary registrations, number of students completing the minor.

b. Will the program be accredited? If so, when? How?
The program falls under the College of Business Administration accrediting body, the AACSB.
I. WHAT SPECIAL EQUIPMENT OR RESOURCES ARE NEEDED?

II. Special instructional resources and services needed? (Clinical space, internships, proctors).
NONE

II. Facilities and capital equipment?
The instructors for some of the innovation classes will follow the protocol for trainingon and requesting access to the Active Learning Classrooms and the Library’s Makerspace.

J. IS THE PROGRAM FINANCIALLY VIABLE?

J1. If no new funding is required and the new program can be administered entirely with existing funds, include a five-year plan demonstrating that existing funds are sufficient for carrying out the program. Proposers shall request a “Statement of No Financial Impact” from the URI Budget and Financial Planning Office.

If new funding for faculty, staff, equipment or facilities is required, complete the budget form (select Academic Program Change Forms) (see also Budget Form Instructions) and submit the entire proposal with budget form to the URI Budget and Financial Planning Office.

Included in the submission material is the letter from the URI Budget Office concurring with our statement that there will be no financial impact as a result of this minor.
DATE: March 9, 2017

TO: Nancy F. Neff  
Coordinator, Faculty Senate

FROM: Linda Barrett  
Director, Budget and Financial Planning

SUBJECT: Proposal for a Minor in Innovation Management and Entrepreneurship

As requested in an email from Deborah Rosen, Associate Dean of Business Administration, dated February 23, 2017, the Budget and Financial Planning Office has reviewed the submitted documents related to the proposal for a Minor in Innovation Management and Entrepreneurship.

According to the proposal, the Minor in Innovation Management and Entrepreneurship will be offered through the College of Business Administration, and will provide URI students with the skills and knowledge of applying classic and contemporary business theories into Entrepreneurship, Innovation, Intrapreneurship, and new venture development. Ms. Rosen referenced in the submission that the rationale is to find coherent structure for existing courses that define the Minor, along with filling a gap for programming in en:trepreneurship and innovation that serves the CBA along with other Majors across the campus.

The Budget and Financial Planning Office concurs that the request for a Minor in Innovation Management and Entrepreneurship is not anticipated to have an impact on the Fund 100 unrestricted budget as it has been presented and that no new revenues are projected since the Minor is for students that are currently enrolled at URI.

Please let us know if you require any further information.

cc: Donald DeHayes  
Laura Beauvais  
Dean Libutti  
Cliff Katz  
Maling Ebrahimpour  
Deborah Rosen  
Cheryl Hinkson  
Colleen Robillard
### REVENUE ESTIMATES

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#### TUITION AND FEES

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<td>$0.00</td>
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</tr>
<tr>
<td>Mandatory fees</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
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</tbody>
</table>

##### Third Year Students

<table>
<thead>
<tr>
<th></th>
<th>Newly Generated Revenue</th>
<th>Revenue from existing programs</th>
<th>Newly Generated Revenue</th>
<th>Revenue from existing programs</th>
<th>Newly Generated Revenue</th>
<th>Revenue from existing programs</th>
<th>Newly Generated Revenue</th>
<th>Revenue from existing programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-State tuition</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
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<td>$0.00</td>
<td>$0.00</td>
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<tr>
<td>Out-State tuition</td>
<td>$0.00</td>
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</tr>
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<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
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<td>$0.00</td>
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</table>

##### Fourth Year Students

<table>
<thead>
<tr>
<th></th>
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<th>Revenue from existing programs</th>
<th>Newly Generated Revenue</th>
<th>Revenue from existing programs</th>
<th>Newly Generated Revenue</th>
<th>Revenue from existing programs</th>
<th>Newly Generated Revenue</th>
<th>Revenue from existing programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-State tuition</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
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<td>Out-State tuition</td>
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<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
</tr>
<tr>
<td>Regional tuition</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
</tr>
<tr>
<td>Mandatory fees</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
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<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
</tr>
</tbody>
</table>

#### Total Tuition and Fees

|                      | $0.00                   | $0.00                         | $0.00                   | $0.00                         | $0.00                   | $0.00                         | $0.00                   | $0.00                         |

#### GRANTS

|                      | $0.00                   | $0.00                         | $0.00                   | $0.00                         | $0.00                   | $0.00                         | $0.00                   | $0.00                         |

#### CONTRACTS

|                      | $0.00                   | $0.00                         | $0.00                   | $0.00                         | $0.00                   | $0.00                         | $0.00                   | $0.00                         |

#### OTHER (Specify)

|                      | $0.00                   | $0.00                         | $0.00                   | $0.00                         | $0.00                   | $0.00                         | $0.00                   | $0.00                         |

#### Total Grants, Contracts, Other

|                      | $0.00                   | $0.00                         | $0.00                   | $0.00                         | $0.00                   | $0.00                         | $0.00                   | $0.00                         |

#### TOTAL

|                      | $0.00                   | $0.00                         | $0.00                   | $0.00                         | $0.00                   | $0.00                         | $0.00                   | $0.00                         |

**NOTE:** All of the above figures are estimates based on projections made by the institution submitting the proposal.
## ACADEMIC PROGRAM BUDGET FORM

Use this form for programs that can be pursued on a full-time basis, part-time basis, or through a combination of full-time and part-time attendance.  

<table>
<thead>
<tr>
<th>EXPENDITURE ESTIMATES</th>
<th>Year 1 20__</th>
<th>Year 2 20__</th>
<th>Year 3 20__</th>
<th>Year 4 20__</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PERSONNEL SERVICES</strong></td>
<td>Additional resources required for program</td>
<td>Expenditures from current resources</td>
<td>Additional resources required for program</td>
<td>Expenditures from current resources</td>
</tr>
<tr>
<td>Administrators</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Support Staff</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Others</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fringe Benefits %</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td><strong>Total Personnel</strong></td>
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<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
</tr>
<tr>
<td><strong>OPERATING EXPENSES</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instructional Resources</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other (specify)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Operating Expenses</strong></td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
</tr>
<tr>
<td><strong>CAPITAL</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Facilities</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Equipment</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>Total Capital</strong></td>
<td>$0.00</td>
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<tr>
<td><strong>NET STUDENT ASSISTANCE</strong></td>
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<tr>
<td>Assistantships</td>
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<tr>
<td>Fellowships</td>
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<td></td>
</tr>
<tr>
<td>Stipends/Scholarships</td>
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<tr>
<td><strong>Total Student Assistance</strong></td>
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<tr>
<td><strong>TOTAL EXPENDITURES</strong></td>
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<td>$0.00</td>
<td>$0.00</td>
</tr>
</tbody>
</table>

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# ACADEMIC PROGRAM BUDGET FORM

Use this form for programs that can be pursued on a full-time basis, part-time basis, or through a combination of full-time and part-time attendance.

<table>
<thead>
<tr>
<th></th>
<th>Year 1 20__</th>
<th>Year 2 20__</th>
<th>Year 3 20__</th>
<th>Year 4 20__</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BUDGET SUMMARY OF COMBINED EXISTING AND NEW PROGRAM</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Revenue</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
</tr>
<tr>
<td>Total Expenses</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
</tr>
<tr>
<td>Excess/Deficiency</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
</tr>
<tr>
<td><strong>BUDGET SUMMARY OF EXISTING PROGRAM ONLY</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Revenue</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
</tr>
<tr>
<td>Total Expenses</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
</tr>
<tr>
<td>Excess/Deficiency</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
</tr>
<tr>
<td><strong>BUDGET SUMMARY OF NEW PROGRAM ONLY</strong></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total of Newly Generated Revenue</td>
<td>$0.00</td>
<td>$0.00</td>
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</tr>
<tr>
<td>Total of Additional Resources Required for</td>
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<td>$0.00</td>
</tr>
<tr>
<td>Excess/Deficiency</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
</tr>
</tbody>
</table>

**NOTE:** All of the above figures are estimates based on projections made by the institution submitting the proposal.
Thank you so much, Jim.

Nancy FH

On Mar 15 2017, at 9:06 AM James Miller <miller@uri.edu> wrote:

Nancy,

No problem. Please do include EGR 325 and 326 in your list of courses. The only prerequisite is ECN201. Jim