Continuing Education, Outreach & E-Learning

Academic Catalog
2016-2018

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Disclaimer Statement

The Academic Catalog contains policy information, degree requirements and program offerings of the University of Wisconsin-Extension at the time of publication. The catalog is for informational purposes only and does not constitute a legal contract between the University and any person or entity.

The University reserves the right to change program requirements; and to modify, amend or revoke any rules, regulations, policies, procedures or financial schedules at any time during a student's enrollment period.

Catalog Year

Catalog year refers to the academic year in effect at the time of initial enrollment. The catalog year is important because it defines the program and degree requirements that a student must satisfy to graduate.

Students are responsible for knowing and understanding the policies and degree requirements of their catalog year.

- Degree seeking students are expected to satisfy catalog year requirements that are in effect at the time of their initial enrollment. Matriculated students may also elect to follow degree requirements from a subsequent catalog year, but combining degree requirements from two or more catalogs is not permitted.
- Students who change their program of study are held to the catalog year requirements in effect at the time the program of study was declared.
- Readmitted students must follow the catalog year requirements in effect at the time of their re-enrollment. However, students who re-enroll in the same program of study within two years of the last date of attendance may satisfy the graduation requirements that were in effect at the time of their initial enrollment.

Students are advised to consult with their Academic Success Coaches for the most up-to-date information about program requirements, and should consult the UW-Extension Student Handbook for current statements on non-academic University policy.

Requests for additional information should be addressed to:

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Section I: Policies and Information

UNIVERSITY OF WISCONSIN-EXTENSION

About
The University of Wisconsin-Extension (UW-Extension) embodies the Wisconsin Idea—the effort to extend the resources of the University of Wisconsin (UW) to residents in the farthest reaches of Wisconsin and beyond. UW-Extension works collaboratively with campuses across the University of Wisconsin System (UW System) to develop online degree programs that provide a first-class UW education to students who may not have the opportunity to earn a traditional degree.

In 2014, UW-Extension and partner UW institutions unveiled UW Flexible Option, a competency-based portfolio of degree and certificate programs. UW is the first system of public higher education to offer competency-based programs, and UW-Extension is pleased to be the home of this cutting-edge approach to higher education. In 2016, the UW Board of Regents granted UW-Extension the ability to grant degrees. Working closely with expert faculty across the UW System, UW-Extension launched the Bachelor of Science in Business Administration (BSBA) degree program in December of that same year.

History
In the early 1900s, UW President Charles Van Hise and Governor Robert LaFollette defined a third mission to be added to the teaching and research functions of the state university—a mission that would extend the resources of the university to serve the needs of Wisconsin residents. These courageous leaders had a dream that gave birth to the Wisconsin Idea: extension of educational programs to address the relevant social, economic, environmental, and cultural issues of its citizens.

The extension function of UW was well established long before the creation of UW-Extension as an institution. Wisconsin was one of the first states to institutionalize extension education and is nationally acclaimed for the innovative, progressive role of its university in relation to the people of the state. UW-Extension has a long, proud, and productive history of outstanding contributions to Wisconsin residents and communities. In fact, many of Wisconsin's institutions, organizations, traditions, and achievements as one of the most progressive states in the U.S. are directly attributable to the Wisconsin Idea—education for people where they live and work, with practical applications for their daily lives.

Throughout the past century of progress, UW-Extension programs were created not only by the university, but also by Wisconsin residents who petitioned their state and local governments for the university to respond to their needs. The historic 1982 Board of Regents Policy on extension provided the impetus for UW-Extension to embark on a new era of positive educational effort to meet the complex and urgent present and future needs of Wisconsin residents, businesses, and communities.

Mission
Through UW-Extension, people of Wisconsin and beyond can access university resources and engage in learning wherever they live and work.

Fundamental to this mission are UW-Extension's partnerships with the 26 UW campuses, county and tribal governments, and other public and private organizations. Fulfilling the promise of the Wisconsin Idea, UW-Extension extends the boundaries of the university to the boundaries of the state and helps the university establish beneficial connections with all of its stakeholders.

For Wisconsin individuals, families, businesses, and communities, UW-Extension fulfills its mission by:
- Supporting personal growth, professional success, and organizational effectiveness through formal and informal learning.
- Offering professionally focused and cross-disciplinary competency-based credit certificates, associate degrees, and baccalaureate degrees in the area of business and management.
- Addressing the changing needs of the state and society by conducting, applying, and conveying relevant university research.
- Building greater access to educational, cultural, and civic resources through the use of technologies.

In addition, UW-Extension supports the UW System mission by:
- Providing strong leadership for the university's statewide public service mission.
- Integrating a scholarly approach to outreach across many academic disciplines.
- Addressing the specific educational needs of under-served, disadvantaged, and non-traditional students.

Approved by UW Board of Regents Dec. 11, 2015.

ACADEMIC CALENDAR

UW Extension degree programs start on the 2nd of every calendar month. What follows is a sample academic calendar that can be applied to all 12 monthly starts.

Admission opens five months prior to the start of the subscription period (e.g., an application for admission may be submitted beginning January 1 for a May subscription period—see here for specific details).

Admission closes one month prior to a subscription period start (e.g., the last day applications for admission are accepted for a May subscription period is end of day April 1).

Students must meet with their assigned Academic Success Coaches by the fifteenth day of the month prior to the start of the subscription period (e.g., April 15 for a May subscription period start date). A student's enrollment may be deferred if not completed by this time.

Registration opens the first day of the month preceding a subscription period start (e.g., a student may begin registering for a May subscription period on April 1).

Students must be registered in at least one project prior to the start of a subscription period, or their start will be delayed to the next month (e.g., May 1 for May subscription period).

Subscription Periods Begin on the second day of any given month (e.g., May 2 for May subscription period).

Subscription Periods End on the last day of the third month of a subscription period (e.g., 11:59 P.M. CST on July 31 for a May subscription period).

Full Tuition is Due on the tenth day of the subscription period (e.g., May 11 for a May subscription period).

Tuition Grant Disbursement (if student is eligible) begins on the eleventh day of the subscription period (e.g., May 12 for the May subscription period).

Cancellation for Nonpayment of Tuition (student administratively dropped from all projects for nonpayment of full tuition) occurs on the eleventh day of the subscription period (e.g., May 12 for May subscription period).

Students who withdraw prior to the start of a subscription period will receive a 100% refund of their tuition. Students who withdraw by the end of the tenth day of the subscription period will receive a 100% refund of their tuition minus a $50 administrative fee. Students who withdraw after the tenth day but by the end of the twentieth day of the subscription period will receive a 50% refund of their tuition.

The last day to drop a project without receiving a "W" grade is the twenty-fifth day of the subscription period (e.g., May 26 for May subscription period). Note that, beyond this date, it is still possible to drop a project, but a student will receive a "W" that appears on the official student record.

The last day to drop a project with a "W" on the student record is the fifteenth day of the second month of the subscription period (e.g., June 15 for May subscription period).

ACCREDITATION
The UW Board of Regents has approved UW-Extension to award degrees. The BSBA degree is the first degree to be awarded by UW-Extension. All institutions in the UW System are accredited by the Higher Learning Commission. As a new degree-granting institution, UW-Extension is not yet accredited, but it is exploring the accreditation process.

ACCOMMODATION OF RELIGIOUS BELIEFS
It is the policy Wisconsin State Administrative Code Chapter UWS 22 that a student's sincerely held religious beliefs shall be reasonably accommodated with respect to examinations and other academic requirements. This policy is intended to help meet the needs of students by reducing conflicts between educational requirements and the student's free exercise of religion. The purpose is to treat all students and all religions as fairly as possible. Additional information on reasonable accommodation of religious beliefs is found in the Student Handbook.

ADMISSIONS
Many factors are considered in the admission review process, including a student's high school record, strength of prior college coursework, rigor of curriculum, academic readiness, test scores, grade point average, academic goals, relevant work experience, and other indicators of potential for academic success.

Minimum Admissions Requirements

New Freshman Admissions
A student with no coursework beyond high school is expected to meet the following new-student admission guidelines:
- Graduation from high school or completion of GED/HSED
- Completion of a balanced array of high school or GED academic coursework, including English, mathematics, natural science, social science/history, and elective areas of interest from the arts, computer science, foreign language, or other academic areas
- If under 21 years of age at time of application, completion of the ACT exam; minimum composite score of 20 recommended (other evidence of success will be considered)
- Be in good academic standing when last enrolled
- Show evidence of mathematics readiness through successful completion of either of the following:
  - Three years of high school mathematics, including algebra, geometry, and advanced math
  - GED/HSED mathematics requirements
- Show evidence of English readiness through successful completion of any one of the following:
  - Four years of high school English

- GED/HSED English requirements
- TOEFL scores, if applicable

Transfer Admissions

A student with coursework beyond high school is expected to meet the following transfer admission guidelines:

- Graduation from high school or completion of GED/HSED
- Be in good academic standing when last enrolled
- Show evidence of mathematics readiness through successful completion of any one of the following:
  - Three years of high school mathematics, including algebra, geometry, and advanced math
  - GED/HSED mathematics requirements
  - Postsecondary coursework in college-level mathematics
- Show evidence of English readiness through successful completion of any one of the following:
  - Four years of high school English
  - GED/HSED English requirements
  - TOEFL scores, if applicable
  - Post-secondary coursework in English composition

Reentry Admissions

If a student has been actively enrolled but then does not enroll in a project in the student's degree program for six continuous months, the student is no longer admitted to the program and must go through the readmission process. To be readmitted, the student must contact the UW-Extension Admissions Office and complete a readmission application form.

A student who took time away from the UW Flexible Option and did not enroll elsewhere in the intervening time will be considered a reentry student and will be evaluated against the current admission requirements. Students who did study at another college or university during the gap in their UW Flexible Option enrollment must provide transcripts of that intervening collegiate experience for evaluation toward transfer or readmission.

Readmission Following Suspension or Expulsion

Students who serve their suspension or are allowed to return through an appeals process will return in good standing. Students should contact UW-Extension Admissions for information on the reapplication process.

Comprehensive Review

The guidelines for new freshmen and new transfer admissions define a minimum standard; however, flexibilities may apply. The UW System endorses a comprehensive review of a student's academic and professional profile, with consideration placed on not only prior academic performance, but also performance trends, employment and associated responsibilities or achievements, time elapsed since last enrolled, and student goals—all of which can provide a deeper contextual picture of a student's potential for success.

High School/Youth Options Enrollment

Dual-enrollment programs are currently not available for high school students wishing to pursue UW-Extension degree programs.

Appeal of Admission Decision

A student who has been denied admission to a UW-Extension program may appeal this decision by submitting to the admissions team the appropriate form and supporting statement indicating why reconsideration should be granted. A student wishing to pursue an appeal should reach out to the Office of Admissions to initiate that process within 30

days of notification of the admission decision. A response will be provided to the student within 14 days of receipt of the appeal.

TRANSFER CREDIT EVALUATION

Evaluation of Prior Postsecondary Academic Work
To be considered for admission to a UW-Extension program, students are required to submit official transcripts of all postsecondary academic work. During the admissions process, transcripts of prior academic work are evaluated to determine course equivalencies and associated credit equivalents.

The UW System Undergraduate Transfer Policy (UWS Administrative Policy 135) provides guidance for the evaluation and acceptance of academic work previously completed at other institutions accredited by a regional or national accrediting organization recognized by the Council for Higher Education Accreditation (CHEA). American Council on Education (ACE) credit recommendations for military and nonmilitary training, portfolio assessment procedures, and other competency-based alternatives will also be evaluated for transfer equivalency.

Transfer Equivalency and Accreditation
Academic work completed at institutions accredited by a regional or national accrediting organization recognized by the CHEA will usually receive transfer credit equivalents. Some of the transfer credit equivalents can satisfy the general education requirements, while others may satisfy the degree elective or project requirements (see Degree Requirements Section). Other coursework or credit equivalents earned may be considered based on the UW System Undergraduate Transfer Policy (UWS Administrative Policy 135, III. A.).

Recognition of Other Prior Learning
UW-Extension recognizes qualifying prior academic work that is documented through the College Level Examination Program (CLEP), College Board Advanced Placement examinations (AP), International Baccalaureate examinations (IB), military study programs, and ACE credit recommendations. For prior work recognized by examination for a UW-Extension program, consult the Credit by Examination Table.

Foreign Study Transfer Equivalency
Students completing post-secondary academic work at foreign institutions are eligible for transfer credit equivalents provided that the institution is accredited by the appropriate accrediting bodies in that country and is regulated by the country's Department of Education or equivalent. Students with credits earned at foreign institutions may be asked to go through an evaluation process with a foreign credential service to determine U.S. credit equivalents for academic work completed outside the U.S. Educational Credential Evaluators, World Education Services, and One Earth Evaluations are examples of such agencies.

Transfer While Enrolled
A student who is currently enrolled in the program but wishes to complete general education competencies or classes at another institution and transfer them to UW-Extension must consult with their Academic Success Coach. If the ASC supports this request, the student must complete an advanced approval form and supply all relevant information. The student then submits the form to the Transfer Admissions Specialist in the Registrar's Office. The Transfer Admission Specialist will review the request and render a final decision to approve or deny.

Using Prior Academic Work to Meet Degree Requirements
UW-Extension degree programs generally include three requirement categories of competencies or combinations of competencies and courses: general education requirements, program-specific requirements, and program electives. These requirements may be met in a variety of ways, including through transferable coursework and successful

performance on tests. Programs may differ as to how each of these requirement categories are regarded. Consult the section on the specific program for further information.

Residency Requirement

Additional courses or competencies from other institutions may be transferred or substituted for the projects within the program with approval of the academic director as long as no fewer than 30 of the required project-level credit equivalents required for the bachelor's degree are earned through UW-Extension.

Appeal of Credit Evaluation

A student who feels that prior coursework has not been accurately evaluated or awarded credit equivalency may appeal this decision to the Office of the Registrar by submitting the appropriate form and a supporting statement indicating why reconsideration should be granted. In unusual cases, the academic director and/or appropriate faculty member might be consulted to perform a review and render a final decision. A student wishing to pursue an appeal must do so within 30 calendar days of notification of completion of the transcript review. The Office of the Registrar will respond to the appeal within 14 calendar days.

CONSUMER INFORMATION DISCLOSURE

All institutions participating in federal financial aid programs are required to provide available consumer information to enrolled and potential students as well as current and prospective employees. This includes important information regarding institutional policies and processes along with links further details. The UW-Extension offers this information on our website at https://flex.wisconsin.edu/consumer-information/.

CONDUCT

Student Code of Conduct

The university and its faculty, staff, and students believe that personal honesty, integrity, fairness, and respect for others are fundamental to the mission of higher education and the university. The university has a responsibility to promote behaviors that comply with these standards and to have procedures for dealing effectively with instances of noncompliance. Students are responsible for the honest completion and representation of their work and for respect of others within the academic community.

The full Student Code of Conduct is included in the Student Handbook. Failure to comply with the university Student Code of Conduct may result in disciplinary action under Chapter UWS 14 and/or UWS 17, Wisconsin Administrative Code.

Academic Misconduct

Acts of academic misconduct are defined in UWS 14. Some acts are subject to disciplinary action, such as claiming credit for work or efforts of another without authorization, falsifying academic documents or records, intentionally impeding or damaging the academic work of others, or engaging in conduct aimed at making false representation of a student's academic performance. For a complete list of acts, disciplinary sanctions, and related processes, consult the Student Handbook and Chapter UWS 14.

Non-Academic Misconduct

The missions of the UW System and its individual institutions can be realized only if the university's teaching, learning, research, and service activities occur in living and learning environments that are safe and free from violence, harassment, fraud, theft, disruption, and intimidation. In promoting such environments, the university has a responsibility to address student nonacademic misconduct; this responsibility is separate from and independent of any civil or criminal action resulting from a student's conduct. UWS 17 defines nonacademic misconduct, provides university procedures for effectively addressing misconduct, and offers educational responses to misconduct. The

UW System is committed to respecting students' constitutional rights. Nothing in this chapter is intended to restrict students' constitutional rights, including rights of freedom of speech or peaceful assembly with others. For further information, see the Student Handbook and Chapter UWS 17 .

FINANCES

Financial Aid
UW-Extension degree programs are not currently eligible for federal financial aid administration (Title IV).

Tuition Grant
Students who demonstrate financial need may be eligible for a UW Flexible Option Tuition Grant. For information about this grant and how to apply, please click here.

Tuition
A subscription period is a three-month period, beginning on the second day of a given month and ending on the last day of the third month. A student may enroll in as many competencies and projects as can be successfully mastered within this three-month period for a flat tuition rate of $2,250. Some exceptions apply (see policy on PR marks and project limits). Tuition covers content, assessments, and support but excludes the cost of books and other special materials that may be required for the program.

Students reenrolling in a project in future subscription periods must pay tuition for each subscription period until mastery is earned (see Academic Actions for monitoring PR progress toward mastery).

Tuition Refund
Students who withdraw from a UW Flexible Option program prior to or within ten days of the start of the subscription period are refunded all (100%) tuition. Students who withdraw between the 11th and 20th day of the subscription period are eligible for a 50% tuition refund. Students who withdraw on or after the 21st day of the subscription period are not eligible for a tuition refund.

Administrative Withdrawal and Tuition Refund
Tuition is due by 11:59 P.M. CST on the 10th day of the subscription period (e.g., January 11 by 11:59 P.M. CST for a January subscription period). All financial obligations must be paid and credited to your student account to avoid cancellation of registration. A student who fails to do so will be administratively dropped and assessed a $50 fee, and the student will have to defer to another subscription period.

GI Benefits
Wisconsin veterans enrolled in a UW-Extension program may use their Wisconsin GI Bill benefits to waive tuition.

Note: At this time, BSBA students are not eligible for Federal Veterans Benefits but are still required to apply in order to demonstrate eligibility for the Wisconsin GI Bill. Go to the U.S. Department of Veterans Affairs Education page to apply for your federal benefits.

Scholarships
UW-Extension encourages students to explore options for scholarships. Common scholarship providers are community foundations in your local area and regional or national philanthropic foundations. You can learn more about scholarships at the US Department of Education.

Employer Reimbursement

Many students take advantage of benefits offered through their workplace. Students are encouraged to check with their employers to see if there are any tuition reimbursement programs available to them.

MASTERY & MARKS

Degree requirements comprise of both competency area marks and project marks.

Competency Area Marks

Each degree program offered by UW-Extension requires mastery of a fixed number of competency areas, as seen in Section II and Section III. Each project in part or in whole corresponds to one or more competency areas. A competency area mark is calculated by using weighted averages from corresponding project competency marks earned.

- If the marks for the majority of the competencies have a weighted average of 90% or higher, a mark of *Mastered with Distinction* is reported (which translates to a letter grade of A).
- If the marks for the majority of the competencies have a weighted average between 80% and 89%, a mark of *Mastered* is reported (which translates to a letter grade of B).
- Competency areas with weighted averages below 80% are considered not mastered, and students must continue to work on them until they achieve a weighted average of 80% or higher.

The relationship between competency area scores and letter-grade equivalents is summarized in Table 1-1.

Table 1-1: Competency Area Marks

Competency Area Scores	Mastery Mark	Letter-Grade Equivalent
At or above 90%	Mastered with Distinction	A
Between 80% and 89%	Mastered	B
Below 80%	Program competency not displayed on transcript	Not Applicable

NOTE: A grade point average is not calculated for UW-Extension degree programs.

Project-Level Marks

Each project is comprised of specific competencies, associated assessments, and the resources needed for successful completion. At the conclusion of each subscription period, a mark is reported for each project and the mark is transcribed to the student's academic record. The mark indicates whether the student mastered the project, is still in progress with the project, or has been withdrawn. An In Progress mark of PR is given to a student who has not completed a project, but who has submitted at least one non-practice assessment by the end of a subscription period. Practice assessments are not evaluated and do not count toward the In Progress mark.

Projects marks are summarized in Table 1-2 and are more thoroughly defined in the subsequent section.

Table 1-2: Project Marks

Description	Mark
Mastered	M
Mastered with Distinction	MD
In Progress	PR
Incomplete	I
Withdrawal	W
Fail	F
Repeat Complete	RC
Repeat Incomplete	RI

Marks

Student work is evaluated against a set of rubrics that are made available to students upon enrollment. Although students may work on projects in various ways, *formal educational activity* is defined as submission of one non-practice assessment, and only non-practice assessments will be formally evaluated and receive marks.

- **Mastered with Distinction (MD):** Student work that reaches a distinguished level of achievement. Criteria are stated in the project orientation guide.

- **Mastered (M):** Student work meets or exceeds the stated criteria for mastery of a project. Criteria are stated in the project orientation guide.

- **In Progress (PR):** Student work demonstrates academic activity in an enrolled project, including at least one non-practice assessment, for evaluation but does not earn a mark of Mastered (M) by the end of the subscription period receives a mark of "PR" for the in-progress project. Practice assessments do not satisfy the requirement for PR grades.

  Students may not have five or more open projects with an In-Progress status during any subscription period. Students who have five open projects with an In-Progress status may not register for additional projects until they complete one or more of the open projects. This policy only applies to credit equivalents offered through UW-Extension.

  Students who receive a mark of PR on a project have four additional subscription periods to master the project before being suspended.

  While continuous enrollment in a project with a PR mark is not required, students must demonstrate progress toward mastery by reenrolling in or retaking the project within six calendar months from the end of the subscription period for which the last PR mark was assigned. Beyond six months, there is no guarantee that the student's prior work will carry forward into a new version of the project.

- **Incomplete (I):** Under extraordinary circumstances (e.g., family/medical emergencies), students may request an incomplete mark of I from the instructor for project work that is near completion. To be eligible, students must have successfully passed all but the final assessment in a project.

Students requesting an Incomplete must submit official documentation related to the extraordinary circumstances within 30 calendar days of the end of the subscription period. Students receiving a mark of Incomplete must master the project within three months of the end of the subscription period in which the mark was recorded. An Incomplete project that is not mastered within three months will be changed to a mark of PR (see Academic Actions for monitoring PR progress toward mastery). Students who receive a mark of Incomplete will not be charged tuition; however, Incompletes that are converted to a PR mark will be charged tuition for each additional attempt until mastery.

- **Withdrawal (W):** Students are permitted to withdraw from projects through the 25th day of the subscription period in which they are currently registered without receiving a mark of W on their transcript. Students will receive a W on their transcripts if they withdraw after the 25th day of the subscription period through the 15th day of the second month. Withdrawals are not awarded after the 15th day of the second month.

- **Fail (F):** As a consequence of a finding of academic misconduct, a student may receive a mark of F on a project. Academic misconduct is defined in Wisconsin Administrative Code UWS Chapter 14. A mark of F indicates that the enrollment counts as an attempt to complete a project. By UW System policy, a finding of academic misconduct is permanently noted on the transcript.

- **Repeat Complete (RC):** Applicable to students repeating a project previously satisfied through transfer credit. Student work meets or exceeds the stated criteria for mastery of a project and/or relevant competencies.

- **Repeat Incomplete (RI):** Applicable to students repeating a project previously satisfied through transfer credit. Student work does that does not meet the stated criteria for mastery of a project and/or relevant competencies.

Assessments Scores and Assessment-Level Competency Marks

In addition to a project-level mark, students will earn marks for assessments and assessment-level competencies. The learning management system maintains assessments scores and assessment-level competencies, but these marks are not transcribed to the student's academic record. Assessment scores and assessment-level competency marks are summarized in Table 1-3 and are more thoroughly defined in the subsequent section.

Table 1-3: Assessment Scores and Assessment-Level Competency Marks

Assessment Scores		Marks for Assessment-Level Competency	
Type	**% Scores**	**Description**	**Mark**
Assignments	%	Mastered	M
Mini-Projects	%	Mastered with Distinction	MD
Papers	%	Not Yet Mastered	NM
Quizzes	%		
Tests	%		
Presentations	%		

Assessment-Level Marks

- **Mastered with Distinction (MD):** Student work demonstrates mastery at a distinguished level of achievement.
- **Mastered (M):** Student work meets or exceeds the stated criteria for mastery of the assessment-level competency.

- **Not Yet Mastered (NM):** Student work does not earn a mark of Mastered (M) or Mastered with Distinction (MD) for an assessment-level competency by the end of the subscription period.

Appeal of Marks Received

A student who believes that a mark received is not consistent with their performance in a project may appeal the score or final mark. The student is first required to discuss the issue with the faculty member who graded the corresponding assessments. If the student is unable to resolve the matter with the faculty member, the student may file a written appeal according to the process outlined in the Student Handbook.

ACADEMIC ACTIONS

Each student may attempt to master a single project up to five times and may be awarded two additional attempts following the academic actions process described below. A registration hold will be placed on a student's record if enrollment progress toward mastery is not made within the limit of seven attempts.

Students receiving multiple marks of PR for any given project (see Mastery and Marks section above) will receive notices of academic actions along the way. These actions begin after a third mark of PR is assigned to a project (Table 1-3):

- **Academic Warning** alerts are sent after a third and fourth mark of PR is assigned to a single project. An alert notifies the student of the number of attempts remaining to successfully master the project.

- **Academic Suspension** notices are sent after a student reaches the limit of five PR marks for any given project. A **Suspension 1 Notice** (fifth PR mark) results in a three-month suspension from the degree program. A student has two additional attempts at this project, and, if the project is not mastered by the conclusion of the seventh enrollment, a **Suspension 2 Notice** will be delivered, which results in a 12-month suspension from the degree program.

  Academic suspension is designed to allow for time in which a student will work with an Academic Success Coach, reflect on whether the degree program is the right fit, and construct a plan for future success. A student who has been suspended must, as a condition for return to the program, consult with an Academic Success Coach to prepare a revised learning plan and to articulate clear steps to accomplish learning goals. The student will then discuss this revised learning plan with the Director of Student Success. Students who serve their suspension, or are allowed to return through an appeals process, will return in good standing.

Table 1-3: Summary of Academic Actions

PR Earned for a Given Project	Academic Standing (End of Subscription Period)	Academic Action
First	Good Standing	Good Standing
Second	Good Standing	Good Standing
Third	Good Standing	Academic Warning
Fourth	Good Standing	Academic Warning
Fifth	Suspension of three months	Suspension of three months
Sixth	Good Standing	Academic Warning
Seventh or greater	Suspension of 12 months	Suspension of 12 months

Academic Standing

At the end of each subscription period, an enrolled student will be in one of two academic standings:

- **Good Standing:** A student is said to be in good standing if there is continuous demonstration of mastery-level progress being made toward degree attainment. A student will remain in good standing as long as the total number of In-Progress (PR) marks assigned for any one project does not exceed four.

- **Suspension:** A student who reaches the limit of In-Progress (PR) marks for any given project will be suspended from the program. If a student has not successfully mastered a project after the fifth attempt, the student will be suspended for a period of three months. The student will have two additional subscription periods to master the project in question. Upon reenrollment, if the student has enrolled for the two additional subscription periods and still has not mastered the project after the seventh attempt, the student will be suspended for twelve months and must reapply for admission. Admissibility will be evaluated against current admissions requirements.

  A student who returns after a suspension will return in good standing, but the number of PR-marked attempts is not reset. Failure to master the same project in the allotted time will result in the next level of suspension. In addition, the student is subject to all other academic standards.

  A student who returns from suspension must consult with the assigned Academic Success Coach to prepare a revised learning plan with clear steps to accomplish learning goals. The student must then discuss the revised learning plan with the Director of Student Success.

Expulsion/Dismissal

UW-Extension reserves the right to expel students for instances of academic misconduct as discussed in Chapter UWS 14, "Student Academic Disciplinary Procedures," or for nonacademic misconduct as discussed in Chapter UWS 17, "Student Nonacademic Disciplinary Procedures." Students are subject to all other provisions of Chapter UWS 14 and Chapter UWS 17 as outlined in the UW-Extension Student Handbook.

Suspension Appeals

Students may appeal suspensions to the Academic & Student Appeals Committee. Appeals must include a clear explanation of the problems that resulted in the insufficient achievement of mastery and how the student proposes to resolve those difficulties. A student who is allowed to continue will be subject to any other special conditions designated by the Academic & Student Appeals Committee. A student wishing to pursue an appeal must do so within 30 calendar days of notification of the suspension. The student who has a successful appeal may enroll in the next available subscription period. For more information, contact the Office of the Registrar.

REGISTRATION AND ENROLLMENTS

Classification/Class Standing

Though it is recognized that the UW-Extension BSBA degree is competency based and self-paced, there may be reasons for determining a class standing or "year in school." This is determined by totaling the number of credits earned toward the BSBA degree, including credit-by-exam as well as any credits successfully transferred from other institutions. Table 1-4 below presents the number of credits for the different class standings.

Table 1-4: Class Standing

Standing	Credits
Freshman	Less than 30 credit equivalents
Sophomore	30 – 53 credit equivalents
Junior	54-84 credit equivalents
Senior	85 or more credit equivalents

Credit Load (Enrollment Status)

Full- and half-time enrollment statuses indicate a student's credit load for each subscription period.

- **Full-time enrollment** is a status reported for students enrolled in six or more credits.

- **Half-time enrollment** is a status reported for students enrolled in five or fewer credits.

Credit Hour Definition

University of Wisconsin System stipulates the following definition for the credit hour: "The institutions shall award credit to students successfully completing approved instructional programs, or demonstrating competence or learning equivalent to that provided by such programs as either semester credits, or quarter credits. It is assumed that study leading to one semester credit represents an investment of time by the average student of not fewer than 48 hours for class contact in lectures, for laboratories, examinations, tutorials and recitations, and for preparation and study; or a demonstration by the student of learning equivalent to that established as the expected product of such a period of study. Study leading to one quarter of credit represents two-thirds of that set as the standard for one semester credit." (https://www.wisconsin.edu/uw-policies/uw-system-administrative-policies/academic-year-definition-and-assorted-derivatives/#II.Theawardingofcredit;)

UW System policy is consistent with the federal credit definition of one hour of direct instruction and a minimum of two hours of out-of-class student work each week for fifteen weeks (i.e. approximately 45 hours/credit). UW System policy permits awarding of semester credits for competency-based programs.

UW-Extension awards academic credit when students demonstrate mastery of specific competencies associated with an area of study. Consistent with the UW System policy and the federal definition, a single semester credit hour awarded by UW-Extension reflects an estimated investment of 48 hours of time by the average student in acquiring specified skills, abilities and knowledge and demonstrating mastery of the competencies associated with the credit.

Dual Enrollment

Students who have not fully met the UW-Extension general education requirements may elect to enroll in competency sets offered through UW Colleges Flexible Option to meet these requirements. A student who enrolls in both UWC competency sets and UW-Extension BSBA projects during the same subscription period is said to be dually enrolled.

Prerequisites/Co-Requisite

The following are the definitions of prerequisite and co-requisite projects.

- A **prerequisite** is a project that a student must master before enrolling in the more advanced project. Prerequisite studies are listed for a number of projects. Students may register for a more advanced project

during the same subscription period for which the prerequisite is being satisfied; however, students will not be or granted access to project learning materials without first having met the listed prerequisites.

- A **co-requisite** is a project that a student is required to take concurrently or prior to enrolling in the desired course. Knowing the information presented in the co-requisite project is considered necessary in order for a student to be successful in the current project.

Registration Restrictions

The following are definitions of the types of restrictions for different registration scenarios.

- **Open Project Restriction:** Each student is limited to having no more than five open projects with an In-Progress status during any subscription period. Students who are at the limit of five open projects with an In-Progress status may not enroll in another project until at least one of the projects with PR status has been successfully completed with a mark of M or MD.

- **Repeating Projects Taken through UW-Extension:** A student may attempt to master a single project up to five times (with two additional attempts allowed following the procedures in the Academic Actions section). A registration hold will be placed on a student's record if progress toward mastery is not made within the limit of seven attempts. Students are not allowed to repeat a UW-Extension project in which they earn a mark of M or MD.

- **Suspension:** A registration hold will be placed on a student's record if progress toward mastery is not made within five attempts on a single project, which puts the student in suspension status. The registration hold is lifted after the three-month suspension. Students have two additional attempts after returning from the three-month suspension. If after those two attempts the student has not mastered the project, the student is suspended for an additional twelve months and will need to go through readmission.

- **Unenrolled periods between subscriptions:** While continuous enrollment in a project with a PR mark is not required, students must demonstrate progress toward mastery by reenrolling in or retaking the project within six calendar months from the end of the subscription period for which the last PR mark was assigned. Beyond six months, there is no guarantee that the student's prior work will carry forward into a new version of the project.

- **Version Control:** Projects, academic content, assessments, and other academic components of the program are periodically updated to ensure that the curriculum remains current and relevant. Whenever a curriculum update is scheduled, students receive a warning that the version of the curriculum in which they are engaged will expire. Students are then given a version termination date that is no fewer than six months from the issuance of the warning. During those six months, students must complete all in-progress projects or risk having to start them again in the new version. New students who begin a project during the six-month transition period are enrolled in the new version of the project.

Repeating Projects Satisfied through Transfer Credit

To improve foundational knowledge for more advanced projects, students may request to repeat projects that were previously satisfied through transfer credit that was granted. Projects that are repeated as a refresher are not awarded credit towards the degree, as the credit granted in transfer cannot be counted twice for the same project. Previously granted transfer credit will continue to satisfy prerequisite or co-requisite requirements.

Students repeating projects as a refresher are required to obtain instructor consent (link to Transfer Credit Repeat form) and complete all designated competencies assigned by the instructor. A mark of RC (Repeat Complete) will

be awarded for successful attempts and a mark of RI (Repeat Incomplete) will be assigned for unsuccessful attempts. Project with marks of RI may be repeated with instructor consent.

Projects repeated as a refresher are part of the credit load for billing purposes but the credit does not count toward full-time attendance for financial aid purposes, Veterans Administration benefits or Social Security certification.

Students Called to Active Military Duty
UW-Extension and the UW System have policies in place to accommodate students who must temporarily set aside their educational pursuits when called to active military duty. These students are entitled to withdraw from the university and receive a full refund of tuition for work in which they are actively enrolled at the time of the call-up.

The UW-Extension Veterans Service Office requires a copy of official orders and, once received, notifies the Department of Veterans Affairs in St. Louis, Missouri of the student's withdrawal from the university. Upon returning to school, UW-Extension requires a copy of the DD-214 to send to the Department of Veterans Affairs in St. Louis, Missouri. This ensures that the information in their system is current when determining entitlement.

Students called to active duty before the start of the subscription period may cancel their enrollment by completing the Cancellation Request Form.

Students called to active duty during the subscription period should notify their Academic Success Coach of their intent to officially withdraw from their enrolled projects. Students called to active duty will have their progress carried forward and restored in UW-Extensions Learning Management System) upon returning to enrolled status. An exception to restoring work in the Learning Management System would be a change in project versioning. Students enrolled in a project will receive a warning that a change will be occurring and that the project version will expire on a termination date no fewer than six months in the future. During those six months, the student may complete the project or be held to enrolling under the new version of the project.

Note: These provisions apply to involuntary Federal Title 10 activations and missions authorized by state Governors during times of disaster relief or similar emergency, but not for routinely scheduled training, attendance at service schools, or voluntary enlistments. These provisions also apply to students who are spouses of activated National Guard Personnel of U.S. Military Reservists when the deployed service member has a dependent child.

For additional information about issues related to military call-ups, contact the UW-Extension Veterans Coordinator.

Auditing
Auditing allows a student to enroll in projects or courses without the benefit of earning a mark or credit for the project or course. Credit-bearing projects or courses offered through UW-Extension are not eligible for audit.

TRANSCRIPTION OF COMPETENCIES
UW-Extension degrees' competencies are assessed through projects. Students register for projects, and the transcript lists projects along with the competencies mastered within the projects.

Transcript Description
Each student's transcript displays the following details:
- Competency area and projects in which students enrolled and earned marks
- Statement of competencies demonstrated in each project
- Assessment-level competencies mastered within each project
- Dates of enrollment

- Findings of Academic Misconduct (Wisconsin Administrative Code UWS Chapter 14) or Nonacademic Misconduct (Wisconsin Administrative Code UWS Chapter 17), per Wisconsin Administrative Code policy.

Requesting a Transcript
Students may request an official printed transcript through the Office of the Registrar.

Credit Transfer to Another Institution
Project credit is awarded during the subscription period in which the project was mastered. Competency area credit is awarded after the last remaining project within the competency area is mastered. Marks and credits awarded for competency areas completed are considered when determining transfer credit equivalencies. If the entire competency area was not completed by the student, there may be partial transfer credit granted for credit earned at the project level—if it is determined that there are transfer credit equivalents. Transferability of credits at the competency area level or project level is at the sole discretion of the receiving institution.

FAMILY EDUCATIONAL RIGHTS & PRIVACY ACT (FERPA)
FERPA, or the Family Educational Rights and Privacy Act of 1974, is a federal law that protects the privacy, access, and disclosure of student educational records (as amended). Student educational records are covered under this act if the student is currently or was previously enrolled in a credit-bearing course at UW-Extension. Student educational records are records directly related to a student and maintained by UW-Extension. Examples include grades, transcripts, student course schedules, student financial information, and student discipline files (with some exceptions).

In addition to protecting a student's educational record, FERPA also affirms several rights, such as the right to inspect the student record, request an amendment to the student record, consent to disclose personally identifiable information, file a complaint, and be notified of rights.

FERPA also allows for the disclosure of a student's educational record without consent to school officials demonstrating a legitimate interest. A school official is anyone who is employed by the UW System in an administrative, supervisory, academic, research, or support staff position; a person or company that has been contracted by the UW System; a person serving on the governing or advisory board of the university; or a student serving on an official committee (such as a disciplinary or grievance committee) or assisting another school official in performing their tasks. A school official has a legitimate interest in a student educational record if a review is required in order to fulfill an official's professional responsibility.

Directory Information under FERPA
UW-Extension protects a student's educational record and will not disclose personally identifiable information without permission. Certain information is classified under FERPA as directory information and can be shared by the university without student consent, including:

- Student name
- Address
- Email address
- Telephone number
- Date of birth
- Designation of school/college (year in school)
- Enrollment status (part/full time)
- Program field of study
- Dates of attendance

- Degrees and dates of graduation, including anticipated graduation dates
- Awards received, including academic awards
- Previous institutions attended

A student may choose to withhold directory information by completing the FERPA Non-Disclosure Request.

Non-Directory Information Under FERPA
Information not designated as directory information is protected by UW-Extension and will not be released. Information in this category includes items such as a student's social security number, campus identification number, place of birth, marital status, academic actions, financial aid, billing, registration and transcript information, etc.

FERPA requires that a consent for disclosure of education records be signed and dated, specify the records that may be disclosed, state the purpose of the disclosure, and identify the party or class of parties to whom the disclosure may be made. If a student chooses to allow protected information to be released, a FERPA Consent Request must be completed that includes the type of information specified and to whom it can be released.

Request to Amend Records
Students have the right to amend their record if they feel that there are inaccuracies. To do so, the student should contact the Office of the Registrar in writing, clearly identifying what part of the record should be changed and why. The Office of the Registrar will review the request, notify the student in writing of the final decision, and provide information about any additional steps as well as the appeal procedure (should the student wish to appeal the decision). The official decision of the request will be placed in the student educational record along with supporting information for the decision of the amendment. This information is protected under FERPA.

Requests for Letters of Recommendation
Any request for a UW-Extension faculty member or employee to write a letter of recommendation that speaks to any part of a student's non-directory educational record will require written permission. The Letter of Recommendation Request form must be completed when requesting this type of letter. For more information, contact the Office of the Registrar.

Visit the UW Flexible Option FERPA website for more information on FERPA.

GRADUATION
When it comes time for a student to graduate, the following items should be taken into consideration.

Degree Requirements: To graduate from a UW-Extension degree program, students must successfully complete the required number of credit equivalents distributed among the three categories of requirements: general education requirements, program-specific requirements, and program electives. Consult each program section for specific credit equivalency requirements.

Applying for Graduation: To apply for graduation, students must complete the Graduation Application form and return it to the Office of the Registrar. Students are advised to submit their application at least one subscription period in advance of their expected term of graduation so they have time to adjust their schedule if necessary.

Timeline for Conferring Degrees: Applicants will be notified of their graduation status via email by the 15th day of the month following the completed subscription period. The degree conferral date will be the last day of the month of the subscription period for which the student was recently enrolled (e.g., March 31st for the January subscription

period). Final transcripts reflecting degree completion will be available after the 15th day of the month, and diplomas will be mailed by the 30th day of the month following the final subscription period.

Financial Holds and Graduation: Students who owe money to the university will not be eligible to receive their degree or an official transcript.

FERPA After Graduation: After a student graduates, their education records will continue to be protected under FERPA. Students wishing to make changes to student education record permissions must submit the appropriate FERPA form.

Replacement Diplomas: If you need a replacement diploma or had a name change, contact the Office of the Registrar for more information. Note that a reissued diploma will bear the original date of the degree but the signatures will include the current administration.

STUDENT PROTECTION AND SAFETY
The following items are important for students to be aware of in regards to their own safety and protection.

Clery Act Reporting Violence Against Women Act (VAWA)
The Clery Act requires colleges and universities to disclose information about crime on and around their campuses. The law is tied to an institution's participation in federal student financial aid programs and is enforced by the U.S. Department of Education. Because UW-Extension's programs are wholly online and students are never present on a physical campus, Clery reporting is not applicable. UW-Extension is committed to a safe online learning experience. A student experiencing concerns should not hesitate to report those concerns to the Academic Success Coach or instructor.

Sexual Harassment & Violence
UW-Extension's mission is to provide a teaching, learning, and working environment in which faculty, staff, and students can discover, examine critically, preserve, and transmit the knowledge, wisdom, and values that will improve quality of life for all. To promote these institutional values, UW-Extension is committed to creating and maintaining a community environment that is free from sexual violence or sexual harassment.

The Sexual Harassment & Violence Policy prohibits acts of sexual violence or sexual harassment on university property, at university-sanctioned or university-affiliated events, or any place where off-campus conduct affects a member of the university community. The university is committed to educating its community and to promptly and effectively responding to and redressing conduct that occurs in violation. All university students and employees are protected under this policy and are provided with information and resources to identify, report, and respond to sexual violence and sexual harassment including sexual assault, stalking, and intimate partner violence. These efforts support the overall missions of UW-Extension and the UW System. Refer to the Student Handbook for further information.

Sexual Violence Elimination Act, or SaVE Act
The SaVE Act refers to the Violence Against Women Act (VAWA) amendments to the Clery Act. The Campus SaVE Act expands the scope of this legislation in terms of reporting, response, and prevention education requirements around rape, acquaintance rape, intimate partner violence, sexual assault, and stalking. More information about this Act can be found on the UW System website here.

Title IX – Discrimination on the Basis of Sex
Title IX of the Education Amendments Act of 1972 is a comprehensive federal law that prohibits discrimination on the basis of sex in any educational program or activity receiving federal financial assistance. It was first enacted to

address different admission standards and quotas for women in academic programs, but since then has also been used to address issues with sexual harassment, sexual assault, access to athletics, transgender students' rights, and the rights of students and employees who are parents. Title IX applies to all aspects of an institution's programs and services.

A full description of UW-Extension's Title IX compliance and what to do if a student believes there has been an act of discrimination is available in the Student Handbook.

STUDENT SUPPORT SERVICES
To following services are in place to help a student achieve academic success.

Academic Success Coach (ASC)
Upon admission to UW Flexible Option, a student is assigned an Academic Success Coach who provides academic advising, success coaching, referral and administrative direction, and mentoring support throughout the duration of the student's program.

The ASC works with the student to develop an Individualized Learning Plan, or ILP. Information previously gathered through early/pre-application conversations between the student and a UW Flexible Option Enrollment Advisor provides a foundation upon which the ASC builds. Working closely with the student, the ASC crafts an approach tailored to meet the student's needs and goals.

Academic Plan of Study
Prior to the start of each subscription period, the student—with the help of the ASC—creates an Academic Plan of Study (APS). An APS is a written plan that reflects degree requirements, previously completed coursework in fulfillment of requirements (including any transfer credit equivalencies), and intended future coursework. A discussion of student goals for timeline of completion, student progress, and study strategies inform the plan. Generally, an APS includes four subscription periods and is updated at the conclusion of each period.

Flex Check-In (FCI)
For each project in which a student is enrolled, the student is required to complete the Flex Check-In (FCI). This check-in exercise allows the student to demonstrate thoughtful engagement with the skills and knowledge in the project by answering questions from their own experience and perspective. This activity is completed within the first 10 days of each month of the subscription period. The FCI does not receive a mastery mark; however, faculty will provide feedback and offer guidance. Failure to complete a required FCI may result in administrative withdrawal or drop from a project. For specific information related to your program, visit the Flex Check-In webpage.

Career Services
Many students enter UW Flexible Option with specific career goals, while others are in need of additional guidance. To assist in exploring career fields that align with interests, personality, or existing skills, students are encouraged to visit the UW-Extension Career Center located on the UW Flexible Option website.

Disability Services
In accordance with the Americans and Disabilities Act (ADA) and Section 504 of the Vocational Rehabilitation Act of 1973, individuals with disabilities are protected from discrimination and assured services and accommodations that provide *equal access* to the activities and programs of the university. To establish that an individual is covered under the ADA, documentation must indicate that the disability substantially limits a major life activity. If academic or classroom-based accommodations are requested, learning must be one of the major life activities affected. Documentation submitted must be appropriate to verify eligibility, demonstrate a current substantial impact of one

or more major life activities, and support the request for accommodations or auxiliary aids. See the Student Handbook for additional information on accommodation requests.

Academic Success Coaches will provide information to students wishing to request academic accommodations. The eligibility process and implementation of accommodations can take several weeks. It is therefore important for students to be proactive and contact their ASCs early on to ensure that accommodations are in place by the time the subscription period begins. Additional information may be found on the UW Flexible Option website here.

Library and Textbook Services

Most content and resource materials will be included in the project and learning management system. For exceptions, UW-Eau Claire provides online library services to UW-Extension degree seeking students. By logging in using UW-Extension credentials, students can search the collections to find books, articles, and other resources. In many cases, a student can also get books from other campuses through interlibrary loan. Students may access the library through the student portal.

Some projects rely entirely on free resources, and some recommend or require textbooks for purchase. If a textbook is required, it is the student's responsibility to acquire it. Required and recommended learning resources are listed in the project orientation section along with information designed to help students decide whether or not to purchase a book. The university does not offer textbook rental services, since most materials are provided.

Orientation

Ongoing assistance and support is made available to students at key points in the exploration, application, admission, and enrollment processes to ensure that they have the ability to seamlessly transition into a competency-based education format, take advantage of services and resources that will help them succeed, and ultimately take charge of their learning experience. Specific student outcomes include the following:

- Students will understand what is meant by competency based education (CBE) approach, and gain a working knowledge of key concepts of UW Flexible Option.
- Students will understand the role of their Academic Success Coach. Students will learn how their ASC will assist them throughout their enrollment, what an ASC expects of students and what students can expect from their ASC, and set up a plan for how to approach their studies.
- Students will be familiar with key policies and procedures, general education and program-specific requirements, and the faculty role. They will also be able to find further information about these things when they need to.
- Students will learn how to successfully use the various systems that are necessary to enrollment and success in UW Flexible Option.
- Students will learn about a variety of essential services and support teams available to them as a UW Flexible Option student, and how these can provide tools for success.
- Students will be welcomed into a community of students and scholars in a positive and encouraging way, gaining a clear understanding of who to go to for what and a feeling of belonging to the program in which they are enrolled.

Student Information/Engagement System

The Student Information/Engagement System is the online portal through which students access the majority of their educational services.

- **Credentials:** Students are issued a username and password at the time of application to a UW-Extension degree program. Using these credentials, a student may log in to the student portal at my.uwex.edu and monitor the admission review process, review outstanding tasks, register for competencies, pay tuition, seek assistance from our technical team, send or receive emails, and conduct other enrollment business.

- **Digital Learning Environment:** Once a student has registered for projects, that student will log into the UW-Extension learning management system (LMS) using assigned credentials to access learning materials, submit work, receive feedback from faculty, and complete assessments. Marks and progress will also be indicated with the learning platform.
- **Technical Support:** Assistance with the LMS, student portal, and other project-related software or hardware questions is available from a team of technical support staff trained to provide guidance and troubleshoot on a student's behalf. Support is provided at no charge to the student.

Student Shared Governance

Wisconsin state statute declares that UW-Extension degree-seeking students have the right to determine the manner in which they will govern themselves and participate in university shared governance. The statute assigns students the responsibility to advise the Chancellor on two matters: the formulation and review of policies concerning student life, services, and interests, and the disposition (in consultation with the Chancellor and subject to the final confirmation of the board) of student fees that constitute substantial support for campus student activities. See the Student Handbook for further information.

Tutoring services

The following are current tutoring options for students to get additional academic support.

- **Net-Tutor:** This online tutoring service offers support in 19 subject areas at no cost to the student. Access codes are provided by Academic Success Coaches. Sessions are timed; however, a student may request additional sessions (again at no charge).

- **Wisconsin Online Writing Lab:** Through the WISC Online Writing Lab, a student can submit a draft of work for review by a trained writing coach. The coach provides suggestions for improving the clarity, organization, and mechanics of student writing. Please note that this is not a proofreading service.

Veteran Services

Students who are veterans may be eligible for a number of programs and services. Information on benefits can be found on the UW Flexible Option website. A student's Academic Success Coach can also provide information on available programs and services for veterans.

Section II: UW-Extension Degree Information

OVERVIEW AND PROGRAMS OFFERED
UW-Extension baccalaureate degrees require the completion of 120 credits comprised of three curricular categories: general education requirements, program-specific requirements, and elective competencies. Current degrees offered by UW-Extension include:
- Bachelor of Science in Business Administration

UW-EXTENSION GENERAL EDUCATION REQUIREMENTS
The UW System embraces the definition of liberal education developed by the American Association of Colleges and Universities (AAC&U). In addition, the UW System has established Shared Learning Goals to form the foundation of all competencies that are part of the curriculum. The UW System Shared Learning Goals include:
- **Knowledge of Human Cultures and the Natural World,** including breadth of knowledge and the ability to think beyond one's discipline or area of concentration.
- **Critical and Creative Thinking Skills,** including inquiry, problem solving, and higher-order qualitative and quantitative reasoning.
- **Effective Communication Skills,** including listening, speaking, reading, writing, and information literacy.
- **Intercultural Knowledge and Competence,** including the ability to interact and work with people from diverse backgrounds and cultures, to lead or contribute support to those who lead, and to empathize with and understand those who are different than they are.
- **Individual, Social, and Environmental Responsibility,** including civic knowledge and engagement (both local and global), ethical reasoning, and action.

UW-Extension General Education Requirements
General education requirements are fulfilled if students earn a minimum of 30 general education credit equivalents in the distribution requirements below.

- **Arts, Humanities, and English Composition: Minimum of nine credit equivalents from two or more disciplines**
  - **Arts & Humanities: nine credit equivalents.** Students who study the arts will demonstrate that they understand and can articulate an awareness and aesthetic appreciation of the visual and performing arts in their historical and social contexts. Through study of the humanities, students demonstrate knowledge and analysis of the human condition and human cultures, especially in relation to behaviors, ideas, and values expressed in works of human imagination and thought.
  - **English Composition: three credit equivalents.** Students should be able to demonstrate the ability to communicate effectively in clear and correct prose in a style appropriate for the subject, occasion, and audience. Students will demonstrate that they can effectively state an argument and support that argument with evidence. These competencies may be demonstrated by successful completion of college-level English composition or through test scores that meet or exceed this requirement. Credit equivalents earned in academic study of English composition may count toward the Arts and Humanities area.
- **Mathematics and Natural Science: Minimum of nine credit equivalents from two or more disciplines**
  Credit equivalents must come from two or more disciplines. By completing the BALG and BST Competency Areas, eight credits of this general education requirement are also satisfied. Though credit equivalent from one area may be used to satisfy multiple degree requirement, the credits applied towards graduation (120 total credits) are not double counted. To fulfill this general education category, students must complete at least one science competency set. Students studying mathematics and natural sciences will demonstrate that they understand and can apply the methods that scientists use to answer questions

about the natural world as well as the quantitative and scientific skills that are used in the service of society. The Natural Sciences area includes natural science and physical science.

- **Social Sciences: Minimum of six credit equivalents from two or more disciplines**
  Credit equivalents must come from two or more disciplines. As part of a program of general education, students must demonstrate competencies in the social sciences. Through study of the social sciences, students will demonstrate an understanding of the methods and theories that social scientists use to understand societies and their relationship to individuals. Students will be able to describe and explain human actions using social science concepts and evidence.

- **Cultural Diversity: Minimum of three credit equivalents**
  Studies in cultural diversity aim to foster appreciation of the attitudes, relationships, and interactions of four specific populations in American culture. These four populations include Native American, African American, Hispanic, and Asian American populations. Through study of these populations, students will demonstrate understanding, appreciation, and empathy for the diversity of human experience and perspectives. The three credit equivalents in this area can come from a competency set or course with a cultural diversity designation in the three areas discussed above, namely Arts & Humanities, Mathematics & Sciences, and Social Sciences.

PATHWAYS TO SATISFYING ELECTIVE & GENERAL EDUCATION REQUIREMENTS
Completing general education and elective coursework can be done through a variety of different options and scenarios. The following describe the situations that may fulfill general education and elective requirements.

Earned Bachelor's or Master's Degree From a Regionally Accredited Institution
Students who earned either a bachelor's or master's degree from a regionally accredited institution will have satisfied all electives and all general education requirements, including the English Composition requirement.

Successful Completion of the UW Colleges Associate of Arts and Sciences Degree (AAS)
As per Regent Policy 4-4, students who have earned an Associate of Arts and Sciences degree from the UW Colleges have satisfied all electives and all general education requirements, including the English Composition requirement.

Successful Completion of a Liberal Arts Associate Degree From a Regionally Accredited Institution
Students who have earned a liberal arts associate degree from a regionally accredited institution have satisfied all electives and all general education requirements, including the English Composition requirement.

Associate degrees that are not liberal arts degrees will be evaluated for general education equivalencies.

Successful Completion of General Education Requirements Through Prior Post-Secondary Study
Transcripts for students with some college-level academic work but no qualifying degree as defined above will be evaluated on a case-by-case basis to determine if prior academic work satisfies general education requirements. Any remaining general education requirements may be satisfied through academic work offered by UW Colleges or UW Flexible Option selections, additional transfer work having an appropriate UW-Extension competency equivalency, or through credit-by-examination with the College Level Examination Program (CLEP).

Credit By Examination
UW-Extension programs honor some learning credentials earned through examination. Students may have prior experiences that qualify for credit equivalents in their degree program. This prior knowledge may be gained through non-credit adult courses, job training, independent reading and study, or advanced high school courses. For such students, UW-Extension allows transfer of academic work that is verified through examinations offered by Advanced Placement (AP), International Baccalaureate (IB), College Level Examination Program (CLEP), and

Dantes/DSST. Students who successfully complete these exams may transfer credit equivalents to UW-Extension. Depending on the subject area and the exam, the credit equivalents may count toward general education or elective credit requirements. A list of credit equivalents that students can earn toward the BSBA degree through AP, IB, CLEP, and Dantes/DSST examinations can be found in the Credit by Examination Table.

College-Level English Reading and Writing

For the purposes of satisfying both the general education requirement and the prerequisite competency in reading and writing, a student may request evaluation of official exam results. Exam options for the English Composition requirement include:

- Advanced Placement: English Language & Composition Exam Score of 3 or higher
- International Baccalaureate: English A1-Higher Level Exam score of 4 or higher
- College Level Examination Program: College Composition Exam Score of 50, or CLEP Analyzing and Interpreting Literature Score of 50
- Achieve a score on the UW System English Placement Exam that places the student at a level beyond English 102. The test must be completed within 12 months of admission to the BSBA. No equivalent credits are awarded, but students are waived from the English Composition requirement.

Section III: Program Specific Information & Curriculum

DEGREE REQUIREMENTS: BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION

Description
The Bachelor of Science in Business Administration (BSBA) requires successful completion of 120 credit equivalents distributed as follows:
- 65 program-specific credit equivalents satisfied through the completion of BSBA projects
- 30 general education credit equivalents
- 25 elective credit equivalents

Residency Requirement
Mastery of all program-specific competencies must be demonstrated through the UW-Extension Flexible Option degree program with the exception of six competency areas, which may be satisfied through applicable transfer coursework. Additional courses or competencies from other institutions may be transferred or substituted for the projects within the program with approval of the academic director as long as no fewer than 30 of the required project-level credit equivalents required for the bachelor's degree are earned through UW-Extension.

BSBA Electives
The BSBA degree requires the fulfillment of 25 elective credit equivalents. These elective credit equivalents can come from the general education category or other course equivalents to fulfill the requirement of 120 total credit equivalents required for this program. Academic courses of study outside of the BSBA project work may be applied here.

BSBA Projects
As indicated in table 3-1, the BSBA curriculum is project based around 20 competency areas. Each project requires students to demonstrate mastery in one or more competency areas. The final capstone project will require students to demonstrate mastery of a culmination of their skills in a real-world setting. The projects for the BSBA degree are designed so that the students meet competencies from 20 different areas integral to business administration practices. Students must complete all projects related to a competency area to earn transferable credit equivalents for the competency area.

Table 3-1: Competency Area List

Competency Area	Project Prefix	Project Number	Project Credits
Business Algebra	BALG	100	2
	BALG	105	1
	BALG	110	1
Business Communication	IS	300	*
	IST	315	*
	MKTG	305	*
	OBL	300	*
	GBUS	305	*
Business Economics I	BEI	100	1
	BEI	105	2

Business Economics II	BEII	100	1
	BEII	105	2
Business Law & Ethics	BLE	200	3
Business Statistics	BST	300	2
	BST	305	2
Finance	FIN	300	1
	FIN	305	1
	FIN	310	1
Financial Accounting	FACT	200	2
	FACT	205	1
Global Business	GBUS	300	2
	GBUS	305	2
Human Resource Management	HRM	300	3
Information Systems	IS	300	2
	IS	305	1
	IS	310	1
	IS	315	1
Managerial Accounting	MACT	200	1
	MACT	205	1
	MACT	210	1
Marketing	MKTG	300	2
	MKTG	305	2
Operations Management	OM	300	1
	OM	305	2
Organizational Behavior and Leadership	OBL	300	4
Project Management	PMGT	300	2
	PMGT	305	1
Sales	SALE	300	1
	SALE	305	2
Strategic Management	STMG	400	3
Supply Chain Management	SCM	400	1
	SCM	405	1
	SCM	410	1
Integrative Capstone Project	ICP	400	4
		Total Credits	**65**

*The Business Communication competency is satisfied through the completion of the corresponding projects.

Satisfying BSBA Competency Requirements with Transfer Credit

Students may satisfy competency requirements through previously completed coursework in the following six competency areas only (see Table 3-2): Business Economics I and II, Financial Accounting, Managerial Accounting, Business Algebra, and Business Statistics. For transfer credit considered equivalent to the aforementioned competency areas, the projects embedded in the competency areas are considered completed unless otherwise noted. Transferring credits to satisfy any of these six BSBA competency areas is subject to the following restrictions:

(1) Students can transfer credits to satisfy projects in six competency areas. These six competency areas are listed in the table 3-2. Only courses with at least three credits will be considered for transfer.

(2) For credits transferred in the competency areas listed in table 3-2, the projects are considered completed. Students can start in other projects that have the above projects as prerequisites.

(3) Credits transferred in BALG and BST will also satisfy general education requirements in Mathematics. Credits toward the degree will only be applied to the applicable competency area.

(4) Students who earn transferrable credit to satisfy a competency area requirement may not subsequently or concurrently enroll in a lower level competency set or project in the same discipline to satisfy a general education requirement.

(5) Students *cannot* transfer prior coursework to satisfy projects in any of the following competency areas: BLE, OM, SALE, MKT, GBUS, HRM, FIN, IS, OBL, PMGT, STMG, ICP, SCM, BC. *Note: The Business Communications competency area is satisfied through completion of projects that are not eligible for transfer.*

(6) Only academic work completed at institutions accredited by a regional or national accrediting organization recognized by the Council for Higher Education Accreditation are eligible for transfer. Refer to the UW-Extension Flexible Option Academic Policies document for more details on this requirement

Table 3-2: BSBA Transfer Credit

Area	Maximum Total Area Credits That Can be Transferred	Conditions for Transfer
BEI	Any number of credits (Students must have completed at least three credits for the transfer to take place)	A minimum grade of C; only credits they earned in the previous coursework will be transferred. Unless they earned at least three credits, no credits will be transferred. **Relevant courses:** Microeconomics
BEII	Any number of credits (Students must have completed at least three credits for the transfer to take place)	A minimum grade of C; only credits they earned in the previous coursework will be transferred. Unless they earned at least three credits, no credits will be transferred. **Relevant courses:** Macroeconomics
FACT	Any number of credits (Students must have completed at least three credits for the transfer to take place)	A minimum grade of C; only credits they earned in the previous coursework will be transferred. Unless they earned at least three credits, no credits will be transferred. **Relevant course:** Financial Accounting
MACT	Any number of credits (Students must have completed at least three credits for the transfer to take place)	A minimum grade of C; only credits they earned in the previous coursework will be transferred. Unless they earned at least three credits, no credits will be transferred. **Relevant courses:** Managerial Accounting

BALG	Any number of credits (Students must have completed at least three credits for the transfer to take place)	A minimum grade of C; only credits they earned in the previous coursework will be transferred. Unless they earned at least three credits, no credits will be transferred. **Relevant courses:** College Algebra (Higher Level)
BST	Any number of credits (Students must have completed at least three credits for the transfer to take place)	A minimum grade of C; only credits they earned in the previous coursework will be transferred. Unless they earned at least three credits, no credits will be transferred. **Relevant courses:** Statistics Note: Students are still required to complete the IS 300 project to fully satisfy the Business Statistics competency area.

BSBA Project List

COMPETENCY AREA PROJECT #	Assessment Competency Descriptions Project Titles	Credits
BUSINESS ALGEBRA	**Apply algebraic, exponential and logarithmic functions, and matrices to business scenarios.**	**4.00**
BALG 100	**Business Algebra Fundamentals** In this project, students will apply algebraic techniques such as algebraic expressions, equations, and inequalities to model business scenarios. They will learn to model and identify curves using data arising from business scenarios and be able to analyze these graphs to help solve business problems as well as make predictions. Students may work on multiple business scenarios and utilize concepts from coordinate geometry, polynomial functions, and quadratic functions. • Use functions, their properties, and their graphs. • Apply polynomial functions and their graphs to business scenarios.	**2.00**
BALG 105	**Money in the bank: Application of exponential and logarithmic functions** In this project, students will be working on five parts. In the first four parts, students will need to evaluate different options such as placing money in a savings account or a certificate of deposit (CD). When evaluating different investment options, students are expected to consider several factors such as interest rate, compounding periods (quarterly, monthly, or daily), and length of the contracts. Students will need to apply exponential and logarithmic functions to determine the best savings plan. Students will analyze options, compare them, graph them, and make calculations to determine the best investment options	**1.00**

for their money. In the fifth part, students will be required to summarize their understanding of investing in terms of rates, compounding, and length of contract in the form of a written paper. **Prerequisite:** BALG 100

- Apply exponential and logarithmic functions to solve business problems and process models of exponential growth and decay.

BALG 110	**Application of algebraic methods to model and solve business problems**	**1.00**

In this project, students will be provided with several different business scenarios such as choosing the most cost-effective cell phone plans, analyzing the revenue of a sports team based on stadium capacity and ticket sales, and comparing job offers from multiple companies. For each scenario, students need to decide how to model them using algebraic methods, identify the best method to solve the algebraic models, and apply appropriate solution methods to solve the business problems. As part of this project, students are expected to use algebraic models based on systems of equations and matrices. **Prerequisite:** BALG 105

- Apply algebraic and geometric methods to model and solve business problems using systems of equations.

BUSINESS ECONOMICS I	**Identify, analyze, and evaluate the microeconomic factors for business decisions.**	**3.00**

BEI 100	**Microeconomic Market Analysis I**	**1.00**

In this project, students will analyze the market that they work in or worked in at some point in their life. Questions that student address will include the following: What is the product/service? What are the product characteristics? Who are the consumers? Who are the competitors? They will also identify any changes in prices and the reasons/factors behind the changes. They will then use the supply and demand model to explain a recent price and/or output change in the marketplace. Finally, they will come up with a hypothetical economic change that can impact the future price and output/production in the market and explain their reasoning using the supply and demand model. The goal of this project is to make students aware of the importance of analyzing both consumption and production sides of any market. A related goal is to help students identify the factors behind changes in consumption or production sides of the market that ultimately would lead to changes in the equilibrium prices and production levels.

- Demonstrate a working knowledge of economic terms and concepts.
- Apply microeconomic models of supply and demand to analyze the impact of economic factors on product markets.

BEI 105	**Microeconomic Market Analysis II**	**2.00**

In this project, students will identify a microeconomic issue or a problem that challenges them to do an in-depth analysis of a market/industry. Focus Project #2 has five parts: proposal, survey design, first draft, final draft, and presentation video. Students will identify industry and market characteristics as well as key economic actors (firms, government regulations, and competition). The economic arguments of the stakeholders (firms, consumers, and the government) will be provided. Survey design will teach students how to design an online survey to gather public input about the topic. This is an important step as the survey results provide them with real-life data and an empirical foundation while literature review and other theoretical economic models provide them with a theoretical foundation. In an ideal project report, both theoretical and empirical foundations are needed to ground the ideas. In their policy recommendations, students will be expected to provide a comprehensive list of supporting arguments and a possible list of unintended consequences.

Prerequisite: BEI 100

- Analyze how demand and supply function in resource markets.
- Analyze the impact of government regulations on business and consumers.
- Analyze the consumer behavior and how it determines demand.
- Analyze producer behavior and how it determines supply.
- Analyze the effect of competition on market price, output, and consumer welfare.

BUSINESS ECONOMICS II	Evaluate economic, political, regulatory, legal, technological, and social contexts to address organizational challenges in a global society.	3.00

BEII 100	**Government Budget Process**	1.00

The goal of this project is to expose students to the budget process and what it takes to balance a budget in a dynamic world. Students will research the main sources of federal government revenues and the main categories of federal government outlays to differentiate between the federal government budget deficit and the national debt. Students will also identify the various options available to the federal government to balance its budget and explain why it seems so difficult for the federal government to do so. Students will also research whether spending cuts or taxes are the best way to balance the federal budget and make specific recommendations for addressing current budget problems. Finally, students will complete a budget puzzle and explain the inherent tradeoffs in balancing a budget. They will also rationalize their budget, along with identifying the potential winners and losers of their decisions. **Co-requisite:** BEI 100

- Demonstrate a working knowledge of economic terms and concepts.

- Apply economic models of gross domestic product, business cycles, unemployment, and consumer price index at the macro level.

BEII 105   **Business Cycle Analysis**   **2.00**

The goal of this project is to encourage students to explore the differences and similarities between the causes of the two most recent U.S. economic recessions. Students will also evaluate the effectiveness of the monetary and fiscal policies (demand-side and supply-side) that were designed to combat each recession. Students will also recommend and explain specific fiscal and monetary policies that they would have personally preferred to see implemented. Finally, students will explain why the Great Depression was relatively worse than the Great Recession of 2007 to 2009. **Prerequisite:** BEII 100

- Analyze the effectiveness of monetary and fiscal policies on the economy.
- Explain how changes in aggregate supply and aggregate demand affect business cycles.
- Illustrate the significant relationships between employment, unemployment, inflation, and output in the short and long term.

BUSINESS LAW AND ETHICS	Describe the legal environment and ethical considerations that govern businesses.	3.00

BLE 200   **Analysis of a Selected Organization's Navigation of Law and Ethics**   **3.00**

This project incorporates a number of practical business interactions. Students will participate in a real negotiation, visit a courthouse, research conciliation court rules and prepare a complaint, and prepare the paperwork to form a limited liability company. Students will explore ethical issues through movies, YouTube clips, and challenging scenarios. These activities culminate with the Business Interview. Students will formulate questions for a business owner interview. These questions must cover all five assessment competency areas including how the business owner plans for potential disputes, uses contracts, selects a legal entity for the business, deals with government regulations, and understands the role ethics plays in the business operation. Students will then interview an approved business owner and report back on their findings.

- Analyze dispute resolution processes.
- Analyze contracts in transaction of business.
- Distinguish between legal forms of organizations.
- Analyze government regulation of business.
- Analyze business ethics.
- Analyze a specific organization's application of legal and ethical principles.

BUSINESS COMMUNICATION	**Effectively communicate a business issue and alternative solutions in written and oral communication format.**	**3.00**

- Evaluate and assess communication situations (satisfied in Project OBL 300).
- Write clearly for target audiences, purposes, and contexts (satisfied in Project IS 300).
- Design effective documents and data displays (satisfied in Project GBUS 305).
- Deliver effective formal presentations in organizational contexts (satisfied in Project MKTG 305).
- Design appropriate and effective communication strategies that meet professional and business communication purposes (satisfied in Project IS 315).
- Compute measures of central tendency, location, and variability and demonstrate understanding of its implications (satisfied in Project IS 300).

BUSINESS STATISTICS	**Apply statistical methods to solve business problems.**	**5.00**

BST 300 **Business Analytics I** **2.00**

In this project, students will perform data analysis through a series of directed questions. They will apply various techniques such as laws of probability, theory of normal and other distributions, estimation and hypothesis testing procedure on means, and applications of chi-Square. Based on statistical results, students are expected to thoroughly analyze a business scenario and write supported conclusions. Students should provide convincing logical reasoning to explain any contradiction observed and are encouraged to perform additional research to support their reasoning. They will write a professional executive report describing their data analysis procedure and conclusions. **Prerequisite:** IS 300 and BALG 110

- Demonstrate knowledge of probability terminology and concepts, and compute probabilities.
- Apply concepts of distributions to solve business problems.
- Construct confidence intervals, and conduct hypothesis testing for means.
- Apply appropriate Chi-square technique, and interpret test results.

BST 305 **Business Analytics II** **2.00**

In this project, students will be performing data analysis through a series of directed questions. They will apply various Regression and ANOVA techniques. Based on statistical results, students are expected to thoroughly analyze a given situation and write supported conclusions. Students should provide convincing, logical reasoning to

explain any contradiction observed and are encouraged to perform additional research to support their reasoning. They will write a professional executive report describing their data analysis procedure and conclusions. **Prerequisite:** BST 300

- Identify and apply the appropriate ANOVA test for business decision making.
- Develop a regression model and predict the dependent variable.

FINANCIAL ACCOUNTING	Gather, record, analyze, and evaluate financial accounting information in the organization.	3.00

FACT 200 **Financial Accounting: The Language of Business** **2.00**

Every day, millions of financial transactions take place in businesses across the U.S. and around the world. With so many financial transactions, how can managers know if the business is currently profitable? How can creditors know if businesses will pay back the money they owe? How can investors know if a business has growth prospects? The answer is that all of these groups, managers, creditors, and investors use accounting information to make decisions. Accounting is frequently called the "language of business" because accountants take all of those transactions that happen every day in businesses and record those transactions in a consistent and comparable manner in order to provide stakeholders like managers, creditors, and investors with information they can use to make sound business decisions. In this project, students will begin with basic accounting concepts including debits, credits, and accounts. Students will also learn the principles and the constraints of accounting. Once students have mastered these ideas, they will move on to journal entries and trial balances. This project concludes with the preparation and analysis of financial statements.

- Analyze transactions to record and summarize financial information based on accepted accounting theory.
- Analyze the strengths and limitations of accounting information in applied scenarios.
- Prepare, analyze, interpret, and communicate financial statement information.
- Analyze and interpret financial information using calculated ratios in applied scenarios.

FACT 205 **Financial Accounting: Ethics and Internal Controls** **1.00**

In a perfect world, there would be no need for internal accounting controls or discussions about ethics. With the state of the world today, these are very important topics that all business students need to understand. Failures of internal controls and unethical behavior are frequently stories in the business news. In this project, students will learn how these situations might have been avoided. Internal controls

have two primary purposes. They should help ensure that accounting systems operate as they are designed to operate. This means that established procedures are followed and any exceptions are noted and properly authorized. Following standardized procedures results in efficient operations and accurate accounting information. The second purpose is to safeguard assets from misappropriation by theft or fraud. A strong system of internal controls denies the opportunity to steal from an organization. Students will learn how to review an organization's system of internal controls, identify shortcomings, and recommend improvements. Students will also learn about ethics in business and in accounting specifically and then develop a framework for analyzing ethical dilemmas as they work through several scenarios. **Prerequisite:** FACT 200

- Evaluate ethical considerations in an organization's financial reporting environment.
- Apply internal control activities to reduce opportunities for fraud in the accounting process and ensure compliance with stated operational procedures.

FINANCE	**Apply financial principles and tools such as time value of money, risk and return trade-off, bond and stock valuations, financial statements, and capital budgeting to arrive at corporate financial decisions.**	**3.00**

FIN 300   **Capital Budgeting Techniques**   **1.00**

In this project, students will prepare a report for a fictional business that includes an executive summary with several mathematical computations. Students will analyze a simplified project income statement and compute the project's after-tax cash flow. They will also compute and interpret the business's proposed project's net present value (NPV), internal rate of return (IRR), and profitability index. Students will then determine whether or not the proposal should be accepted. Lastly, students will analyze the minimum required rate of return. **Prerequisite:** FACT 205 and BALG 110

- Differentiate between different capital budgeting techniques and decision criteria based on them.
- Evaluate potential sources of capital using cost of capital concepts.

FIN 305   **Stock Market Performance**   **1.00**

In this project, students will prepare a report on the performance of the stock market that addresses several key issues. Students will analyze three indexes that track the performance of the stock market: the Dow Jones Industrial Average, the S&P 500 Index, and the NASDAQ composite index. Students will review how well they track in order to analyze stock market performance over a specific day and the last five years. Students will be responsible for identifying which index has been most volatile over the last five years, which index has posted the greatest gains, and which has been the least volatile. Students will then

identify which index has performed the best that day and which has been the most volatile. Lastly, students will explain how diversification applies to the above scenarios. **Prerequisite:** BEI 105 and BEII 105

- Differentiate between various capital budgeting techniques and decision criteria based on them.
- Articulate the concept of diversification, different risk measures, and the relationship between risk and return.

FIN 310	**Business Financial Ratio Analysis**	**1.00**

In this project, students select a firm of their choice and prepare an executive report. Within this report students demonstrate financial ratio analysis skills and mastery using financial calculators. Through their detailed analysis using financial calculators students will determine the valuation of the selected firm. Students will conduct a financial ratio analysis given a data set, which is an important step because this is what businesses must do regularly. Students will learn about the four different financial calculators. A sample exercise where students calculate their own personal finances will provide a clear understanding of the three different business valuations. **Prerequisite:** FIN 300 and FIN 305

- Apply financial ratio analysis as a tool for business decision making.
- Use financial calculators to analyze financial scenarios.
- Describe methods for determining the valuation of a firm.

GLOBAL BUSINESS	**Demonstrate knowledge of cultural, operational, financial, and managerial challenges, and techniques to manage them in global business organizations.**	**3.00**

GBUS 300	**Reshoring Product Manufacturing**	**2.00**

In this project, students select a product that is currently being imported to the U.S. and that could possibly be manufactured domestically. They identify and analyze the reasons why manufacturing of this product has been outsourced. They calculate the components of Total Cost of Ownership (TCO) for the chosen product at a current location abroad and in the U.S. The TCO Estimator enables aggregation of all cost and risk factors into one cost for simpler, more objective decision making regarding outsourcing. Students estimate TCO components in future years to account for input cost fluctuations, sustainability issues, economic growth, and other changes in the external environment. Based on the analysis, they decide whether to continue manufacturing abroad or bring manufacturing back to the U.S. **Prerequisite:** BEI 105, BEII 105, BLE 200, and IS 300

- Explain the strategic reasons for doing business globally.
- Describe the benefits and challenges of global business.
- Describe current trends in global business.

| **GBUS 305** | **Issues in Doing Business Globally** | **2.00** |

In this project, students will be working for a hypothetical company and conducting research on one of several countries to come up with a recommendation as to whether or not this hypothetical company should consider expanding into that market as a new sales territory. Students explore and analyze the economic, technological, and cultural dimensions of doing business in the selected country and prepare a formal report for an executive. **Prerequisite:** GBUS 300, Fulfillment of English Composition (UW Colleges ENG 102 or Equivalent) Note: Successful completion of this project satisfies credit equivalents in Global Business (1.20) and Business Communication (0.80).

- Examine major global political and economic systems.
- Articulate the role of cultural differences in managing interactions within global organizations.
- Design effective documents and data displays.

| **HUMAN RESOURCE MANAGEMENT** | **Apply policies, procedures, and theories of human resource management in the business context.** | **3.00** |

| **HRM 300** | **Introduction to the HRM Function** | **3.00** |

In this project, students will learn about the role of the human resource management within organizations. Upon completing this project, students will understand how human resource management broadly contributes to organizational strategy, the difference between strategic and transactional human resource management, and how the human resource management function provides support to other business areas. Students will also learn basic skills in the human resource management functional areas of job analysis, recruitment, selection, training, development, compensation, employee relations, employment/labor law, ethics, and performance management.

- Describe the role of human resource management within organizations.
- Evaluate practices and procedures in human resource functional areas to meet organizational goals.
- Apply different types of performance management techniques based on situational context.
- Analyze and interpret human resource metrics across functional areas.
- Describe the implications of employment and labor law.
- Apply ethical practices related to human resource management.

INTEGRATIVE CAPSTONE PROJECT	Critique the selected business organization from a managerial perspective, and solve business problems/issues using a multifunctional strategy.	4.00

ICP 400	**Designing Solutions for Business Challenges**	4.00

Students identify an organization and work in teams of three to four people to collectively identify business challenges for the organization, design solutions for the business's challenges, identify one best possible solution, and formulate the solution. Students also design a mechanism to monitor and evaluate the effectiveness of the solution on a regular basis. Students work in teams and evaluate team members' performance on different aspects of the project. **Prerequisite:** HRM 300 and STMG 400

- Prioritize business challenges using qualitative and quantitative criteria.
- Develop solution approaches for a business challenge from a multifunctional perspective.
- Select and justify an appropriate approach to a business challenge.
- Propose the solution, and develop a plan to measure and monitor its effectiveness.

INFORMATION SYSTEMS	Design and construct information systems for business processes and utilize them for effective decision making.	3.00

IS 300	**Sales Data Analysis and Communication Using Spreadsheets and Statistics**	2.00

This project gives students domestic sales records containing detailed information including store number, sales region, item number, item description, unit price, units sold, and date of sale. Students will work with the data using spreadsheet technologies such as Microsoft Excel to apply a number of spreadsheet formulas on the data, aggregate the data using pivot tables, summarize data, and create charts and tables with summary data. Students will also apply measures of central tendency (mean, median and mode) as they relate to sales data. They also arrive at measures of variability (e.g., range, standard deviation, and variance) on different segments of sales data and calculate measures of relative positon (e.g., percentiles, quartiles, and interquartile ranges). Students demonstrate an understanding of these statistical concepts and how to compute them with formulas in spreadsheets. Students will then use this information to complete a written report for the CEO as well as a PowerPoint presentation for the Board of Directors. Students will also demonstrate their editing capabilities by revising a colleague's memo and complete an evaluation/reflection of the primary deliverables. Note: Successful completion of this project satisfies credit equivalents in Information Systems (0.5), Business Statistics (.80), and Business Communication (0.70).

- Construct and utilize spreadsheets effectively.

- Compute measures of central tendency, location, and variability and demonstrate understanding of its implications.
- Write clearly for target audiences, purposes, and contexts.

IS 305   **Database Design and Development**   **1.00**

In this project, students are given a hypothetical business scenario. Students need to analyze the data needs and arrive at a database design including database entities, attributes, and relationships for the scenario. They have to construct a database and populate it with data. In addition, students need to demonstrate mastery of designing and running queries and reports in the database to obtain meaningful information needed for business decision making. **Prerequisite:** IS 300

- Develop information systems for decision making.

IS 310   **Building Competitive Advantage Using Information Systems**   **1.00**

In this project, students are given a hypothetical business scenario. Students need to analyze processes and construct process diagrams to document them. Then they need to arrive at use case models for a hypothetical information system that helps implement the business processes. They also need to analyze the security vulnerabilities of the proposed information system and articulate how information systems help build competitive advantage. **Prerequisite:** IS 300

- Create information system management plans.
- Analyze the role of information systems as a management resource.

IS 315   **Enterprise Systems and E-Commerce**   **1.00**

In this project, students are given a hypothetical business scenario. Students need to analyze what type of enterprise-wide systems are needed for the business. They also need to be able to present preliminary designs for the enterprise systems, articulate the usefulness of E-Commerce systems for the given business scenario, and document the requirements of the E-Commerce systems. Students need to provide details of different infrastructure components needed for the E-Commerce system and communicate plans for the E-Commerce system to key stakeholders, including how the solution will be measured and monitored in terms of effectiveness. **Prerequisite:** IS 305 and IS 310, Fulfillment of English Composition (UW Colleges ENG 102 or Equivalent)

Note: Successful completion of this project satisfies credit equivalents in Information Systems (0.50) and Business Communication (0.50).

- Develop and communicate a plan for an E-Commerce System.
- Distinguish between enterprise-wide information systems used in organizations.
- Design appropriate and effective communication strategies that meet professional and business communication purposes.

MANAGERIAL ACCOUNTING	Identify and utilize relevant accounting and financial information for managerial decisions.	3.00

MACT 200   **Cost Accounting Fundamentals and Applications**   **1.00**

The overall purpose of this project is for students to demonstrate their understanding and working knowledge of cost accounting fundamentals including cost classification, overhead rate development and application, and various costing methods. Students will classify cost components into appropriate categories (direct versus indirect costs, product versus period costs, direct materials versus direct labor versus manufacturing overhead, etc.), journalize various transactions, post to appropriate accounts, determine and apply appropriate overhead rates, use and apply various costing methods (job order, process, absorption, variable, and activity-based accounting) and create income statements. Students will understand when to use which method and the limitations of each. They will also evaluate the effect product costing methods have on inventory valuation, product pricing, and profit measurement. **Prerequisite:** FACT 205

- Classify cost components into appropriate categories to aid in making decisions.
- Apply appropriate overhead rates, and determine the resulting impact on income.
- Distinguish between product costing methods, and analyze their relevance for inventory valuation, product pricing, and profit measurement.

MACT 205   **Master Budget and Variance Analysis**   **1.00**

In this project, students will prepare a master budget, including sales budget, schedule of cash collections, production budget, direct materials budget, schedule of cash disbursements, direct labor budget, manufacturing overhead budget, finished goods inventory budget, selling and administrative expenses budget, cash budget, and budgeted financial statements. They will also prepare a flexible budget that adjusts for levels of activity that differ from planned activity. Students will compare the planning budget to the flexible budget and the flexible budget to actual results. Students will compute activity variances and revenue and spending variances and then analyze them as a part of evaluating performance. Other components of this project offering include capital budgeting, performance evaluation, and the balanced scorecard. Students will analyze a capital budgeting project using various techniques. They will evaluate the performance using financial and nonfinancial performance measures. They will describe the balanced scorecard and identify common performance measures in the balanced scorecard. **Prerequisite:** MACT 200

- Generate a master budget, including management of cash flow, to effectively plan for an accounting cycle.

- Calculate and compare variances to determine appropriate recommendations to improve quality, efficiency, and/or costs.
- Compare costs and benefits of various investment and financing alternatives to make informed business decisions.

MACT 210   **Using Managerial Accounting Information for Decision Making**   **1.00**

The overall purpose of this project offering is for students to be able to determine what accounting information is relevant when making decisions in a business and then use this information to perform various calculations and then make recommendations for those decisions. Students will explore the relationships of cost, volume, and profit and complete calculations related to contribution margin, target profit, break-even analysis, margin of safety, and operating levels. They will further look at how changes in costs, selling prices, and sales volumes affect overall profitability. Students will also be doing calculations to recommend make-versus-buy decisions, special order decisions, and joint cost decisions. **Prerequisite:** MACT 200

- Demonstrate knowledge of managerial accounting information and the ways it is used in an ethical fashion by management for planning, controlling, and decision making.
- Communicate how changes in activity affect cost, sales, and profitability.

MARKETING   **Demonstrate marketing techniques related to pricing, promotion, distribution, and buyer behavior variables to promote an organization's products and services.**   **4.00**

MKTG 300   **Marketing Foundations Concepts and Application**   **2.00**

In this project, students will be assessed based on the knowledge and skills required to integrate the marketing function into the operation of a successful organization. To demonstrate mastery, they will articulate the role of marketing in the successful operation of an organization, evaluate the impact of the external environment on marketing strategies, perform a market segmentation analysis and select an appropriate target market, apply the concepts of the marketing mix, and conduct marketing research to market products and services.

Prerequisite: BEI 105

- Articulate the role of marketing in the successful operation of an organization.
- Evaluate the impact of the external environment on marketing strategies.
- Perform a market segmentation analysis, and select an appropriate target market.
- Apply the concepts of the marketing mix.
- Conduct marketing research to market products and services.

MKTG 305	**Marketing Plan**	**2.00**

In this project students will be assessed based on the knowledge and skills required to develop and professionally present a comprehensive marketing plan for an organization's products and/or services.
Prerequisite: MKTG 300, Fulfillment of English Composition (UW Colleges ENG 102 or Equivalent)
Note: Successful completion of this project satisfies credit equivalents in Marketing (1.50) and Business Communication (0.50).

- Develop marketing plans for organizations' products and services.
- Present marketing plans to key stakeholders.
- Deliver effective formal presentations in organizational contexts.

ORGANIZATIONAL BEHAVIOR AND LEADERSHIP	**Apply organizational leadership theories and organizational behavior principles to manage business issues.**	**3.00**

OBL 300	**Organizational Behavior and Leadership**	**4.00**

This project is about people and their behavior within organizations. As an entrepreneur, manager, employee, or participant in a group project students will learn that the interactions, relationships, and overall behavior of employees or peers will have a considerable impact on the success or failure of an organization or the outcome of a particular project. Organizational behavior is about human behavior. The concepts we explore in this project will most likely resonate with students' experiences, but the scientific rigor of the theory and social-psychological models will add a new depth of understanding to what is sometimes considered simplistic or intuitive. This project is structured to enhance your effectiveness as an organizational member and manager. The project is designed to deal with the topics of effective behavior in organizations at three levels: (1) understanding the individual in the workplace; (2) understanding the individual in teams and team dynamics; and (3) understanding and applying the knowledge in an organizational setting within the concepts of leadership, culture, and change. Students will also be asked to evaluate, assess, and recommend appropriate communication styles and strategies related to specific business scenarios. **Prerequisite:** Fulfillment of English Composition (UW Colleges ENG 102 or Equivalent)
Note: Successful completion of this project satisfies credit equivalents in Organizational Behavior Leadership (3.50) and Business Communication (0.50).

- Evaluate the individual in interpersonal and team settings based on behavioral theories.
- Apply the theories of team dynamics to improve organizational performance.
- Assess the organizational culture and structure.
- Recommend the best leadership style for a variety of organizational settings.

- Create a strategic plan for organizational change.
- Evaluate and assess communication situations.

OPERATIONS MANAGEMENT	**Demonstrate knowledge of qualitative and quantitative decision support tools and techniques for management decision making in operations.**	**3.00**

OM 300 — **Evaluating Competitive Priorities in Operations Management** — **1.00**

In this project, students first apply tools and techniques of operations management, such as facility layout, total quality management, forecasting, scheduling, and inventory management, to improve the efficiency of business operations. Then students evaluate the gap between expected and actual performance levels using the gap analysis technique. Students also will be able to identify the resources needed to solve business problems and decide how to approach operations issues under resource constraints. **Prerequisite:** BST 305

- Outline tools and techniques to improve organizational efficiency and effectiveness.
- Assess the effectiveness of an improvement plan.
- Prioritize improvement needs with the goal of maximizing customer value.

OM 305 — **Improving Productivity in Operations** — **2.00**

In this project, students play the role of an internal business consultant charged with the task to locate areas to improve operations productivity in a business of their choosing. They identify an area to investigate, develop an improvement plan for this area, and describe expected business performance improvement resulting from implementing the plan. In completing the project, students use their professional experience and discuss key competitive priorities defined by operations that affect business performance in the market. They evaluate the extent of organizational support for these priorities and suggest appropriate corrective measures. **Prerequisite:** OM 300

- Articulate strategic role of operations in the business context.
- Formulate a communication plan to convey operations improvement targets.

PROJECT MANAGEMENT	**Apply project management principles to an organization's projects.**	**3.00**

PMGT 300 — **Project Planning, Requirements, and Stakeholder Management** — **2.00**

In this project, students will be provided with a business scenario and then required to arrive at a comprehensive project plan. Students need to complete a project charter, write a project scope statement, develop a cost benefit analysis, construct the work breakdown structure, identify dependencies among activities, estimate durations for activities,

allocate resources, and construct a project schedule using a tool such as Microsoft Project. Students will also be required to apply requirements gathering techniques and develop the project requirements document. Students will need to apply techniques for managing and communicating with stakeholders. **Prerequisite:** BALG 110 and IS 300

- Create a comprehensive project plan.
- Apply techniques and tools designed to manage team members and interact with stakeholders.

PMGT 305	**Project Budget, Schedule, Quality, and Risk Management**	**1.00**

In this project, students will be provided with a business scenario and then required to measure project time performance by applying the critical path analysis. Then students will be required to apply the earned value analysis to measure project cost performance. Students will also need to conduct a risk analysis and develop a risk management plan, completing the probability impact matrix for risks. Students will discuss the applicability of project quality management tools for the given project scenario, describe the importance of project management process groups and knowledge areas in the context of the given scenario, and explain how the five process groups and ten knowledge areas interact with each other. **Prerequisite:** PMGT 300

- Explain the interrelationship among project management processes, process groups, and knowledge areas.
- Plan and monitor a project budget and schedule.
- Evaluate project quality and risk using the basic tools of project risk and quality management.

SALES	**Demonstrate effective sales principles to manage organization's sales and key accounts.**	**3.00**

SALE 300	**Sales Concepts and Application**	**1.00**

In this project, students will be assessed based on the knowledge and skills required to integrate the sales function into the operation of a successful organization. To demonstrate mastery, they will explain the role of professional selling in meeting organizational objectives, explain the sales process from prospecting to customer care, and analyze the effectiveness of sales calls in the context of major sales models, buyer type, and buying situations. **Prerequisite:** MKTG 305

- Explain the role of professional selling in meeting organizational objectives.
- Explain the sales process, from prospecting to customer care.
- Analyze the effectiveness of sales calls in the context of major sales models, buyer type, and buying situations.

SALE 305	**Sales and Sales Territory Management Practicum**	**2.00**

In this project, students will be assessed based on the basic skills required to execute a professional sales call, plan and organize sales

activities, and evaluate their own strengths and weakness related to various sales functions. To demonstrate mastery, they will successfully gain a sales commitment from a buyer in a mock training environment, explain and properly use the techniques required to effectively plan sales territory activities, and assess their own abilities in relation to various sales roles. **Prerequisite:** SALE 300

- Successfully gain a commitment from the buyer in a mock training environment.
- Create a territory management plan.
- Describe the various organizational structures for sales teams and the roles of each team member.

SUPPLY CHAIN MANAGEMENT	Evaluate and manage business supply chains from quality, procurement, and cost perspectives.	3.00

SCM 400   **Foundational Concepts in Supply Chain Management**   **1.00**

In this project, students will identify different types of products, supply chain characteristics, and corresponding strategies for managing operations. They will evaluate gaps and alignments between competitive strategies and supply chain strategy and demonstrate their understanding of differences and challenges involved in managing products and service components of supply chains. Students will also apply techniques to improve customer service and provide recommendations for customized service and an omnichannel experience for customers. Students will be able to identify types of information to be shared among supply chain members and evaluate the role of technology in managing supply chains. **Prerequisite:** OM 305

- Analyze alignment and gaps between competitive strategy and supply chain strategy.
- Recognize the importance of managing customer relationships.
- Examine the role of information technology in the context of supply chains.

SCM 405   **Sourcing and Supplier Management Strategies in Supply Chains**   **1.00**

This project requires students to analyze sourcing strategies and then apply purchasing portfolio models and strategic cost management tools to sourcing decisions. Students will also evaluate the relationship between suppliers and their performance and provide feedback to suppliers. **Prerequisite:** SCM 400

- Evaluate strategic sourcing decisions.
- Demonstrate how to develop and maintain relationships with suppliers.

SCM 410	**Inventory Management and Distribution Strategies in Supply Chains**	**1.00**

In this project, students will formulate and apply various inventory models such as continuous review and periodic review models for multi-echelon supply chains. They will analyze the performance of these models under varying distribution strategies. Students will calculate different types of costs—such as ordering costs, holding costs and transportation costs—associated with a given inventory and distribution strategy and incorporate them into the decision-making process. Finally, students will select and evaluate the potential for a new facility based on qualitative factors and quantitative tools.

Prerequisite: SCM 405

- Apply different techniques and models to plan and manage inventories across supply chains.
- Apply logistics and distribution techniques in supply chain management.

STRATEGIC MANAGEMENT	**Apply strategic management tools and techniques to arrive at strategic directions for an organization.**	**3.00**

STMG 400	**Strategic Management**	**3.00**

For this project, students will be introduced to strategic management, the different levels of planning in an organization, and the organizational structure as it pertains to planning. They will demonstrate an understanding of the different ways to view strategy, the purpose of strategy, and its historical value. They will also demonstrate an understanding of structure and how it complements strategy. Students will then analyze the process of conducting a SWOT and then analyze an organization and its external environment (for which the information gathered will be utilized to support decision making that will lead to a competitive advantage). Generic and corporate strategies are explored regarding strategic implementation, and this will accompany feedback mechanisms to demonstrate progress toward a strategic goal. Lastly, the project finishes with a synthesis of techniques. Students will analyze a local organization and its setting, seek out opportunities and risks, and provide a set of recommendations that they believe will lead to a competitive advantage. **Prerequisite:** FIN 310, IS 300, MKT 305, OBL 300, and OM 305

- Recognize the hierarchy of planning within an organization.
- Apply strategic management tools and principles to measure and achieve organizational objectives.
- Develop a strategic plan for an organization.
- Prepare an implementation strategy for a strategic plan.
- Design feedback mechanisms that lead to continuous improvement.

TOTAL CREDITS	**65.0**

Appendix A: Glossary

Assessment. This is a required activity that a student completes in order to demonstrate that they have mastered a portion of the curriculum. In completing this activity, the student will produce work that will be evaluated for mastery. Students will have the opportunity to complete practice assessments that are not evaluated but are formative and provide opportunities to self-assess progress toward mastery.

Competency. This is a statement of what an individual knows or is able to do. A student's competency is measured through a formal assessment.

Competency-Based Education (CBE). In this model of education, students earn credit equivalents based on whether students can prove they have mastered competencies—the skills, abilities, and knowledge required in an area of study.

Credit and Credit Equivalent. By UW System policy, a credit is defined as 48 hours of learner effort. For the UW Flexible Option, this includes time spent interacting with an instructor, in study, on research and reading, on writing, on computation, during performance, and in learning to use required technology. For the purposes of the UW Flexible Option, credits are computed based on estimates the faculty have made for an average number of hours these tasks will require of each student. For the purposes of transferred credits, a credit equivalent is defined as a traditional course, competency, or competency set with an associated equivalent number of credits.

Educational Activity. A student is considered to have engaged in educational activity with a project if one or more non-practice assessments have been submitted for evaluation.

Project. A project is a discrete learning module created around a real-world problem. Within the BSBA program, students demonstrate mastery of all competencies through work on projects that are similar to the kinds of work that are encountered in the business world.

Appendix B: Directory

This listing includes faculty and academic staff holding appointments of 50% or more, engaged in the delivery of programs included in this academic catalog. The date indicates the beginning of service at the University of Wisconsin-Extension.

Ryan Anderson (2012); Director of Instructional Design; BS, MS, UW-Madison
Lisa Bailey (1987); IT E-application developer; BS, UW-Madison
Linda Barrett (1994); UW HELP Senior Student Services Coordinator; BS, MSEd, UW-La Crosse
Angela Bass (2009); UW HELP Student Service Associate; BA, UW-Madison
Stephen Beers (2013); Instructional Designer; BA, UW-Oshkosh
Jane Behrend; Instructional Designer
Laura Beiermeister (2015); Business Analyst; BA, UW-Milwaukee; MS, Concordia University
Erika Bengtson (2016); BA, Institute of Art – Chicago
Cindy Benzschawel (2017); BS, MSEd Illinois State University
Amy Berendes (2015); Program Manager, Flexible Options; BS, U of South Dakota; MBA, UW-Madison
Colleen Beres (2015); Senior Marketing Strategist; BA, UW Platteville
Laurie Berry (2015); Instructional Designer; BS, UW Eau Claire; MS, Western Illinois University
Gloria Binette (2013); IT E-application developer; AAS, Madison Area Technical College
Blake Bishop (2014); Academic Success Coach, Flexible Option; BS, Bemidji State University; MS, UW-Madison
Bryan Bortz (2012); Media Specialist; AA, Madison College
Kirstin Bowns (2017); Student Success Coach, Collaborative Programs; BA, Eastern Illinois University; MA, Western Michigan University
Aaron Brower (2012); Provost & Vice Chancellor of UW-Extension; BA, MSW, MA, Ph.D., U of Michigan
Andrew Burns (2015); Enrollment Adviser; BA, UW-Eau Claire
Brian Busby (1989); IT Architect; BA, MLS, UW-Madison
Elizabeth Bush (2016); Program Manager, Independent Learning; BS, MS, Binghamton University; MA, U of New Mexico
Aliya Chaplin (2016); Enrollment Adviser; BA, Butler University; MA, Indiana U; MBA, Western Governor's University
Suresh Chalasani (2016): Academic Director, Bachelor of Science in Business Administration Program. BT, JNTU College of Engineering; MS, Indian Institute of Science; PhD, U of Southern California
Szu-Yueh Chien (2015); Instructional Designer; BA, National Chengchi University; MS, UW-Madison; Ph.D, U of Georgia
Michael Childers (2005); Professor
Swapna Chowdhury (2007); IT E-application developer; AAS, Madison Area Technical College
Matthew Cotter (1997); IT Network Specialist; BS, Herzing University; MBA-MIS, Concordia University
Amanda Dambrink (2016); Editor; BA, Brigham Young University; MA, Ohio University
Andrea Deau (2000); Director of Information Technology; BS, UW-Madison; MS, Marian University; Executive Education Cert., UW-Madison
Justin Elliot (2017); Desktop Support Technician; AAS, Carteret Community College
Sylvan Esh (1996); Instructional Designer; BA, MA, Temple University; Ph.D., UW-Madison
Nathan Ewings (2013); Senior Instructional Designer; BS, UW-Madison
Michael Exum (2004); Academic Success Coach, Flexible Option; BA, MS, UW-Madison; MS, U of California
Nicole Felton (2005); Business/Finance Specialist; AA, Madison Area Technical College
Chrystal Fey (2007); Senior Program Manager, Collaborative Programs; BA, UW-Madison; MS, UW-Superior
Mikaela Figueroa (2015); Financial Aid Coordinator; BS, BS, MIPA, UW-Madison
Janis Ford (1981); Student Affairs/Special Projects; BS, MSE, UW-La Crosse
Kristina Fowler (2009); Marketing Researcher; BA, U of Iowa

Rile Ge (2017); Recruitment Assistant; BA, Southwest University [China]

Bryn Goldberg (2017); Enrollment Adviser; BA, Drake University; MS, U of Oregon

Tegan Green (2016); Marketing Strategist; BA, UW-Madison

Jiangyue Gu (2016); Instructional Designer; BS, MS, Xi'an Jiao Tong University; Ph.D., Utah State University

Melissa Haberman (2006); Financial Aid Director; BFA, UW-Milwaukee; MSEd, UW-La Crosse

David Hall (1999); Software Engineer; BS, MA UW-Madison

Steven Hetzel (2002); Assistant Dean, Business Services; BS, Upper Iowa University; MBA, UW-Whitewater

Supriya Hirurkar (2015); Software Developer; BS, Savitribai Phyle Pune University; MS, U of Texas

Brandy Hoffman (2016); Academic Success Coach, Flexible Option BA, Montclair State University; MSEd, Monmouth University

Brittany Holzhueter (2016); Transfer Credit Specialist; BS, Northern Michigan University; ME, Grand Valley State University

Eileen Horn (2000); Senior Instructional Designer/Team Lead; BA, UW-Madison; MS, UW-Milwaukee

Colleen Howes (1998); Director of Marketing; BBA, MS, UW-Madison; MS, Northwestern University

Gaby Huebner-Noblitt (1999); Instructional Designer; MA, Ph.D., U of Hamberg [Germany]

Armando Ibarra (2011); Associate Professor

Theresa Islo (2014); Program Manager, Collaborative Programs; BA, UW-Milwaukee; MA, Alverno College

Kyle Jenkins (2014); Media Specialist; BFA, UW-Milwaukee

Nathan Jensen (2015); Senior Enrollment Adviser/Team Lead; BA, UW-Eau Claire; MSW, UW-Madison

Joyce Johnston (2015); Web Developer; AA, Madison Area Technical College; BGS, U of Maryland; MA, U of Minnesota

Nadia Kaminski (2013); Manager, Academic Success Coaches; BS, Oakland University; MBA, U of Phoenix

Melissa Katner (2014); Marketing Content Specialist; BS, Viterbo University

Daniel Kellogg (2005); Registrar; BA, St. Cloud State University; MSE, UW-La Crosse

Lauryn Kennemore (2015); Media Specialist; AAA, Madison College

Carolyn Kent-Stegmann (2014); Manager, Student Success Coaches; BA, UW-La Crosse; MS, UW-Whitewater

Amy Kiska (2015); Human Resources Specialist; BA, UW-Milwaukee; MBA, Concordia University

Laura Kite (1992); Assistant Dean, Student Affairs; BA, MS, UW-Madison

Dave Kneifl (1993); Operations Program Associate; BS, UW-Madison

Nichole Knutson (2016); Digital Communications Specialist; BBA, UW-Whitewater

Kristin Kowel (2008); Instructional Designer; BA, Saint Louis University; MSLIS, U of Illinois Urbana-Champaign

George Kroeninger (2005); Assistant Dean, Program Development & Management; BS, UW-Oshkosh; MPH, U of Northern Colorado; Ed.D [ABD], Edgewood College

Amy Kuether (2014); Program Manager, Collaborative Programs; BA, MA, MA, UW-Milwaukee

Alexia Kulwiec (2014); Assistant Professor

Tim Kuzniar (1985); Student Technical Support; BA, UW-Madison

Christie Lalande (2009); Manager, Software Engineering; BA, BS, U of Pennsylvania; Master's Cert, UW-Madison

Laura Lenz-Perkins (2010); Business Analyst; BBA, UW-Whitewater; MS, UW-Platteville

William Limp (2015); Program Manager, Collaborative Programs; BA, Malone College; MS, College of St. Scholastica

Ethan Lin (2013); Media Specialist; BA, Lakeland College

Maria Lindquist (1996); Functional Technical Analyst; AAS, Madison Area Technical College

Maria Locante (2017); Enrollment Adviser; BS, UW-Oshkosh

Yer Ly (2004); Web Developer; BS, Herzing University

Mark Mailloux (1998); Data Analytics Manager; BA, U of Rhode Island; MS, UW-Madison

Jennifer Mandich (2015); Receptionist/Facilities Coordinator; AA, Madison Area Technical College

Ryan Martinez (2015); Instructional Designer; BS, UW-Madison; MA, University of London

Justin Mason (2016); Instructional Designer; BA, U of Montana; MLIS, Rutgers

Matthew Mayeshiba (2015); Business Intelligence Analyst; BA, U of Minnesota; MS, UW-Madison

Melissa Mayo (2005); Director, Human Resources; BBA, UW-Madison; MS, Benedictine University

Terry McGovern (2017); Assistant Professor; BA, U of Iowa; MHS, University of Great Falls; MS, Air Force Institute of Technology; D.M., U of Phoenix; DBA, U of South Florida

Leah Meicher (2002); Business Analyst; BS, UW-Platteville; MS, UW-Madison

Angela Meidl (2007); Manager, Web and App Development; BBA, UW-Oshkosh

Jodi Mergener (2015); Manager, Student Recruitment & Admissions; BS, UW-Platteville; MS, Herzing University

Nicholas Meyer (2013); Senior Media Specialist; BS, BS, UW-Madison

Michelle Michalak (2012); Marketing Outreach Specialist

Will Mosare (2000); Software Engineer; BS, U of Illinois

David Nack (2001); Professor

Jeremy Nealis (2013); Media Specialist; AA, Madison College

Lisa Nielsen Agnew (2005); Digital Marketing Specialist; BA, UW-Madison; MLIS, UW-Milwaukee

Marla Norton (2008); Senior Media Specialist; BS, Franklin University

Elizabeth Nunez (2017); Office Manager; BS, United Education Institute

Erin Oestreich (2014); Media Specialist; BA, UW-Whitewater

Jiehwa Ong (2015); IT Integrations Developer; BS, BS, BS, U of Minnesota-Twin Cities

Barbara Owczarek (2015); Financial Aid Coordinator; BS, Wayne State University

Randy Parvin (1994); UW HELP Senior Student Services Coordinator; BA, U of Iowa; MPA, Iowa State University

Michael Paul (2013); Student Success Coach, Collaborative Programs; BA, UW-Eau Claire

Eric Peloza (2017); Instructional Designer; BS, UW-Madison

Kristine Pierick (2014); Instructional Designer; BS, UW-Madison

Julie Pitel (2016); Student Success Coach, Collaborative Programs; BA, MS, UW-La Crosse

Montana Polans (2012); Business/Finance Analyst; BA, Mahidol University International College; MBA, Lakeland College

Ariel Powers-Schaub (2012); Academic Success Coach, Flexible Option; BS, Northern Michigan University; MS, UW-Whitewater

Joseph Quintana (2017); Academic Success Coach, Flexible Option; BA, UW-Eau Claire; MA, U of Denver

Jessica Ramirez-Torress (2010); Student Success Coach, Collaborative Programs; BS, Edgewood College; MA, U of Phoenix

Scott Reeser (1998); Software Developer; BA, Goshen College; MS, Illinois State University

Victoria Rouse (2014); Admissions Specialist/Team Lead; BA, UW-Madison

Jennifer Russo (2010); Admissions Specialist; BBA, U of Massachusetts; BS, UW-Madison

Srinivasa Samula (2016); Software Developer; BR, JNT University [Hyderabad]

Cathy Sandeen; (2014); Chancellor; BS, Humbolt State University; MA, San Francisco State University; MBA, U of California-Los Angeles; Ph.D., U of Utah.

Thomas Sanna (2013); IT E-application Developer; BA, UW-Madison

Steven Saunders (2016); IT Network Specialist; BBA, UW-Whitewater

David Schejbal (2007); Dean; BA, Iowa State University; Ph.D., U of Connecticut

Jane Schimmel (1991); Academic Success Coach, Flexible Option; BA, UW Eau Claire; MSE

Anna Schryver (2013); Communications Specialist/Public Relations; BA, MA, Northern Illinois University

Robin Schwenn (2014); Student Success Coach, Collaborative Programs; BS, UW-La Crosse; MS, UW-Whitewater

Libby Severson (2015); Enrollment Adviser; BS, UW-Madison

Ryan Specht (2016); Enrollment Adviser; BA, UW-Stevens Point; MA, U of Iowa

Danielle Stertz (2010); Academic Success Coach, Flexible Option; BS, UW-Stevens Point; MSEd, UW-La Crosse

Kaia Stofflet (2015); Student Success Coach, Collaborative Programs; BA, Edgewood College

John Stone (1990); Senior Associate Dean; BA, Gustavus Adolphus College; MA, Ph.D., U of Minnesota

Ian Stone (2016); Media Specialist; BS, BA, Lawrence University

Christianne Swartz (2011); Student Success Coach, Collaborative Programs; BS, BA, UW-La Crosse; MM, UW-Madison

Yedong Tao (2006); Senior Instructional Designer/Project Manager; BA, Shanghai Jiao Tong University; MA, Ph.D., U of Central Florida

Donald Taylor (2008); Professor

Marcella Thompson (2017); Software Developer; AA, Madison Area Technical College

Cory Turk (2014); Manager, Network/Desktop Support; BS, Herzing University

Holly Viren (2014); Registration Specialist; BS, Rockford University

Heidi Wagner (2017); Assistant Professor; BA, Marlboro College; MS, North Dakota State University; Ph.D., U of Minnesota

Mathias Wehrli (1999); Media Specialist; BS, UW-Madison

Patrick Wirth (2003); Director, Media Services; BS, UW-Madison

Jenny Wraalstad (2011); Bursar; BA, Lakeland College

Ruth Wyttenbach (2004); Dean's Assistant; BS, Mount Mary University

Tenzin Youlo (2014); Desktop Support Technician; BS, M.S. Ramaiah College Bangalore University