



Item: AS: A-1

Tuesday, April 5, 2022

SUBJECT: APPROVAL OF A NEW DEGREE PROGRAM - CIP 30.9999

PROPOSED BOARD ACTION

Approval of the following New Degree Program – CIP 30.9999:

- Bachelor of Professional Studies

BACKGROUND INFORMATION

The Bachelor of Professional Studies (BPS) is an undergraduate interdisciplinary degree program developed for working-age adults who have earned an AA, AS or have completed the State of Florida general education requirements, but did not complete their bachelor's degree. The BPS offers returning students the flexibility to apply previously earned college credits to a degree framework that is not discipline specific. Students will complete the BPS degree requirements by selecting advanced courses that emphasize the development of professional skills that support career sustainability and advancement.

The degree will require a minimum of 120 credits as well as completion of advanced coursework in the following five professional competency areas followed by a capstone project. There are no tracks, concentrations or specializations beyond these professional competencies:

- Advanced writing skills
- Communication and technology
- Culture, diversity and inclusion
- Leadership and management
- Global awareness

Developed for the working-age adult, this degree provides a holistic interdisciplinary approach with an emphasis on five core professional competencies that prepare students for advancement into professional and management positions in the workplace. The Florida Department of Economic Opportunity projects employment growth of 12.6% by 2028, adding 1,178,107 jobs¹. The projected growth for the professional and business services sector is 14.9% adding over 200,000 jobs by 2028¹. Other sectors projected to grow in Florida that will offer management level employment opportunities

include government and nonprofit, construction, leisure and hospitality, transportation and retail trade.

IMPLEMENTATION PLAN/DATE

Effective Fall 2022, pending approval by the Florida Atlantic University Board of Trustees.

FISCAL IMPLICATIONS

The Bachelor of Professional Studies program curriculum is built from existing courses offered by FAU's Colleges of Arts and Letters, Business, Criminal Justice and Social Work, and Science. As such, we anticipate that minimal, if any, new resources will be required to implement the program.

Supporting Documentation: New Degree Proposal Form

Presented by: Dr. Bret Danilowicz, Vice President for Academic Affairs & Provost

Phone: 561-297-6350



Board of Governors, State University System of Florida
REQUEST TO OFFER A NEW DEGREE PROGRAM
 In Accordance with BOG Regulation 8.011
 (Please do not revise this proposal format without prior approval from Board staff)

Florida Atlantic University
 Institution Submitting Proposal

Fall 2022
 Proposed Implementation Term

Undergraduate Studies
 Name of College(s) or School(s)

Undergraduate Studies
 Name of Department(s)/Division(s)

Interdisciplinary
 Academic Specialty or Field

Bachelor of Professional Studies
 Complete Name of Degree

30.9999
 Proposed CIP Code (2020 CIP)

The submission of this proposal constitutes a commitment by the university that, if the proposal is approved, the necessary financial resources and the criteria for establishing new programs have been met prior to the initiation of the program.

Date Approved by the University Board of Trustees

President's Signature Date

Board of Trustees Chair's Signature Date

Provost's Signature Date

PROJECTED ENROLLMENTS AND PROGRAM COSTS

Provide headcount (HC) and full-time equivalent (FTE) student estimates of majors for Years 1 through 5. HC and FTE estimates should be identical to those in Table 1 in Appendix A. Indicate the program costs for the first and the fifth years of implementation as shown in the appropriate columns in Table 3 in Appendix A. Calculate an Educational and General (E&G) cost per FTE for Years 1 and 5 (Total E&G divided by FTE).

Implementation Timeframe	HC	FTE	E&G Cost per FTE	E&G Funds	Contract & Grants Funds	Auxiliary/Philanthropy Funds	Total Cost
Year 1	30	18	\$6,104	\$109,873	0	0	\$109,873
Year 2	70	42					
Year 3	110	66					
Year 4	150	90					
Year 5	200	120	\$2,852	\$342,250	0	0	\$342,250

*Note: This outline and the questions pertaining to each section **must be reproduced** within the body of the proposal to ensure that all sections have been satisfactorily addressed. Tables 1 through 4 are to be included as Appendix A and not reproduced within the body of the proposals because this often causes*

Introduction

I. Program Description and Relationship to System-Level Goals

- A. **Briefly describe within a few paragraphs the degree program under consideration, including (a) level; (b) emphases, including majors, concentrations, tracks, or specializations; (c) total number of credit hours; and (d) overall purpose, including examples of employment or education opportunities that may be available to program graduates.**

The Bachelor of Professional Studies (BPS) is an undergraduate interdisciplinary degree program developed for working-age adults who have earned an AA, AS or have completed the State of Florida general education requirements, but did not complete their bachelor's degree. The BPS offers returning students the flexibility to apply previously earned college credits to a degree framework that is not discipline specific. Students will complete the BPS degree requirements by selecting advanced courses that emphasize the development of professional skills that support career sustainability and advancement.

The degree will require a minimum of 120 credits as well as completion of advanced coursework in the following five professional competency areas followed by a capstone project. There are no tracks, concentrations or specializations beyond these professional competencies:

- Advanced writing skills
- Communication and technology
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Developed for the working-age adult, this degree provides a holistic interdisciplinary approach with an emphasis on five core professional competencies that prepare students for advancement into professional and management positions in the workplace. The Florida Department of Economic Opportunity projects employment growth of 12.6% by 2028, adding 1,178,107 jobs¹. The projected growth for the professional and business services sector is 14.9% adding over 200,000 jobs by 2028¹. Other sectors projected to grow in Florida that will offer management level employment opportunities include government and nonprofit, construction, leisure and hospitality, transportation and retail trade.

1. Florida Department of Economic Opportunity, Bureau of Workforce Statistics and Economic Research, Occupation and Industry Employment Projections 2020-2028. <http://floridajobs.org/economic-data/employment-projections>: accessed 7/11/2021.

- B. **Please provide the date when the pre-proposal was presented to CAVP (Council of Academic Vice Presidents) Academic Program Coordination review group. Identify any concerns that the CAVP review group raised with the pre-proposed program and provide a brief narrative explaining how each of these concerns has been or is being addressed.**

The pre-proposal for the Bachelors in Professional Studies (CIP 30.9999) was presented to the CAVP Academic Coordinators Group and the Board of Governors staff on September 2, 2021. No concerns were expressed at the meeting. Suggestions were made to carefully structure the oversight and accountability of the degree program including periodic review of the core competency requirements, the body of upper level courses used to fulfill the degree program requirements, and the assessment of the degree program. These suggestions will be addressed in section VII. Program Quality Indicators - Reviews and Accreditation.

- C. If this is a doctoral level program please include the external consultant’s report at the end of the proposal as Appendix D. Please provide a few highlights from the report and describe ways in which the report affected the approval process at the university.

The proposed program is a bachelor’s level degree.

- D. Describe how the proposed program is consistent with the current State University System (SUS) Strategic Planning Goals. Identify which specific goals the program will directly support and which goals the program will indirectly support (see link to the SUS Strategic Plan on [the resource page for new program proposal](#)).

The Bachelor of Professional Studies (BPS) is uniquely aligned to meet the SUS strategic planning goals. The program is designed for working professionals that have earned some college credit but have not completed a bachelor’s degree. BPS will achieve this by providing a flexible curriculum that can be customized to meet a student’s individual career goals. This directly supports the SUS’s goals of teaching and learning, excellence, productivity and community and business engagement. The market analysis performed by Hanover Research to evaluate need and viability of a BPS program reported “nearly one-third of Florida adults between ages 25-60 completed some college with no degree earned or an associate’s degree. The Hanover Research Market Analysis also noted that the likeliness of sustainable employment and increased earning potential is tied to a worker’s post-secondary educational program completion status. Offering a clear, concise and flexible path for bachelor degree completion, would increase excellence, productivity of degrees earned and bolster community and business engagement with more credentialed workers. The Florida Department of Economic Opportunity projects employment growth of 12.6% by 2028 in the state. This would add 1,178,107 jobs¹. The projected growth for the professional and business services sector is 14.9% adding over 200,000 jobs by 2028¹. BPS will address this future workforce demand with professionals that will have the skills and credentials needed in these fields.

1. Florida Department of Economic Opportunity, Bureau of Workforce Statistics and Economic Research, Occupation and Industry Employment Projections 2020-2028. <http://floridajobs.org/economic-data/employment-projections>: accessed 7/11/2021.

STATE UNIVERSITY SYSTEM GOALS	EXCELLENCE	PRODUCTIVITY	STRATEGIC PRIORITIES FOR A KNOWLEDGE ECONOMY
TEACHING AND LEARNING	Strengthen Quality and Reputation of Academic Programs and Universities Direct	Increase Degree Productivity and Efficiency Direct	Increase the Number of Degrees Awarded in STEM and Other Areas of Strategic Emphasis Not Applicable

SCHOLARSHIP, RESEARCH AND INNOVATION	Strengthen Quality and Reputation of Scholarship, Research and Innovation Indirect	Increase Research and Commercialization Activity Not Applicable	Increase Collaboration and External Support for Research Activity Not Applicable
COMMUNITY AND BUSINESS ENGAGEMENT	Strengthen Quality and Recognition of Commitment to Community and Business Engagement Direct	Increase levels of Community and Business Engagement Direct	Increase Community and Business Workforce Direct

E. If the program is to be included in a category within the Programs of Strategic Emphasis as described in the SUS Strategic Plan, please indicate the category and the justification for inclusion. The Programs of Strategic Emphasis Categories are:

- **Critical Workforce:**

- Education
- Health
- Gap Analysis

- **Economic Development:**

- Global Competitiveness
- Science, Technology, Engineering, and Math (STEM)

Please see the Programs of Strategic Emphasis (PSE) methodology for additional explanations on program inclusion criteria at [the resource page for new program proposal](#).

The program being proposed is in a CIP (30.9999) that does not qualify as a program of strategic emphasis or gap analysis as described in the SUS Strategic Plan.

F. Identify any established or planned educational sites at which the program is expected to be offered and indicate whether it will be offered only at sites other than the main campus.

The Bachelor of Professional Studies degree primary campus will be the FAU in Davie partner campus. This campus was selected as the primary site based on its institutional history serving working-age adults and its geographic location in the second largest county in Florida with 1,966,120 residents as of 2021¹. It is adjacent to Miami-Dade County, the most populous with over 2.7 million residents. Davie is FAU's second largest campus and is co-located on the Broward College Central Campus and serves the traditional and non-traditional transfer students by offering upper division and graduate level degree programs on this campus. The Davie site was selected as the primary location for the Bachelor of Professional Studies, however, students will have the flexibility to take required and elective courses on other FAU campuses including the main Boca Raton campus as well as online.

Established in 1990, FAU in Davie has historically served as an AA transfer institution for place-bound working-age adults that live in Broward County and the northern part of Miami-Dade.

The average age of students that take classes on the Davie campus is 27 and 66% of these students are from historically marginalized communities. To serve this demographic the campus offers classes in the evening, weekends, hybrid and in mini-terms. Classes for this program will be offered through the Colleges of Arts and Letters, Business, Education, Science, and Social Work and Criminal Justice.

The 2020 Hanover Research Market Analysis (Appendix C) identified that within Florida there is strong demand for a professional studies related bachelor's degree completion program. Based on U.S. Census Bureau's 2019 American Community Survey data 28.1%² of Broward County residents age 25-60 completed some college or an AA but did not attain a bachelor's degree (see Appendix C: Hanover Research Market Analysis page 4 for 2018 data). The Bachelor of Professional Studies degree program would serve as a degree completion program for working-age adults in Broward and the adjacent counties of Miami-Dade and Palm Beach.

1. <https://worldpopulationreview.com/us-counties/states/fl>
2. U.S. Census Bureau's 2018 American Community Survey data <https://data.census.gov/EducationalAttainmentforAdultsbycounty>

Institutional and State Level Accountability

II. Need and Demand

- A. **Need: Describe national, state, and/or local data that support the need for more people to be prepared in this program at this level. Reference national, state, and/or local plans or reports that support the need for this program and requests for the proposed program which have emanated from a perceived need by agencies or industries in your service area. Cite any specific need for research and service that the program would fulfill.**

The Florida Department of Economic Opportunity projects employment growth for the state of Florida at 12.6% by 2028, adding 1,178,107 jobs¹. The projected growth for the professional and business services sector is 14.9% adding over 200,000 jobs by 2028¹. The Florida DEO's employment growth projections support the need for more individuals to be workforce prepared by completing a bachelor's degree. The Bachelor of Professional Studies will provide returning working-age students with flexible and time-cognizant degree completion pathways with an emphasis on core professional skill competencies. Increasing the number of degree completers with workforce readiness skills will support Florida's projected need for a credentialed workforce.

The State of Florida recognizes the value of degree completion to ensure a sustainable workforce. Legislation was passed in June 2021 that offers a 25% reduction in tuition for non-traditional returning students, veterans and active duty military to support continuous enrollment to facilitate degree completion².

Increasing the number of working-age adults with bachelor degrees benefits the individual, local economy and the state by increasing workforce resiliency. The average unemployment rate in Florida for those with a bachelor's degree is 3.3% compared to a 5.3% rate for those with some college or associate degree. The national median weekly earnings for those with a bachelor degree is 50% more than those with some college, no degree and 40% higher than those with an associate degree (Appendix C: Hanover Research Market Analysis pg 7).

Workforce development for Broward County projects an increase in mid-level management positions across several employment sectors to be between 10.3% and 31% in the next seven years. The U.S. Department of Labor, Bureau of Labor Statistics identifies the Bachelor's degree as the educational attainment minimum for these positions¹. The core competency areas of the BPS degree are applicable across industries and align with the career readiness competencies as outlined by the National Association of Colleges and Employers (NACE)³.

Graduates from the BPS degree program will be prepared to advance or re-enter the workforce in sectors that will offer management level employment opportunities in Florida and Broward County—growth sectors include government and nonprofit, construction, healthcare, leisure and hospitality, transportation and retail trade.

Furthermore, the benefits of degree completion are multigenerational. A study by the National Center for Education Statistics (NCES) found that children of college-educated parents are increasingly more likely to graduate from high school and pursue a college degree than those whose parents did not attend or complete college³. ([First-Generation Students College Access, Persistence, and Postbachelor's Outcomes: Emily Forrest Cataldi, Christopher T. Bennett, and Xianglei Chen, RTI International, Feb. 2018](#)).

1. Florida Department of Economic Opportunity, Bureau of Workforce Statistics and Economic Research, Occupation and Industry Employment Projections 2020-2028. <http://floridajobs.org/economic-data/employment-projections>: accessed 7/11/2021.

2. [Florida Legislature HB 845 State University Free Seat Program](#).

3. National Association of College and Employers <https://www.naceweb.org/career-readiness/competencies/career-readiness-defined/> accessed 9/08/2021.

B. Demand: Describe data that support the assumption that students will enroll in the proposed program. Include descriptions of surveys or other communications with prospective students.

The Hanover Research Market Analysis for a Bachelor in Professional Studies prepared for FAU in November 2020, identified that there is strong demand for bachelor's level professional studies programs in Florida. The report cited "The National Student Clearinghouse reports that, as of 2019 Florida has 1,540,460 residents within the Some College, No Degree population. Ten percent of these residents can be considered potential completers who "have already made at least two years' worth of academic progress up until their last enrollment[were found more likely than other former students to re-enroll and finish college As such, a likely potential market size for bachelor's degree completion programs in the state is around 150,000 students. Florida Atlantic University's data indicate that 7729 undergraduate students stopped-out before degree completion between 2010-2020, of those 3217 had earned over 50 credit hours. *The FAU data request was submitted through a clearinghouse prior to reporting results to remove any students who had completed their degree at another public institution.*

Adding further support to the Hanover Analysis at a local level, FAU Broward Administration conducted a marketing campaign in the Spring of 2021 targeting two prospective cohorts of potential students—transfer students from area state colleges and working-age adults interested in degree completion. Specific ads were created for each respective group. The digital ads placed on Facebook, Instagram and LinkedIn were geofenced to Broward County. Prospective students requested more information by clicking the ad link and providing contact information on the landing page form. The campaign yielded 249 enrollment leads, 175 (70%) of the respondents came from the working-age adults interested in degree completion with the

remaining 74 (30%) from prospective traditional AA transfers.

In September 2021, a subsequent survey was disseminated to the 175 working-age adult respondents to the ad. The survey gave a general overview of the Bachelor of Professional Studies program, then asked the following questions:

1. Would you be interested in pursuing the Bachelor of Professional Studies (BPS)?
2. If you would like us to contact you when the program is open for enrollment, please provide best contact information.

The survey received 15 responses and 14 of respondents reported they would be interested in pursuing the BPS.

The outcome of the Hanover Research Market Analysis, FAU's marketing campaign and survey underscores regional and state enrollment potential for a degree program like Professional Studies that offers flexibility and course schedule options including online for the working aged/busy adult, who desires/needs to earn their bachelor's degree.

- C. **If substantially similar programs (generally at the four-digit CIP Code or 60 percent similar in core courses), either private or public exist in the state, identify the institution(s) and geographic location(s). Summarize the outcome(s) of communication with such programs with regard to the potential impact on their enrollment and opportunities for possible collaboration (instruction and research). In Appendix C, provide data that support the need for an additional program.**

There are no other bachelor's degree programs in Professional Studies in the State of Florida offered either by private or public colleges or universities. The core courses required for the Interdisciplinary Studies, General Studies and Integrated Studies programs are not similar by 60 percent or greater to the Bachelor of Professional Studies core curriculum. The four-digit CIP Code is only used by one other Florida institution. The University of Florida, Interdisciplinary Studies major in Middle Eastern Languages and Culture is assigned CIP 30.9999. This interdisciplinary degree is in the process of being closed and was focused on language and culture of a specific region.

The proposed Bachelor of Professional Studies is seeking to enroll returning, non-traditional work-age adults in a flexible degree completion program and will not negatively impact enrollment of traditional college age students in other Bachelor of General Studies or Bachelor of Interdisciplinary Studies degree programs offered by FAU or other SUS institutions.

To support this analysis a review of the curriculum requirements for the Interdisciplinary and Integrated Studies bachelor programs offered at FAMU, FIU, FGCU and UCF was conducted. FIU and UCF indicated their programs may be completed online but did not guarantee all classes are offered in the online format. The programs at these four SUS institutions are degree completion pathways applicable for current students with continuous enrollment. These programs are either arts and humanities (BA) or science (BS) based in which students can choose 2-3 disciplines to combine towards their degree.

FAMU (CIP 30.0000) – BA and BS in Interdisciplinary Studies – requires 30 credit hours from one discipline and a minor or 15 credit hours from two disciplines and a minor. Discipline selection is limited to: Communication and Design, Education, Global Studies, Health, Humanities, Science, Social Science, Quantitative Analysis and Visual and Performing Arts.

FIU (CIP 30.0000) – BA in Interdisciplinary Studies – requires a core track of 30 credit hours that

include:

- 6 credit hours in Arts and Humanities (upper division)
- 6 credit hours in Social Science (upper division)
- 6 credit hours in Applied Science (upper division)
- 9 credit hours in a focus area from one of the above 3 categories

FGCU (CIP 30.0000) – BA in Integrated Studies – requires 30 credit hours combined from three disciplines.

UCF (CIP 30.0000) – BA in Interdisciplinary Studies – requires 15 credit hours from two disciplines and a minor. Discipline selection is limited to: Art, Behavioral and Social Sciences, Communication, Education, Engineering, Health, Humanities, Letters and Modern Languages, Life/Biomedical Sciences, Physical Sciences, Public Affairs.

The Bachelor of Professional Studies (BPS) will require students to complete 18 upper division credit hours in core competency areas. These 18 credits are in addition to the 36 credit hours of state and university general education requirements and will count towards the 45 upper division credit hours required to complete a bachelors at Florida Atlantic University. The 18 credit hours required for the BPS are 15.8% of the total credit hours required for a 120 credit hour degree program.

The core competency areas are specifically focused on professional workforce and career advancement skills. Courses selected to include in the core competency areas are from several colleges. Students will be required to demonstrate competency through upper division courses in the following core areas: written articulation, professional communication and technology, leadership and management, culture, diversity and inclusion, global studies and professional practice through an internship or research project. The BPS provides a flexible pathway to degree completion with an emphasis on the development of professional skills for the working-age adult who has some credits but no degree. The core competencies ensure these students are meeting Florida's workforce need for college educated employees to demonstrate skills in tactical communication, strategic communication, interpersonal oversight and operational oversight. A 2019 EMSI study cited that 54% of college graduates will work in jobs across industries that require enhanced communication and oversight abilities¹.

After careful review it was determined that FAU's proposed Bachelor of Professional Studies would not impact interdisciplinary programs at FAU or other SUS institutions. As determined by the differences in the program and target student populations, opportunities for possible collaboration were not warranted at this time. In addition, distances between the geographic locations of these institutions would not affect enrollment of returning students that are place bound.

1. <https://www.economicmodeling.com/degrees-at-work/> accessed 09/16/2021.

- D. Use Table 1 - Appendix A (1-A for undergraduate and 1-B for graduate) to categorize projected student headcount (HC) and Full Time Equivalents (FTE) according to primary sources. Generally undergraduate FTE will be calculated as 30 credit hours per year and graduate FTE will be calculated as 24 credit hours per year. Describe the rationale underlying enrollment projections. If students within the institution are expected to change majors to enroll in the proposed program at its inception, describe the shifts from disciplines that will likely occur.**

The Bachelor of Professional Studies is projected to enroll 30 students (FTE 18) during its first year and grow to approximately 200 by year five. These are conservative estimates based on consultations conducted with the administrators for Bachelor of Professional Studies programs at the University of Southern Indiana (USI), Northeastern University, and the University of

Memphis.

- Dr. Wesley Durham, Director Bachelor of Professional Studies at the University of Southern Indiana reported:
 - Program started in 2017 with first year enrollment of 30 students
 - Enrollment in 2021 was 110 students
 - Program serves working-age adult non-traditional student
 - Students enter with some college credits
- Dr. Elizabeth Zulick, Lowell Institute School, College of Professional Studies at Northeastern University reported:
 - Program was started in the 1980s with one track, now offers multiple tracks
 - Current enrollment is between 150-300 students in each track
 - Program only serves working-age adult non-traditional student
 - Students enter with an AA or some college and can only transfer in up to 60 credits, except military and veterans can transfer in up to 90 credits.
- Dr. Joanne Gikas, Associate Dean, College of Professional and Liberal Studies, University of Memphis reported:
 - Program is over 50 years old.
 - Current enrollment is 450-500.
 - Program serves primarily working-age returning students but FTICs can declare the major.

The FTE estimate for year one with a headcount of 30 and FTE of 18 through year five with a head count of 200 and FTE of 120 reflects our expectation that many of the students in the Bachelor of Professional Studies program will be working-age adults with full time jobs. The majority of these students will be part time (75%) leaving significantly less pursuing school full time (25%). It is expected that these students will take classes primarily in the evening and online. The part-time vs full-time estimate is supported by the consultations with other institutions that offer the Bachelor of Professional Studies, as noted:

- University of Southern Indiana, Bachelor of Professional Studies—70% part-time
- University of Memphis, College of Professional Studies—more than 50% part-time
- Northeastern University, College of Professional Studies —Majority of students part-time.

The enrollment projections are also supported by responses from an 8-week digital marketing campaign conducted in Spring 2021 directed to working-age adults in Broward County that had some college credits but no degree. The campaign yielded 175 leads and of those initial leads subsequent follow-up resulted in 34 appointments with a dedicated advisor. In September 2021, a survey was disseminated to the 175 working-age adult leads from the ad. The survey gave a general overview of the Bachelor of Professional Studies program. The survey received 15 responses and 14 of respondents reported they would be interested in pursuing the BPS.

The BPS program will not be promoted to current and traditional student populations. Current FAU students will not be expected to change from any existing active major to the BPS program, therefore shifts from other disciplines is not likely to occur.

- E. **Indicate what steps will be taken to achieve a diverse student body in this program. If the proposed program substantially duplicates a program at FAMU or FIU, provide, (in consultation with the affected university), an analysis of how the program might have an impact upon that university's ability to attract students of races different from that which is predominant on their campus in the subject program. The university's Equal Opportunity Officer shall review this section of the proposal and then sign and date Appendix B to indicate that the analysis required by this subsection has been completed.**

Currently FAU Broward campuses serve a diverse population with 66% of students from historically marginalized communities. Planned marketing for the Bachelor of Professional Studies (BPS) will include email and social media campaigns that will aim at supporting and increasing diversity. Scholarship opportunities that are currently offered at FAU, including the Diversity Enhancement Scholarship for Transfers and the Broward Vision Fund will aid and support this effort.

After review of various interdisciplinary studies programs throughout the state, it has been determined the BPS does not duplicate any programs at FAMU or FIU. Both FAMU and FIU's interdisciplinary programs focus on a combination of Arts and Humanities, Social Science and Applied Science, while the BPS requires core competencies that focus on workforce applicable skills including professional writing, communication, diversity, management, leadership and global awareness. The target prospective students of FAU's BPS program will be mid/high credit transfers, looking to advance and/or improve career options and opportunities as the core competencies focus on developing those needed skills in the workforce. In comparison, FAMU and FIU's interdisciplinary programs are traditional in their foundations in academic disciplines. The BPS, a program designed for place-bound students who are living and working in our service area, will not significantly impact degree programs at FAMU or FIU due to geographical location. Both FAMU and FIU were present when the pre-proposal was presented on September 2, 2021 and neither had concerns about duplication.

III. Budget

- A. Use Table 3 - Appendix A to display projected costs and associated funding sources for Year 1 and Year 5 of program operation. Use Table 4 - Appendix A to show how existing Education & General funds will be shifted to support the new program in Year 1. In narrative form, summarize the contents of both tables, identifying the source of both current and new resources to be devoted to the proposed program. (Data for Year 1 and Year 5 reflect snapshots in time rather than cumulative costs.)**

The Bachelor of Professional Studies program curriculum is built from existing courses offered by FAU's Colleges of Arts and Letters, Business, Criminal Justice and Social Work, and Science. As such, we anticipate that minimal, if any, new resources will be required to implement the program. It is anticipated that the BPS program will incrementally increase the part-time student enrollment at FAU in Davie, however, these students will be enrolling in open seats in courses that do not typically fill to capacity.

Table 2 in Appendix A reflects the anticipated redistribution of faculty and staff efforts. Calculations have been made based on the components of a given individual employee's assignment. To calculate the redistribution of effort for faculty we first took into account the annual assignment. Tenure-line faculty calculations factored in 50% teaching, 30% research and 20% service. Non-tenure track instructor calculations were based on a 4/4 teaching load with 100% teaching assigned. We then projected the percentage of student enrollment in course(s) taught by a faculty member that would consist of students in the proposed BPS versus existing degree programs for years one through five. The following criteria was also applied to calculate percentage of BPS enrollment and impact on faculty effort:

- Frequency that the faculty member teaches a course
- Offering campus, day and time the course is offered and modality (in-person vs online)
- Course seating capacity

Example 1: Faculty member A is a tenure-line professor that teaches an advanced writing course in the fall, spring and summer terms. The course is typically taught either one term in the evening on the Davie campus and the other terms as an online section. With the course capacity limited to 27 it is anticipated that this tenure-line professor would provide instruction to several

BPS students each year and has therefore been assigned .10% effort for program year one increasing to .18% for program year five.

Example 2: Faculty member B is a tenure-line professor that teaches a course in the Leadership and Management core competency area that is offered in the spring term only each year with a course capacity of 60. It is expected that they would provide instruction to a limited number of BPS students and have therefore been assigned .02% effort for program year one increasing to .05% in year five.

Proportions of faculty assignment based on the criteria applied were used to determine a total effort redistribution and populated tables 2, 3 and 4.

The reallocated base for A&P salaries and benefits was based on percentage of staff assignment that will be reallocated to support the Bachelor of Professional Studies and included in the calculations for Table 3 and Table 4.

The BPS will not require a reallocation of resources for USPS Salaries and Benefits, Assistantships and Fellowships or Operating Capital Outlay.

It will not require any additional library resources (see Appendix B for Library Dean signature)

- B. Please explain whether the university intends to operate the program through continuing education, seek approval for market tuition rate, or establish a differentiated graduate-level tuition. Provide a rationale for doing so and a timeline for seeking Board of Governors' approval, if appropriate. *Please include the expected rate of tuition that the university plans to charge for this program and use this amount when calculating cost entries in Table 3.***

The University does not intend to operate the program through continuing education, seek approval for market tuition rate, or establish a differentiated graduate level tuition.

- C. If other programs will be impacted by a reallocation of resources for the proposed program, identify the impacted programs and provide a justification for reallocating resources. Specifically address the potential negative impacts that implementation of the proposed program will have on related undergraduate programs (i.e., shift in faculty effort, reallocation of instructional resources, reduced enrollment rates, greater use of adjunct faculty and teaching assistants). Explain what steps will be taken to mitigate any such impacts. Also, discuss the potential positive impacts that the proposed program might have on related undergraduate programs (i.e., increased undergraduate research opportunities, improved quality of instruction associated with cutting-edge research, improved labs and library resources).**

The Bachelor of Professional Studies (BPS) is not projected to increase FAU's cost to deliver or negatively impact the resources of existing programs. The BPS curriculum is a repackaging of existing course offerings. The selection of courses for each core competency area are part of a regular course rotation for other degree programs. Multi-year enrollment analysis identified that sections of these courses taught on the Davie partner campus rarely meet capacity enrollment and routinely have open seats available. For example, ENC 3310 (Advanced Exposition) offered on the Davie partner campus has not been fully enrolled in recent academic years. This course serves as meeting a proposed core competency for this degree, as such, enrollment of BPS students will help with overall enrollment.

There is an average of seven course options for each of the proposed core competencies for the BPS. The range of course options available to the BPS student will provide them with flexibility without negatively impacting resources. This will also serve to distribute enrollment across several course sections. To further extend that distribution of effort some courses included in the core competency areas offer multiple sections each term including online sections that have

open seats by the end of add/drop. BPS degree seeking students would help fill open seats in existing courses and this will enhance overall course enrollment without increasing the cost to deliver the course.

It is expected that a significant percentage of BPS students will choose course modalities that allow them to continue to maintain a full-time job. Courses offered in the evenings on the Davie partner campus and courses offered online through the College of Business and the Dorothy F. Schmidt College of Arts and Letter will likely benefit the most from an increase in enrollment.

We have received confirmation of support in the form of letters or emails from all departments/schools that have courses included in the proposed Bachelor of Professional Studies Core Competency Areas (Appendix E).

D. Describe other potential impacts on related programs or departments (e.g., increased need for general education or common prerequisite courses, or increased need for required or elective courses outside of the proposed major).

The Bachelor of Professional Studies is not expected to negatively impact related programs or departments.

Entry into the Bachelor of Professional Studies requires completion of the State of Florida general education core, an AA or AS. This degree program will not increase the need for general education courses and will result in little to no increased demand for lower division coursework.

The Bachelor of Professional studies is strategically proposed as an upper division degree program and will utilize existing courses that are part of a regular course rotation for other degree programs. We do not anticipate the need to increase the number of courses offered to accommodate additional enrollment from the BPS.

Upper division coursework for the core competency areas as well as the extensive list of suggested upper division electives for the BPS were selected specifically to minimize or eliminate any additional prerequisites beyond the standard state and university general education requirements.

E. Describe what steps have been taken to obtain information regarding resources (financial and in-kind) available outside the institution (businesses, industrial organizations, governmental entities, etc.). Describe the external resources that appear to be available to support the proposed program.

The Bachelor of Professional Studies is an undergraduate interdisciplinary degree program developed for working-age adults who had previously earned college credit but did not complete their bachelor's degree. The BPS curriculum and core competency areas emphasize the development of professional skills that support career sustainability and advancement as defined by the National Association of Colleges and Employers (NACE).

The resources that will support the proposed program include the FAU Career Center, Career Source Broward and the over 40 Broward industry and civic partners that provide internships and job opportunities to Florida Atlantic University students and graduates.

Florida Atlantic University is located across multiple major metropolitan areas with a strong regional alumni base and relationships with over 40 Broward industry and civic partners providing internships and post-graduation employment including: Broward Health, Memorial Healthcare, CVS and Walgreen pharmacies, JM Family Enterprises, American Express, Citrix Systems, FiServe, Spirit Airlines, Zimmerman Advertising, Cross Country Healthcare, Enterprise, Northwestern Mutual, SBA, National Council on Compensation Insurance, Carr Riggs & Ingram, RSM,

Office Depot, Hilton (HWH) and the cities of Fort Lauderdale, Plantation, Sunrise, Coconut Creek and Coral Springs.

The FAU Career Center supports students, alumni and employer partners in building careers and successful futures through an interconnected career ecosystem that engages and prepares students for life after college. Through the Career Center students have access to career coaching, career fairs, resume writing, interview preparation, professional clothes closet, internships and multi-year career planning. Alumni have access to utilize the services of the Career Center free of charge up to one-year after graduation.

In addition regional and national foundation and grant opportunities have been identified that could provide funding for scholarships to aid persons from historically marginalized communities to achieve degree completion. These include Bank of America, Community Foundation of Broward, Helios Foundation and Lumina Foundation. These would be pursued when the Bachelor of Professional Studies degree program is approved.

IV. Projected Benefit of the Program to the University, Local Community, and State

Use information from Tables 1 and 3 - Appendix A, and the supporting narrative for “Need and Demand” to prepare a concise statement that describes the projected benefit to the university, local community, and the state if the program is implemented. The projected benefits can be both quantitative and qualitative in nature, but there needs to be a clear distinction made between the two in the narrative.

The projected employment growth in Florida and the nation in management, professional and business services across industry sectors will require more trained and educated professionals in the workforce¹. The proposed Bachelor of Professional Studies program will provide a degree completion pathway for working-age adults that have some college credits but did not complete their degree. The BPS with an emphasis on coursework that develops professional competencies in written articulation; communication and technology; culture, diversity and inclusion; leadership and management; and global studies will prepare these students to advance their careers and meet the growing need for skilled professionals in the workforce.

Quantitative Benefits

The Florida Department of Economic Opportunity projects employment growth of 12.6% by 2028, adding 1,178,107 jobs with the projected growth for the management, professional and business services sector at 14.9% by 2028¹. The US Bureau of Labor Statistics estimates that management occupations across industry sectors will increase nationally by 9.3% by 2030². This would suggest an increase in job opportunities over the next 10 years for graduates of FAU's proposed program.

In addition to projected employment growth in jobs that would employ graduates of the proposed degree, the Hanover Research Market Analysis for the BPS indicated that there is demand for this type of degree program among working-age adults that did not complete their bachelor degree. The analysis states the [National Student Clearinghouse](#) reports that, as of 2019, Florida has 1,540,460 residents within the *Some College, No Degree* population. Ten percent of these residents can be considered *potential completers* who “have already made at least two years’ worth of academic progress up until their last enrollment...[and] were found more likely than other former students to re-enroll and finish college.” As such, a likely potential market size for bachelor’s degree completion programs in the state is around 150,000 students. (Appendix C: Hanover Research Market Analysis pg 6).

Qualitative Benefits:

The Bachelor of Professional Studies would be the first degree of its kind in the Florida SUS. The proposed BPS is a degree completion program developed for the working-age adult that has some college credits but did not previously complete their degree. The proposed program offers returning students the flexibility to apply previously earned college credits and complete the degree in a timely manner by selecting advanced courses that emphasize the development of professional competencies required in the workplace that support career sustainability and advancement.

BPS supports the Florida Legislature initiative to increase degree completion for working-age adults and the SUS mission to find solutions to the educational, economic, and societal challenges of the coming decades and support students' development of the knowledge, skills, and aptitudes needed for success in the global society and marketplace.

The BPS benefits the region and state by increasing the number of working-age adults with bachelor degrees. Additionally, it benefits the individual, local economy and the state by increasing workforce resiliency. The average unemployment rate in Florida decreases for those with a bachelor's degree to 3.3% as compared to a 5.3% rate for those with some college or associate degree. The national median weekly earnings for those with a bachelor degree is 50% more than those with some college, no degree and 40% higher than those with an associate degree (Appendix C: Hanover Research Market Analysis pg 7). According to PayScale.com, graduates with a Bachelor of Professional Studies degree earned a median annual wage of \$68,000 as of 2021³.

With the BPS program's flexibility and focus on developing professional competencies, it will benefit the University by attracting students that would otherwise not pursue degree completion. The program will also increase enrollment in courses on the Davie partner campus and online that typically do not enroll to capacity. The proposed program supports FAU's commitment to serve as the State's lead university in Broward County and deliver quality Bachelor degree completion programs as well as graduate programs to place bound area residents.

1. Florida Department of Economic Opportunity, Bureau of Workforce Statistics and Economic Research, Occupation and Industry Employment Projections 2020-2028. <http://floridajobs.org/economic-data/employment-projections>: accessed 7/11/2021.

2. U.S. Bureau of Labor Statistics <https://www.bls.gov/emp/tables/emp-by-detailed-occupation.htm>: accessed 11/28/2021

3. Payscale.com [https://www.payscale.com/research/US/Degree=Bachelor_of_Professional_Studies_\(BPS\)/Salary](https://www.payscale.com/research/US/Degree=Bachelor_of_Professional_Studies_(BPS)/Salary): accessed 11/29/2021

V. Access and Articulation – Bachelor's Degrees Only

- A. If the total number of credit hours to earn a degree exceeds 120, provide a justification for an exception to the policy of a 120 maximum and submit a separate request to the Board of Governors for an exception along with notification of the program's approval. (See criteria in Board of Governors Regulation 6C-8.014)**

The Bachelor of Professional Studies maximum credit hour requirement will not exceed 120 and does not seek an exception to this policy.

- B. List program prerequisites and provide assurance that they are the same as the approved common prerequisites for other such degree programs within the SUS (see link to the Common Prerequisite Manual on [the resource page for new program proposal](#)). The**

courses in the Common Prerequisite Counseling Manual are intended to be those that are required of both native and transfer students prior to entrance to the major program, not simply lower-level courses that are required prior to graduation. The common prerequisites and substitute courses are mandatory for all institution programs listed, and must be approved by the Articulation Coordinating Committee (ACC). This requirement includes those programs designated as “limited access.

If the proposed prerequisites are not listed in the Manual, provide a rationale for a request for exception to the policy of common prerequisites. NOTE: Typically, all lower-division courses required for admission into the major will be considered prerequisites. The curriculum can require lower-division courses that are not prerequisites for admission into the major, as long as those courses are built into the curriculum for the upper-level 60 credit hours. If there are already common prerequisites for other degree programs with the same proposed CIP, every effort must be made to utilize the previously approved prerequisites instead of recommending an additional “track” of prerequisites for that CIP. Additional tracks may not be approved by the ACC, thereby holding up the full approval of the degree program. Programs will not be entered into the State University System Inventory until any exceptions to the approved common prerequisites are approved by the ACC.

There are no specified common prerequisites for this major. Entry into the Bachelor of Professional Studies requires completion of the State of Florida general education requirements or an AA or AS. The proposed program’s general education core lower division requirements align with the common prerequisite requirements in the Common Prerequisites Manual for 2021-2022.

- C. If the university intends to seek formal Limited Access status for the proposed program, provide a rationale that includes an analysis of diversity issues with respect to such a designation. Explain how the university will ensure that Florida College System transfer students are not disadvantaged by the Limited Access status. NOTE: The policy and criteria for Limited Access are identified in Board of Governors Regulation 6C-8.013. Submit the Limited Access Program Request form along with this document.

The Bachelor of Professional Studies will not be a limited access program. As this program is not limited access it will not adversely affect transfer students from the Florida College System.

- D. If the proposed program is an AS-to-BS capstone, ensure that it adheres to the guidelines approved by the Articulation Coordinating Committee for such programs, as set forth in Rule 6A-10.024 (see link to the Statewide Articulation Manual on [the resource page for new program proposal](#)). List the prerequisites, if any, including the specific AS degrees which may transfer into the program.

The Bachelor of Professional Studies is not an AS-to-BS capstone.

Institutional Readiness

VI. Related Institutional Mission and Strength

- A. Describe how the goals of the proposed program relate to the institutional mission statement as contained in the SUS Strategic Plan and the University Strategic Plan (see link to the SUS Strategic Plan on [the resource page for new program proposal](#)).

The SUS Strategic Plan recognizes “Demand for access to Florida public higher education will continue to increase due to the growing number of interested and qualified students, the exponential expansion of knowledge, and the greater sophistication of employer demands and resulting specialization needed in the workplace.....as well as the **need for greater baccalaureate degree production.**”

https://www.flbog.edu/wp-content/uploads/2025_System_Strategic_Plan_2019.pdf. page 5 and productivity goal on page 10.

The Bachelor of Professional Studies (BPS) program designed for working professionals that have earned some college credit but have not completed a bachelor’s degree, provides a flexible pathway to degree completion with a curriculum that can be customized to meet a student’s individual career goals. This directly supports the SUS’s goals of teaching and learning, excellence, productivity and community and business engagement. The market analysis performed by Hanover Research to evaluate need and viability of a BPS program reported “nearly one-third of Florida adults between ages 25-60 completed some college with no degree earned or an associate’s degree. The Hanover Research Market Analysis also noted that the likeliness of sustainable employment and increased earning potential is tied to a worker’s post-secondary educational program completion status. Offering a clear, concise and flexible path for bachelor degree completion aligns with the SUS Strategic Plan: **Productivity Goal–increase degree productivity and program efficiency.** (https://www.flbog.edu/wp-content/uploads/2025_System_Strategic_Plan_2019.pdf. page 10).

The SUS Strategic Plan mission emphasizes the continued focus to “Support students’ development of the knowledge, skills and aptitudes needed for success in the global society and marketplace”. https://www.flbog.edu/wp-content/uploads/2025_System_Strategic_Plan_2019.pdf. page 9.

The Bachelor of Professional Studies (BPS) program offers returning students the flexibility to apply previously earned college credits to a degree framework that is not discipline specific. Students will complete the BPS degree requirements by selecting advanced courses that **emphasize the development of professional skills** that support career sustainability and advancement.

The BPS degree will require completion of advanced coursework in the following five professional core competency areas followed by a capstone project:

- Advanced writing skills
- Communication and technology
- Culture, diversity and inclusion
- Leadership and management
- Global awareness

Developed for the working-age adult, this degree provides a holistic interdisciplinary approach with an emphasis on five core professional competencies that prepare students for advancement into professional and management positions in the workplace. The Florida Department of Economic Opportunity projects employment growth of 12.6% by 2028, adding 1,178,107 jobs¹. The projected growth for the professional and business services sector is 14.9% adding over 200,000 jobs by 2028¹. The BPS will address this future workforce demand with graduates that will have the skills and credentials needed in jobs that require employees to demonstrate proficiency in core professional competencies.

1. Florida Department of Economic Opportunity, Bureau of Workforce Statistics and Economic Research, Occupation and Industry Employment Projections 2020-2028.

<http://floridajobs.org/economic-data/employment-projections>: accessed 7/11/2021.

The SUS Strategic Plan mission expects State Universities to continue to “Mobilize resources to address the significant challenges and opportunities facing Florida’s citizens, communities, regions, the state and beyond”.

https://www.flbog.edu/wp-content/uploads/2025_System_Strategic_Plan_2019.pdf. page 9.

Florida Atlantic University will mobilize existing resources to support this new program. The Bachelor of Professional Studies curriculum is built from existing courses offered by FAU’s Colleges of Arts and Letters, Business, Criminal Justice and Social Work, and Science. The BPS program will incrementally increase enrollment at FAU in Davie and online. These students will be enrolling in open seats in courses that do not typically fill to capacity thus increasing efficient use of existing resources.

The Bachelor of Professional Studies supports the **SUS Strategic Plan’s** Strategic Priorities for a Knowledge Economy, **Goal: Increase community and business workforce.**

https://www.flbog.edu/wp-content/uploads/2025_System_Strategic_Plan_2019.pdf. page 15.

The program addresses challenges and provides bachelor degree completion opportunities for citizens in FAU’s regional service area and is accessible through online coursework to residents throughout Florida. The primary site will be the Davie partner campus located in Broward County. Broward is the second largest county in Florida with approximately two million residents and a minority-majority community with a diversity score of 98 out of 100². To serve the working-age adult demographic classes are offered in the evening, weekends, online, hybrid and in mini-terms. The BPS will provide those with some college credits but no degree a flexible framework and pathway to degree completion.

Workforce development for Broward County projects an increase in mid-level management positions across several employment sectors to be between 10.3% and 31% in the next seven years. The U.S. Department of Labor, Bureau of Labor Statistics identifies the Bachelor’s degree as the educational attainment minimum for these positions³. The core competency areas of the BPS degree are applicable across industries and align with the career readiness competencies as outlined by the National Association of Colleges and Employers (NACE)³.

2. <https://bestneighborhood.org/race-in-broward-county-fl/>.

3. National Association of College and Employers

<https://www.naceweb.org/career-readiness/competencies/career-readiness-defined/> accessed 9/08/2021.

The proposed Bachelor of Professional Studies also meets several important goals of the **FAU Strategic Plan 2015-2025** (<https://www.fau.edu/provost/files/approved.plan2015.pdf>)

Specifically, the proposed program (1) supports the platform of diversity, (2) will elevate the levels of student success beyond graduation and (3) will align with the unique cultural, demographic and environmental characteristics of each of the campus communities.

1. **The FAU Strategic Plan 2015-2025** <https://www.fau.edu/provost/files/approved.plan2015.pdf> describes Platforms as representing “scholarly activities that apply to and support all Pillars” and defines the role of the Diversity Platform as “[identifying] and [promoting] opportunities to diversity our students, faculty, and staff – and build institutional cross-cultural competencies”.

The Davie campus, located in minority-majority Broward county, will serve as the primary site for delivery of the Bachelor of Professional Studies program. Florida Atlantic University is a minority serving university and the Davie campus has historically supported the diversity platform as well as the working-age adult non-traditional student. The average age of students

that take classes on the Davie campus is 27 and 66% of these students are from historically marginalized communities.

2. **The FAU Strategic Plan 2015-2025** <https://www.fau.edu/provost/files/approved.plan2015.pdf> describes elevating the levels of student success beyond graduation (“[achieving] high numbers of students employed in well-paying jobs after graduation” and “high placement levels in graduate, post-graduate, and post-professional educational, training, and research programs” as strategic initiatives.

The Bachelor of Professional Studies will offer returning students a flexible program that requires advanced courses with an emphasis on the development of professional skills in five core competency areas as outlined by the National Association of Colleges and Employers (NACE)¹. This program will prepare students for advancement into professional and management positions and facilitate career sustainability. The national median weekly earnings for those with a bachelor degree is 50% more than those with some college, no degree and 40% higher than those with an associate degree (Appendix C: Hanover Research Market Analysis pg. 7).

1. National Association of College and Employers: www.nacweb.org/career-readiness/competencies accessed 9/08/2021.

3. The FAU Strategic Plan 2015-2025 <https://www.fau.edu/provost/files/approved.plan2015.pdf> also emphasizes Place, stating that “the University will deeply engage the South Florida region by aligning programs with the unique cultural, demographic and environmental characteristics of each of the campus communities.” The proposed BPS supports the vision for the FAU’s Davie partner campus location as historically serving non-traditional place bound students with evening, weekend and online courses. This degree program aligns with other professional degree programs including the part-time weekend 2nd Bachelors in Nursing and College of Business evening and weekend bachelor and master programs that serve the working-age adult student demographic in Broward County.

Bachelor of Professional Studies alignments to SUS Strategic Plan and FAU Strategic Plan

	Excellence	Productivity	Strategic Priorities
State University System	<i>Teaching and Learning:</i> Strengthen Quality & Reputation of Academic Programs and Universities	<i>Teaching and Learning:</i> Increase Degree Productivity and Program Efficiency	<i>Community & Business Engagement:</i> Strengthen Quality & Recognition of Commitment to Community and Business Engagement Increase Community and Business Workforce

Florida Atlantic University	<i>Boldness:</i> Become the national model for diversity of the student body	<i>Boldness:</i> Develop an academic support structure for timely student graduation	<i>Place:</i> Support workforce and economic development in FAU's regional and global communities
Bachelor of Professional Studies Program	Recruitment of returning working aged adults	Streamline degree completion for working professionals.	Employment pipeline for local workforce

B. Describe how the proposed program specifically relates to existing institutional strengths, such as programs of emphasis, other academic programs, and/or institutes and centers.

The institutional strengths at FAU that support the Bachelor of Professional include the multi-partner campus model that serves a tri-county area that spans 110 miles of the South Florida Atlantic Coastline. The main and largest FAU campus in Boca Raton is the primary location that serves the majority of traditional students and academic undergraduate and graduate programs. The Davie campus is FAU's second largest campus and has historically served place-bound transfer students that balance work and family with their education.

FAU Broward Mission Statement - FAU Broward strives to enrich a thriving metropolitan community through superior academic programs designed to prepare students for a modern workforce and enhance the lives of community members. The University serves as a thought-leader in the region conducting applied research strategically focused on issues that directly impact South Florida and its residents. Florida Atlantic University's presence in Broward County fosters a culture of inquiry and creativity that not only improves the lives of its students but also of Broward residents. The programs offered at FAU Broward embrace the University's identity as a modern university offering a transformative education designed to advance the professional lives of our students.

The Davie partner campus strength is its service to the working professional through flexible course delivery modalities that include hybrid, synchronous and asynchronous remote, online, in-person in the evening or on weekends, mini-terms and traditional semesters. Co-located on a campus with Broward College, FAU in Davie has served transfer students since it was established as a partner campus in 1990. The campus delivers the upper-division coursework for majors that include programs with direct pathways to jobs such as nursing, social work and business. Five colleges with programs on the Davie campus facilitate bachelor degree completion for transfer students. A majority of alumni that take classes on the Davie campus remain in the area following graduation and contribute to the local economy.

The Bachelor of Professional Studies program supports the Universities strength as a **hispanic and minority serving institution** with three partner campuses located in minority-majority Broward County. The average age of students that take classes on the Davie campus is 27 and 66% of these students are from historically marginalized communities.

Florida Atlantic University's Career Center will play an integral role in the Bachelor of

Professional Studies program as students will be required to select a capstone course taught through the Career Center or a research project. The FAU Career Center supports students, alumni and employer partners in building careers and successful futures through an interconnected career ecosystem that engages and prepares students for life after college. Through the Career Center students have access to career coaching, career fairs, resume writing, interview preparation, professional clothes closet, internships and multi-year career planning. Alumni have access to utilize the services of the Career Center free of charge up to one-year after graduation.

FAU is located across multiple major metropolitan areas with a strong regional alumni base and relationships with over 40 Broward industry and civic partners providing internships and post-graduation employment including: Broward Health, Memorial Healthcare, CVS and Walgreen pharmacies, JM Family Enterprises, American Express, Citrix Systems, FiServe, Spirit Airlines, Zimmerman Advertising, Cross Country Healthcare, Enterprise, Northwestern Mutual, SBA, National Council on Compensation Insurance, Carr Riggs & Ingram, RSM, Office Depot, Hilton (HWH) and the cities of Fort Lauderdale, Plantation, Sunrise, Coconut Creek and Coral Springs.

C. Provide a narrative of the planning process leading up to submission of this proposal. Include a chronology in table format of the activities, listing both university personnel directly involved and external individuals who participated in planning. Provide a timetable of events necessary for the implementation of the proposed program.

The development of a cross-college interdisciplinary BGS degree program was first discussed at a meeting in the Spring term of 2019 on the Davie Campus with then Associate Provost Anthony Abbate; Associate Dean Dr. Rupert Rhodd of the College of Business; and Associate Dean Linda Johnson of the Dorothy F. Schmidt College. The result of that discussion was that a cross-college interdisciplinary degree was a concept worth further consideration and research.

Following a meeting with Associate Provost Russ Ivy in July 2019, Professor Linda Johnson began researching Professional Studies degree programs at other colleges and universities in the United States. Programs offered at the University of Memphis, College of Charleston, Notre Dame University, Morehouse College, Morgan State University in Baltimore, and Northeastern University College of Professional Studies were researched.

In April 2020, Professor Linda Johnson, who transitioned to the position of Interim Associate Vice President of FAU Broward Campuses met with faculty administrators to seek advice and gauge support/interest in working together on a cross-college interdisciplinary Bachelor of Professional Studies degree completion program targeted toward working-age adults that did not previously complete a bachelor's degree:

- April 8, 2020 – Dr. Rupert Rhodd, Associate Dean of the College of Business
- April 9, 2020 – Dr. Barclay Barrios, Associate Dean for the Dorothy F. Schmidt College of Arts and Letters. Dr. Barrios had successfully proposed and implemented an Interdisciplinary degree program for Arts and Letters. He provided guidance and advice.
- Dr. Deborah Shepherd, Associate Dean of the College of Education

In September of 2020, FAU Broward Administration hired Sheena Orr as the Coordinator and Advisor for the Professional Studies Initiative to work with individuals who had stopped out of college prior to completing their degree. The position supports the development and ultimately implementation of the Bachelor of Professional Studies degree program as a key part of the initiative.

September to December 2020, the Professional Studies initiative reached out to students who had previously attended FAU but not completed a degree. They were offered one-on-one advising services to facilitate a return to the university. Respondents to the outreach were

advised on the most direct path to degree completion.

The draft proposal for the Bachelor of Professional Studies was developed between September 2020 and January 2021 in consultation with faculty and faculty administrators from the College of Business, College of Education, College of Social Work and Criminal Justice, Charles E. Schmidt College of Science and the Dorothy F. Schmidt College of Arts and Letters. The core competency areas were identified and courses that fit the criteria for each were added to the proposal.

In October 2020, Hanover Research was contracted to conduct a market analysis for a Bachelor of Professional Studies degree program. The results of that analysis were received in November 2020.

Dr. Edward Pratt, Dean of Undergraduate Studies was consulted and agreed that the Office of Undergraduate Studies would confer the BPS degree.

January to May 2021, the draft proposal was circulated for feedback from departments/colleges including Business, Communication and Multimedia Studies, Criminal Justice, Education, English, Public Administration, Psychology, Political Science, Social Work, and Sociology.

The final draft of the pre-proposal for the Bachelor in Professional Studies (CIP 30.9999) was submitted to Dr. Russ Ivy, Associate Provost. He presented to the CAVP Academic Coordinators Group and the Board of Governors staff on September 2, 2021.

The complete proposal was developed between September and December 2021 by Linda Johnson and Sheena Orr. It was shared with the Dean of Libraries for approval and support, with Departments in the College of Arts and Letters, Departments in the College of Business, Schools in the College of Social Work and Criminal Justice, Departments in the College of Education and two Departments in the College of Science, Psychology and Geosciences. All requests for clarification and curricular modifications were addressed in September and October 2021. Requested changes were made and the queried departments and colleges that have chosen to participate in the Bachelor of Professional Studies degree program provided letters of support. The College of Education courses were removed from the proposal as they were unable to support participation in the cross-college degree program at this time.

The final, complete proposal was approved by the participating Colleges' Undergraduate Programs Committees and subsequently by the University Undergraduate Programs committee in February 2022. The Faculty Senate Steering Committee, the Budget and Finance Committee and the FAU Faculty Senate approved the proposal in March 2022. The proposal was submitted to the FAU Board of Trustees and received full approval in April 2022.

Planning Process

Date	Participants	Planning Activity
January 2019	Anthony Abbate, Rupert Rhodd, Linda Johnson	Initial degree program concept meeting
July 2019	Linda Johnson, Russ Ivy	Bachelor of Professional Studies degree research meeting
April 2020	Linda Johnson, Barclay Barrios	College of Arts and Letters faculty interest and support exploratory meeting
April 2020	Linda Johnson, Deborah Shepherd	College of Education faculty interest and support exploratory meeting
April 2020	Linda Johnson, Rupert Rhodd	College of Business faculty interest and support exploratory meeting

September 2020	Linda Johnson, Sheena Orr	Launch of Professional Studies initiative with hire of coordinator and advisor Sheena Orr
September 2020	Linda Johnson, Russ Ivy, Sheena Orr	Professional Studies concentration/discussion
September 2020	Linda Johnson, Sheena Orr, Howard Hamilton, Geoffry Johnson	Meeting for Stop Out Email Report
September 2020	Linda Johnson, Ed Pratt, Sheena Orr	Professional Studies concentration/discussion
October 2020	Linda Johnson, Sheena Orr, and Lisa Bogert	Meeting with Hanover Research
October 2020	Linda Johnson, Sheena Orr, Karen Gough	Concept proposal meeting
November 2020	Linda Johnson, Sheena Orr, and Lisa Bogert	Received market research report from Hanover Research
December 2020	Sheena Orr, Linda Johnson, Department of English Faculty	Meeting with Department of English Program Idea Meeting
December 2020	Russ Ivy, Linda Johnson, Sheena Orr	Review of Pre Proposal
January 2021	Linda Johnson, Sheena Orr, Naelys Luna	Meeting with College of Social Work and Criminal Justice Program Idea Meeting
January 2021	Linda Johnson, Sheena Orr, Deborah Shepherd	Meeting with College of Education Program Idea Meeting
January 2021	Russ Ivy, Linda Johnson, Sheena Orr	Review of Pre Proposal
January 2021	Linda Johnson, Sheena Orr, Alka Sapat	Meeting with Department of Public Administration Program Idea Meeting
January 2021	Linda Johnson, Sheena Orr, Carol Mills	Meeting with School of Communication and Multimedia Studies Program Idea Meeting
January 2021	Linda Johnson, Ann Branaman	Meeting with Department of Sociology Program Idea Meeting
February 2021	Linda Johnson, Sheena Orr, Rupert Rhodd, Kimberly Paulus	Meeting with College of Business Program Idea Meeting
August 2021	Linda Johnson, Wesley Durhan	Discuss University of Southern Indiana BPS Program
August 2021	Linda Johnson, Sheena Orr, Russ Ivy	Proposal Paperwork Meeting
August 2021	Linda Johnson, Joanne Gikas	Discuss University of Memphis BPS Program
August 2021	Linda Johnson, Elizabeth Zulick	Discuss Northeastern University BPS Program
August 2021	Linda Johnson, Sheena Orr, Russ Ivy	Proposal Paperwork Meeting
September 2021	Linda Johnson, Sheena Orr, Russ Ivy	Proposal Paperwork Meeting

September 2021	Linda Johnson, Department of Psychology Faculty	Meeting with Department of Psychology
October 2021	Linda Johnson, Department of English Faculty	Meeting with Department of English
October 2021	Linda Johnson, Faculty representative to College undergraduate programs committee	Meeting with College of Education Undergraduate Program Committee
November 2021	Linda Johnson, Lauren Mavica	Meeting with Department of Psychology

Events Leading to Implementation

Date	Implementation Activity
7/30/2021	Submission of Pre Proposal
9/2/2021	Pre Proposal Approval
9/7/2022	College of Social Work and Criminal Justice Approval
1/24/2022	College of Arts and Letters Undergraduate Programs Committee
2/3/2022	College of Education
2/7/2022	College of Business Undergraduate Programs Committee
2/14/2022	College of Science Undergraduate Programs Committee
2/28/2022	University Undergraduate Programs Committee
3/14/2022	Budget and Finance Committee
3/17/2022	Faculty Senate Steering Committee
3/28/2022	FAU Faculty Senate
4/5/2022	FAU Board of Trustees

VII. Program Quality Indicators - Reviews and Accreditation

Identify program reviews, accreditation visits, or internal reviews for any university degree programs related to the proposed program, especially any within the same academic unit. List all recommendations and summarize the institution's progress in implementing the recommendations. Please include evidence that teacher preparation programs meet the requirements outlined in Section. 1004.04, Florida Statutes, if applicable.

Florida Atlantic University requires all academic programs to perform annual program assessments (internal review) [Assessment | Florida Atlantic University](#). Program reviews that include a site visit, assessment and recommendations by a review team that includes at minimum two external reviewers from peer institutions is required every seven years (external

review) [Program Review | Florida Atlantic University](#).

Annual program assessment is an integral part of the accreditation for Florida Atlantic University, as it determines whether or not the achievement plans and goals of each degree program are being met. Assessment contributes to curriculum re-design and enhancement, student learning and continuous improvement of university programs and services.

A Student Learning Outcomes Assessment has been prepared for the Bachelor of Professional Studies and is included as Appendix H: Professional Studies_SLOA_BPS. This document outlines the expected learning outcomes and method of assessment of content knowledge, communication and critical thinking. The method of assessment is based on the one used by the Bachelor in Public Administration (BPM) that requires students to assemble and submit a portfolio of materials in their final semester that demonstrate that they have met the learning objectives as outlined in the SLOA.

The proposed Bachelor of Professional Studies program is a cross-college interdisciplinary degree program. The FAU program that has similarities to the BPS is the BA in Interdisciplinary Studies (IDS) offered through the Dorothy F. Schmidt College of Arts and Letters. It differs from the BPS in that the IDS curriculum is liberal arts directed and the BPS focus is in professional development.

The BA in Interdisciplinary Studies Program Review Report [2019/ids-external-review-2019.pdf](#) was received in March 2019. The PRR was based on the 2018 self-study [2019/ids-self-study-2019.pdf](#) and a two-day site visit in February 2019 (PRR).

A summary of recommendations from the review are as follows:

- The review team recommends the implementation of at least two new required courses—one at the beginning and at least one at the end, along with a restructured IDS 3949 (internship course) that can be intentionalized for IDS study, assessment, and learning.
 - A foundations or principles of interdisciplinary studies course is needed—this can be a restructured HUM 3890 (with a changed IDS id/#); This course would establish a coherent definition of interdisciplinary studies and address specific learning outcomes that reflect the established (yet growing) canon of IDS literature.
 - A course on theory and/or integrative research methods is recommended to strengthen the curriculum, creating alignments and coherency within the program so that students would not only know what interdisciplinary studies is, but how it is used *via* research, to solve complex problems and for their post-graduation goals.
- Clarification is needed on the role of the current courses associated with the program: HUM 3949, IDS 4930 (special topics?), IDS 3890 (interdisciplinary seminar); IDS 3949 (internship course). Which are the two required? What is the order, if any, students should take these courses? Students should be provided with a recommended order.
- Assessment of the IDS program is not clearly defined or presented. We recommend a review and reduction of course learning objectives that can be assessed in the intro/early IDS course, and then again in the theory and/or research methods IDS course.
- There is a challenge not having dedicated faculty. However, teaching faculty can be gleaned from the PhD students in the Comparative Studies PhD program. With additional, specific IDS training, the lack of faculty can be addressed by this strategic use of the PhD students in the Comparative Studies program.

Summary of Implementation of Recommendations:

- A new organizational structure that included a School of Interdisciplinary Studies was formed to provide ownership for the program under the director and associate director.
- SLS 4342 Professional Development (new course proposal) is in process of approval

The Bachelor of Professional Studies in consultation with the director of the BA in Interdisciplinary Studies will include SLS 4342 Professional Development and IDS 3949 Professional Internships as course options in the Professional Practice Core Competency area.

VIII. Curriculum

A. Describe the specific expected student learning outcomes associated with the proposed program. If a bachelor's degree program, include a web link to the Academic Learning Compact or include the document itself as an appendix.

Florida Atlantic University has developed Academic Learning Compacts for each of its baccalaureate degree programs (<https://www.fau.edu/iea/assessment/alc.php> and <https://www.fau.edu/iea/pdf/assessment/ALCDescription.pdf>).

An Academic Learning Compact—Student Learning Outcomes Assessment has been prepared for the Bachelor of Professional Studies and is included as Appendix H: Professional Studies_SLOA_BPS.

Draft Expected Outcomes Bachelor of Professional Studies

The Bachelor of Professional Studies (BPS) is a cross-disciplinary degree program designed for working-age adults who have earned an AA, AS or completed the State of Florida general education requirements but did not complete a bachelor's degree. This degree is for individuals who have been out of college between two to ten years and for whom completing a degree could lead to advancement or change in their career. The degree program requires the completion of upper division coursework in core competency areas that focus on vital workforce capabilities, knowledge and skills.

All BPS majors will complete one upper division course with grades of C or higher in each of the following core competency areas:

- Advanced Writing
- Professional Communication and Technology
- Culture, Diversity and Inclusion
- Leadership and Management
- Global Studies
- Professional Practice Capstone (internship or research project)

Communication: Students will demonstrate competency in written communication, professional communication and communication using technology. Students will produce work that is clear, well-written, and follow standard conventions for professional communication. This learning outcome will be assessed by work produced in the BPS core competency areas of Advanced Writing and Professional Communication and Technology.

Content Knowledge:

- Students will demonstrate an understanding for culture, diversity and inclusion in society and in the workforce.

- Students will demonstrate global awareness and the issues, impact and concerns of the global economy applicable to their career path and employment goals.
- Students will demonstrate an understanding of concepts in leadership and management as applicable to their career goals.
- This learning outcome will be assessed by work produced in the BPS core competency areas of Culture, Diversity and Inclusion; Leadership and Management; and Global Studies.

Critical Thinking Skills: Students will demonstrate the ability to think critically, conduct research and apply the concepts learned in the course work from the core competency areas in their Professional Practice Capstone project or internship.

Assessment: Assessment of students will be based on demonstration of satisfactory completion of coursework in the core competency areas. In their final semester students will submit to the Bachelor of Professional Studies coordinator or capstone project faculty advisor a portfolio that will include, but is not limited to, the following:

- a) Current Resume
- b) List of the courses taken to satisfy the requirement for each core competency area, grade received in each and a brief statement for each course identifying the major concepts/topics covered.
- c) A minimum of two papers or projects from core competency or elective courses taken to complete the degree.
- d) Statement of professional/career goals
- e) Bachelor of Professional Studies program evaluation form

Each student's portfolio will be evaluated based on the following criteria:

- Evidence of content skills (declarative knowledge, research skills, technical skills)
- Evidence of communication skills (written communication, oral communication)
- Evidence of critical thinking skills (analytical skills, creative skills, practical skills)
- Presentation and organization

B. Describe the admission standards and graduation requirements for the program.

Admission into the Bachelor of Professional Studies program will require completion of an AA, AS or the State of Florida general education requirements, a minimum 2.0 overall GPA, and Foreign Language Entrance Requirement (2 years of the same foreign language in high school). Program entry is for returning students who have not maintained continuous enrollment, as defined by university policy, at a state college and/or university. Exceptions to the admission standards will be considered by petition on a case by case basis.

All other admissions standards required for general transfer admission to the University are outlined in the FAU catalog (<http://www.fau.edu/academic/registrar/FAUcatalog/index.php>).

The graduation standards will mirror the general FAU graduation criteria as listed below and outlined in the FAU catalog (<http://www.fau.edu/academic/registrar/FAUcatalog/index.php>).

To earn a baccalaureate degree, students must:

1. Earn a minimum of 120 credits in academic courses acceptable toward the degree (some programs require more than 120 credits). Attain a minimum 2.0 grade point average in the courses required for a major program at FAU.
2. Earn a minimum of 45 of these 120 credits at the upper division as indicated by the

Statewide Course Numbering System (SCNS) designations or their equivalents. In some programs, graduate-level courses may be used to satisfy undergraduate requirements; however, no undergraduate will be required to take a graduate-level course as part of a normal degree requirement.

3. Apply no more than 60 credits of non-traditional credit toward the degree earned through Credit by Exam, Correspondence Courses and Military Service Schools, **subject to credit limits for each** as stated in the [Academic Policies and Regulations section](#) of this catalog. Credits earned in this manner will be considered transfer credits.
4. Earn the last 30 upper-division credits in residence at FAU. In programs requiring more than 120 credits, at least 25 percent of the total number of credits required for the degree must be earned in residence at FAU.
5. Earn at least 75 percent of all upper-division credits required for the major from FAU. Some majors may require more than 75 percent. Consult the degree requirements section of the major for details.
6. Student's must achieve a 2.0 FAU GPA
7. Fulfill the Intellectual Foundations Program requirements.
8. Meet Foreign Language Entrance Requirement
9. Satisfy the Writing Across Curriculum (Gordon Rule) and Gordon Rule Computation Skills requirements (see explanation elsewhere in this section).
10. Satisfy the Civic Literacy Requirement (if applicable based on SUS entry term)
11. Summer Credit Requirement (if applicable): Earn a minimum of 9 credits by attending one or more summer terms at either FAU or another university in the Florida State University System. This requirement applies only to students admitted to FAU as freshmen or as transfer students with fewer than 60 credits ([Florida Board of Governors Regulation 6.016](#)). (For those students enrolled before fall 2011, credits earned and transferred through the Advanced International Certificate in Education (AICE) Program, Advanced Placement (AP) Program, College Level Examination Program (CLEP), Dual Enrollment (DE) Program or International Baccalaureate (IB) Program may be applied toward the 9-credit summer requirement, thereby reducing students' summer credit requirement total.)
12. Students must complete BPS Core Competencies (18 credits) with a "C" or better.
13. Submit an Application for Degree form (see [Application for Degree](#) explanation elsewhere in this section).

C. Describe the curricular framework for the proposed program, including number of credit hours and composition of required core courses, restricted electives, unrestricted electives, thesis requirements, and dissertation requirements. Identify the total numbers of semester credit hours for the degree.

The Bachelor of Professional Studies (BPS) is an undergraduate interdisciplinary degree program developed for working-age adults who have earned an AA, AS or have completed the State of Florida general education requirements, but did not complete their bachelor's degree. It is structured to provide an academic foundation to build on students' existing skills as working professionals aimed at career advancement. The BPS offers returning students the flexibility to apply previously earned college credits to a degree framework that is not discipline specific. Students will complete the BPS degree requirements by selecting advanced courses that emphasize the development of professional skills that support career sustainability and advancement.

The Bachelor of Professional Studies (BPS) will require students to complete 18 upper division credit hours in core competency areas. These 18 credits are in addition to the 36 credit hours of

state and university general education requirements and will count towards the 45 upper division credit hours required to complete a bachelors at Florida Atlantic University. The 18 credit hours required for the BPS are 15.8% of the total credit hours required for a 120 credit hour degree program.

The degree requires that student complete 18 credit hours of upper division advanced coursework in the following five professional core competency areas and a capstone requirement:

Advanced writing skills	3 credit hours
Communication and technology	3 credit hours
Culture, diversity and inclusion	3 credit hours
Leadership and management	3 credit hours
Global awareness	3 credit hours
Capstone Requirement	3 credit hours

Each Core Competency has several course options to choose from, giving the student flexible options to complete the requirement. The BPS does not require a thesis or dissertation. 120 credit minimum is required to earn a baccalaureate degree at FAU.

If additional elective coursework is needed to complete the 120 credit hour requirement and meet the 45 upper division credit minimum, a roster of unrestricted upper division elective courses has been identified for BPS students. These are recommended courses that were specifically selected to reinforce and support the ideals of the core competency areas defined in the proposed BPS degree program.

D. Provide a sequenced course of study for all majors, concentrations, or areas of emphasis within the proposed program.

The proposed Bachelor of Professional Studies is designed for maximum flexibility to support the working-adult in their pathway to degree completion. It is anticipated that most of the students will be part-time. Students will develop their own degree plan in consultation with the Professional Studies Advising office and will be required to take one course from each of the core competency areas, however, these may be taken in any order. Students will be provided a degree checklist for their reference (appendix H).

E. Provide a one- or two-sentence description of each required or elective course.

Advanced Writing – Core Competency (3 credit hours)

Professional Writing (ENC 3213): Prepares the student to write professionally for audiences within and outside a corporation or nonprofit enterprise. Proofreading skills stressed. *Meets WAC requirement*

Advanced Exposition (ENC 3310): A study of rhetorical techniques, including principles of classical rhetoric. *Meets WAC requirement*

Writing for Nonprofits (ENC 4354): Students become familiar with the kinds of writing necessary to support nonprofit organizations and the various rhetorical circumstances that shape organizations working and writing for social change. Students also research a specific community issue or problem related to their partnering organization. *Meets WAC requirement*

Studies in Writing and Rhetoric (ENG 4020): Examines the theory and practice of rhetoric with special attention to contemporary developments in rhetoric and their applicability to writing. *Meets WAC requirement*

Rhetoric of Argument (SPC 4517) Study of selected classical and contemporary theories of argument and style as a means of improving student's ability to understand, analyze and create

argumentative discourse. *Meets WAC requirement*

Professional Communication and Technology – Core Competency (3 credit Hours)

Organizational Communication (COM 3120): Microlevel, institutional and macrolevel analysis of the communication process in organizations. Organizational communication theories, including political economy, critical and poststructuralist approaches.

Human Communication Theory (COM 3405): An examination of communication theory from interpersonal, small group, intercultural and organizational viewpoints.

Introduction to Business Communication (GEB 3213): This course introduces students to essential writing and speaking communication skills, organizational strategies and formats used by successful business professionals. It provides opportunities for students to apply these skills in correspondence, research, reports and presentations that prepare them for effective job searches and productive careers. *Meets WAC requirement*

Health Delivery Systems (HSA 3111): This course examines previous and modern roles of health organizations and of personnel within health systems, current legislation modifying health delivery, and the effectiveness of health delivery to the consumer.

Contemporary Issues of Digital Data Management (ISM 4041): Covers business processes and frameworks for data collection, storage, retrieval and transfer of digital data. Discusses the various ways through which industry and government compile data as well as the business, legal, ethical and social context of data gathering and utilization.

Healthcare Information Systems (ISM 4381): Introduces the fundamentals of information systems used for managerial and clinical support in healthcare, including electronic health records. Covered are the concepts of healthcare delivery systems, their integration with workflow processes and employee and patient management, clinical data collection, storage management and data confidentiality and security.

Principles of Advertising (MAR 3326): Broad survey of basic advertising in marketing contexts. Includes advertising management, social and buyer issues, creative and media strategy, agency, and domestic and global aspects.

Communication Skills for Public Managers (PAD 3438): This course surveys the themes, skills, and issues in communication for public administration. Its purpose is to provide a broad, collaborative introduction to: 1) describing, explaining, interpreting, critiquing, and improving communication in pursuit of the public's business; 2) refining professional writing and speaking skills, including formatting, organizing, and composing internal and external public documents; and 3) exploring interesting issues about public speech, public documents, and communication in the public forum.

Data Management and Analysis with Excel (QMB 3302): An introductory course covering basic Excel skills for managing information and data, analyzing data, visualizing data through charts and pivot tables, creating scenarios, using functions and automating tasks.

Small Group Processes (SPC 3425): Readings, exercises and projects in dyadic and small group analysis involving interpersonal attraction, message variables, personal perception, leadership and problem-solving techniques.

Intercultural Communication (SPC 3710): Examination of the intracultural and intercultural communication differences within and between culturally diverse groups in the United States.

Culture, Diversity and Inclusion – Core Competency (3 credit Hours)

Gender and Culture (ANT 4302) An examination of the variation of gender roles in non-Western societies across different levels of social organization. Femininity, masculinity and additional genders are examined within the context of anthropological theory.

Ethics and the Justice System (CCJ 4054) 3: Course provides an introduction to theories in ethics and the exploration of a variety of ethical/moral issues that characterize and define the different facets of criminology and criminal justice policy and practice.

Psychology of Human Development (DEP 3053): Examines in behavior over the course of development and the processes underlying these changes. All major areas of child development are reviewed, including cognitive, social/personality, language, and biological, with attention to development in adolescence and adulthood.

Culture and Environment; Latin American and the Caribbean (GEA 4405) This course explores Latin American and Caribbean environments and peoples. Particular attention is paid to natural regions, culture, colonization, religion, politics, agriculture, art, and globalization.

Human Resources Management for the Hospitality Industry (HFT 3221) This course offers an overview of human resource management as it applies specifically to the hospitality management industry (staffing, appraisal, wage and hour administration, etc.) with an increased emphasis on recruiting, hiring, service, and quality. In comparison to peer service industries, the course has a unique hospitality management emphasis focused on the linkage to successful hospitality operations and, ultimately, profitability via talent recruitment, selection, orientation, and ongoing training.

Ethics and Power in Leadership (LDR 4204) This course reviews the arguments for ethics in leadership as proposed contemporary leadership theories. It also examines theories of power and authority and seeks answers to the apparent dilemmas through applied moral theory and psychology.

Black Literatures (LIT 4355) Introduces students to literature of the African Diaspora and seeks to make connections between diverse works from various countries that speak to issues such as identity, blackness, ancestry and the relationship between nation and diaspora. Also focuses on debates in African Diasporic studies, including how scholars should define and think about the African Diaspora.

Women and Literature (LIT 4383) An examination of literary representations of and/or literature and criticism by women and cultural events/movements/histories that have informed the emergence of a women's literary tradition. Topics, national traditions and period may vary. May fulfill pre-1800 requirements depending on the course focus.

Literature and Environment (LIT 4434) An exploration of literary engagements with the natural and/or constructed environment, which may include, but is not limited to, the Ancient, Medieval, Early Modern, Romantic, Victorian, Modern, Postmodern and Colonial traditions.

LGBTQ+ Literature *(LIT 4523) An introduction to literature by and/or about LGBTQ people as well as cultural events/movements/histories that have informed the emergence and establishment of a queer literary tradition. Topics, national traditions and/or chronological period may vary.

Human Resource Management (MAN 4301) Covers all aspects of modern personnel administration including selection, training, appraisal, compensation, incentives and discipline.

Diversity and Social Vulnerability in Public Safety Administration (PAD 4894) Focuses on issues related to social class, race, gender, diversity and multiculturalism in public safety administration. Understanding the social, cultural, historical, geographical and physiological factors that put people differentially at risk before, during and after disasters is important in

effective management of public safety and to enhance community resilience.

Psychology of Women (SOP 3742) Lectures and discussions dealing with the empirical and theoretical literature related to the psychological aspects of sexual differentiation in general, and women in particular.

American Multicultural Discourse (SPC 3704) An exploration of the rhetorical practices of multicultural Americans utilizing rhetorical criticism as a tool to study the persuasive efforts of multicultural discourse in the United States.

Gender, Race and Communication (SPC 4712) An investigation of the relationships between discursive practices and cultural concepts of gender and race. Theories of gender and race differences as well as cultural myths, hegemony and personal, political and religious power are examined.

Leadership and Management – Core Competency (3 credit Hours)

Entrepreneurship (ENT 4024) Introduction to the major concepts and fundamental principles for starting a new business. Emphasis will be placed on customer development, business model validation and problems during the initiation stage.

Introduction to Hospitality Management (HFT 3003) This course provides an overview of the industry, its economic impact, its history, its current and future challenges, and some basic principles related to operating a business within a hospitality segment.

Meetings and Events Management (HFT 3741) This course explores the meetings and events industry, its economic impact, operational protocols and challenges, marketing techniques, budgeting and finance needs for successful meetings and events, and strategic planning for a major meeting or event.

Hospitality Marketing and Revenue Management Practices (HFT 4503) Students in this course survey marketing practices and revenue management issues that are unique to the hospitality industry. These practices include sales procedures and practices, revenue management, the use of technology to maintain a leadership position compared to one's competitors, building a loyal customer base, a discussion of the relationship of marketing to overall organizational success, and an analysis of a hospitality operation's annual marketing plan.

Introduction to Health Professions (HSA 3104) Examinations of current and projected human resources needed for the health care system using ongoing trends and issues.

Management of Long-Term Care Facilities (HSA 4223) Provides an in-depth study on how an effectively managed skilled-nursing facility should operate and how prospective, as well as currently employed, nursing home administrators can hone their skills to deliver quality services cost effectively.

Leadership and Social Change (LDR 3216) Explores the role of leadership in movements of social change. Grand feats to small initiatives and even failed attempts are analyzed in order to consider the common practices of those who seek to improve society.

Theories of Leadership (LDR 4104) This course provides learners with a review of major leadership theories designed to incorporate research findings, practice, skill-building and direct application to real-work scenarios. Specifically, this course covers a variety of topics impacting today's student, public leaders and private-sector leaders as a foundation for learning, including power and ethics, diversity, teamwork, leadership development, politics, coaching and mentoring, motivation, creativity, conflict and communication.

Introduction to Field Leadership (LDR 4250) This course is an introduction to field leadership delivered in an experiential education format. Content includes field leadership theories, program management and design and basic technical skills. The course is a mix of classroom and in-field experiences.

Introduction to Management and Organizational Behavior (MAN 3025) An introduction to managerial principles including planning, organizing, staffing, leadership and control techniques. A behavioral science foundation of individual needs, motivation and group processes will be utilized.

Service Operations (MAN 4029) Examines the nature and role of services, service strategies, new service development, service processes, service errors, technology and innovation, service facility location, layout and the management of service employees. Also focuses on globalization of services and the measurement and management of service quality.

Managing for Excellence in the Public and Nonprofit Sectors (PAD 4332) Surveys current management and leadership tools and processes used in both private and public organizations. Provides a conceptual understanding of strategies to improve public and nonprofit organizational performance such as measurement, strategic planning, employee motivation, and organizational development and change.

Global Studies – Core Competency (3 credit Hours)

Cultures of South Asia (ANT 3361) The cultural variation in South Asia, comprising the nations of India, Pakistan, Bangladesh, Sri Lanka, Nepal, Bhutan and the Maldives. Religion (Hinduism, Islam and Buddhism), caste and social structure, village dynamics, tribal groups, colonialism and culture change. *Meets WAC requirement*

Global Environmental Politics and Policies (INR 4350) The study of global environmental politics includes a variety of issues, problems, politics and policies relevant to population growth, resource degradation and the impacts of human economic development. Examines the development of environmental governance, environmental justice movements and efforts to control consumption to enhance sustainability.

Contemporary Issues in Leadership (LDR 3115) This course offers students interested in the dynamics of contemporary leadership the opportunity to explore relevant leadership trends and examine contemporary leadership theories and schools of thought using articles, film/documentaries, group learning/projects and experiential activities as the learning medium.

World Literature: Critical Approaches (LIT 4225) Critical approaches to selected works in major world literatures, Eastern and Western, including, e.g., archetypal, traditional or contemporary interpretations.

Major Writers of World Literature in English (LIT 4244) Course allows an in-depth exploration of particular major English-language writers from Africa, Asia, Canada, the Caribbean, Ireland and/or Oceania.

International Business Negotiations (MAN 3442) This course is aimed at developing expertise in negotiations across cultural borders, working with various suppliers, developing multicultural project teams and sensitivity and developing counter proposals.

International Business (MAN 3600) International dimensions of American enterprise. Examination of businesses, overseas organizations, operations, and problems of conducting international business.

Globalization and Social Movements (SYP 3454) This course explores the relationship between social movements and globalization and focuses on social movements in different national and historical contexts.

Global Social Change (SYP 4453) This course explores the structure-agency problem in the age of globalization. Students learn to use the fundamental tools of global analysis to analyze recent changes in the world economy and the interstate system.

Study Abroad (Various Subject Areas) Credit for enrollment in approved study abroad programs.

Capstone Requirement – Core Competency (3 Credit Hours)

Professional Internship (IDS 3949) This 0-4 credit course offers students the opportunity to gain “real-world” exposure and supervised experience related to their major, specific field of study or career interests. Students integrate theories learned in the classroom with experiential activities acquired through direct involvement in on/off campus internship opportunities as well as develop marketable skills in preparation for future employment or graduate school studies.

Professional Development (SLS 4342) (Pending new course proposal, anticipated approval 2022) This course focuses on career planning and management skills, including self-assessment, occupational exploration, and decision making; organizational changes affecting careers; and employability skills and strategies for implementing academic/career development plans.

Capstone Seminar on Leadership (LDR 4951) The goal of this course is to assist students in the integration of their academic study of leadership and their leadership experiences in preparation for their roles as members of the contemporary work force. Students analyze and synthesize the concept of leadership using cultural, ethical, sociological and historical perspectives.

Capstone Independent Project/Study (Various Subject Areas 4905/06) Independent study formulating a self-directed research project used to expand and integrate student's knowledge and professional expertise

- F. For degree programs in the science and technology disciplines, discuss how industry-driven competencies were identified and incorporated into the curriculum and indicate whether any industry advisory council exists to provide input for curriculum development and student assessment.**

The Bachelor of Professional Studies degree program is not a science or technology program.

- G. For all programs, list the specialized accreditation agencies and learned societies that would be concerned with the proposed program. Will the university seek accreditation for the program if it is available? If not, why? Provide a brief timeline for seeking accreditation, if appropriate. For degree programs in medicine, nursing, and/or allied health, please identify the courses that meet the requirements in Section 1004.08, Florida Statutes for required patient safety instruction.**

There is not a specialized accreditation agency or learned society for a Bachelor of Professional Studies program.

- H. For doctoral programs, list the accreditation agencies and learned societies that would be concerned with corresponding bachelor's or master's programs associated with the proposed program. Are the programs accredited? If not, why?**

There are no specialized accreditation agencies at the bachelor's level that would be concerned with this program.

- I. **Briefly describe the anticipated delivery system for the proposed program (e.g., traditional delivery on main campus; traditional delivery at branch campuses or centers; or nontraditional delivery such as distance or distributed learning, self-paced instruction, or external degree programs). If the proposed delivery system will require specialized services or greater than normal financial support, include projected costs in Table 3 in Appendix A. Provide a narrative describing the feasibility of delivering the proposed program through collaboration with other universities, both public and private. Cite specific queries made of other institutions with respect to shared courses, distance/distributed learning technologies, and joint-use facilities for research or internships.**

The Bachelor of Professional Studies degree primary campus will be the FAU in Davie partner campus. This campus was selected as the primary site based on its institutional history serving working-age adults. Established in 1990, FAU in Davie has historically served as an AA transfer institution for place-bound working-age adults that live in Broward County and the northern part of Miami-Dade. Co-located on the Broward College Central Campus, the average age of students that take classes on this campus is 27 and 66% of these students are from historically marginalized communities. To serve this demographic the Davie campus offers 70% of classes in the evening, weekends, hybrid and/or in mini-terms.

It is expected that approximately 75% of the students that enroll in the BPS will be part and will take classes primarily in the evening and/or online. Classes for this program will be offered through the Colleges of Arts and Letters, Business, Education, Science, and Social Work and Criminal Justice.

The Davie site was selected as the primary location for the Bachelor of Professional Studies, however, students will have the flexibility to take required and elective courses on other FAU campuses including the main Boca Raton campus as well as online.

The proposed delivery system utilizes existing courses, delivery modalities and/or classrooms. It will not require specialized services or greater than normal financial support.

IX. Faculty Participation

- A. **Use Table 2 in Appendix A to identify existing and anticipated full-time (not visiting or adjunct) faculty who will participate in the proposed program through Year 5. Include (a) faculty code associated with the source of funding for the position; (b) name; (c) highest degree held; (d) academic discipline or specialization; (e) contract status (tenure, tenure-earning, or multi-year annual [MYA]); (f) contract length in months; and (g) percent of annual effort that will be directed toward the proposed program (instruction, advising, supervising internships and practica, and supervising thesis or dissertation hours).**

As requested, details are provided in Table 4 in Appendix A. We are proposing to redistribute faculty efforts. We are not requesting funding for additional hires or adjuncts to support this program.

- B. **Use Table 3-Appendix A to display the costs and associated funding resources for existing and anticipated full-time faculty (as identified in Table 2-Appendix A). Costs for visiting and adjunct faculty should be included in the category of Other Personnel Services (OPS). Provide a narrative summarizing projected costs and funding sources.**

As requested, details are provided in Table 2 in Appendix A. All core and elective courses in the curriculum are already offered at FAU. We are proposing to redistribute faculty efforts. We are

not requesting funding for additional hires or adjuncts to support this program.

The total cost (in redistributed effort) is projected to be \$110,502 in Year One and \$342,595 in Year Five and was determined as described in table 3 Appendix A.

C. Provide in the appendices the abbreviated curriculum vitae (CV) for each existing faculty member (do not include information for visiting or adjunct faculty).

As requested, CVs for existing faculty who will participate in delivering this program are included in Appendix G.

D. Provide evidence that the academic unit(s) associated with this new degree have been productive in teaching, research, and service. Such evidence may include trends over time for average course load, FTE productivity, student HC in major or service courses, degrees granted, external funding attracted, as well as qualitative indicators of excellence.

All of the participating faculty currently meet SACS standards. The academic units associated with this new degree meet the productivity metrics set by the Board of Governors.

The primary participating academic units that will provide the majority of course options in the competency areas are the Dorothy F. Schmidt College of Arts and Letters and the College of Business. Evidence of productivity is provided for both colleges in the charts below.

According to FAU’s Office of Institutional Effectiveness and Analysis (IEA), The College of Business has awarded an average of 2289 total degrees per year with the majority of these degrees being awarded at the Bachelors level and has demonstrate strong FTE productivity.

The Dorothy F. Schmidt College of Arts and Letters has awarded an average of 1174 total degrees per year with the majority of these degrees being awarded at the Bachelors level and has demonstrate strong SCH and FTE productivity as reflected in the tables below.

	Year Degree Granted					All
	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	
College of Business						
Bachelors	1503	1595	1674	1643	1645	8060
Masters	547	664	654	756	726	3347
Doctorate	10	9	10	6	4	39
All	2060	2268	2338	2405	2375	11446
Dorothy F. Schmidt College of Arts and Letters						
Bachelors	1073	1083	950	1077	1141	5324
Masters	112	95	107	98	105	517
Doctorate	6	4	8	3	6	27
All	1191	1182	1065	1178	1252	5868

	State Fundable SCH					Total
	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	

College of Business						
Lower Div	25272	25896	26916	26840	26985	131909
Upper Div	105458	106035	110100	106040	110071	537704
Grad level 1	9410.5	8963.5	8283.5	7875.5	7479	42012
Grad level 2	732	699	644	667	685	3427
Total	140872.5	141593.5	145943.5	141422.5	145220	715052
Dorothy F. Schmidt College of Arts and Letters						
Lower Div	106368	103656	108032	109924	119102	547082
Upper Div	63771	62117	64923	67966	75156	333933
Grad level 1	4927	4745	4599	4581	6341	25193
Grad level 2	649	578	552	587	889	3255
Total	175715	171096	178106	183058	201488	909463

	Annualized State Fundable FTE					
	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	Total
College of Business						
Lower Div	842	863	897	895	900	4397
Upper Div	3515	3535	3670	3535	3669	17924
Grad level 1	392	373	345	328	312	1750
Grad level 2	31	29	27	28	29	144
Total	4780	4800	4939	4786	4910	24215
Dorothy F. Schmidt College of Arts and Letters						
Lower Div	3546	3455	3601	3664	3970	18236
Upper Div	2126	2071	2164	2266	2505	11132
Grad level 1	205	198	192	191	264	1050
Grad level 2	27	24	23	24	37	135
Total	5904	5748	5980	6145	6776	30553

The College of Business and the Dorothy F. Schmidt College of Arts and Letters each maintain a healthy undergraduate major population as demonstrated by headcount enrollments also accessed through IEA.

	Headcount					
	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	Yearly Average
College of Business						
Total	8093	8137	8106	8174	8297	8161
Dorothy F. Schmidt College of Arts and Letters						
Total	4735	4587	4470	4626	4563	4596

Departmental faculty participate in a variety of service activities both internal and external to FAU and maintain active research programs as demonstrated within their CVs (Appendix G).

X. Non-Faculty Resources

- A. Describe library resources currently available to implement and/or sustain the proposed program through Year 5. Provide the total number of volumes and serials available in this discipline and related fields. List major journals that are available to the university's students. Include a signed statement from the Library Director that this subsection and subsection B have been reviewed and approved.

Existing library resources are sufficient to meet the needs of the degree. This proposal has been reviewed and approved by the FAU Dean of Libraries (Appendix B). The search from the Library staff included 263,728 entries from which the table below was provided. The complete **Library New Program Narrative** prepared by Ken Frankel and Dawn Froid, FAU Libraries, September 2021 is attached as Appendix I.

Library Collection

Program Subjects	Library of Congress Subclass	Print Circulating Titles
Advanced Writing	P - PN Language including Communication	10559
Professional Communication and Technology	P - Language including Communication HF - Multimedia Presentations	counted in other ranges
Culture, Diversity and Inclusion	B - Philosophy, Ethics, Religion	38,402
Culture, Diversity and Inclusion	C - World History including the Americas	3523
Culture, Diversity and Inclusion	D - World History	47375
Culture, Diversity and Inclusion	E - History of the Americas	26951
Culture, Diversity and Inclusion	F - History of the Americas	15239
Culture, Diversity and Inclusion	G - Geography and Anthropology	16323
Leadership and Management	H - Social Sciences includes Leadership and Management	98,052

Global Studies	J - Political Sciences includes Global Studies	17424
Broad Electives	A - Reference	439
Total		263,728

40,453 Journal titles

Key Databases
ABI/INFORM Collection
ABI/INFORM Global
Academic Search Complete
Business Source Ultimate
Gale Academic OneFile
JSTOR
Political Science Database
Taylor & Francis Social Science and Humanities Library
Wiley Online Library Database Model 2021

General Library Description

<https://library.fau.edu>

The Florida Atlantic University Libraries provide library resources and services for students, faculty, staff, and the public at the Boca Raton, Jupiter, and Harbor Branch Oceanographic Institute campuses. The Wimberly Library at the Boca Raton campus is the largest and provides some centralized services for the partner campuses. The Wimberly Library also provides library services for the Boca Raton campus of Palm Beach State College. The Florida Atlantic University (FAU) Davie campus is a joint use campus with Broward College, and library services are provided

by the University/College Library which is administered by Broward College. The FAU Fort Lauderdale campus is provided with library services by the Broward County Main Library. The FAU Libraries online resources are accessible to affiliated users from anywhere with an internet connection.

The student FTE at Florida Atlantic University is 26,869 (2019-2020).

Library Faculty and Staff

The current number of librarians at the FAU Libraries is 19 and the number of administrative and professional and other staff members is 48. Part-time student workers are employed in some departments, most notably Access Services and Interlibrary Loan. Librarians at FAU have faculty status and a promotion process. They do not have tenure.

Access Services

<https://library.fau.edu/access-services>

The Florida state university and college libraries recently (summer 2021) changed their library management system to Alma/Primo VE based on a legislative mandate. Primo VE provides access to the FAU Library Catalog (holdings of print and eBooks, government documents, maps, DVDs, streaming videos, etc.) as well as OneSearch, a discovery system that combines the holdings of many of the individual databases that the library subscribes to, along with the library catalog, and allows them to be searched together at one time. In addition, a Journals tab allows for individual journal titles to search for to determine which databases include the journal and what years are covered in our library. The Databases tab provides access to individual databases, which can be searched for or browsed by title or subject. Library research guides (LibGuides) provide guidance to users in selecting subject-appropriate databases (and other resources). Authentication to library-licensed resources requires users to log in with their FAUNet ID and password via OpenAthens.

<https://library.fau.edu/interlibrary-loan>

The Interlibrary Loan (ILL) Department obtains temporary loan of books (and other physical library materials) not owned (or in lost status) at FAU from other libraries, as well as obtaining copies of journal articles and book chapters. The latter are sent in PDF format, and ILL users are sent an email with a link that allows them access and download their requested online item(s). The ILL Department also handles intra-library borrowing and lending between FAU campus libraries. FAU affiliated users have reciprocal borrowing privileges with other state college and university libraries in Florida.

<https://libguides.fau.edu/textbooks-reserves>

To contribute towards state metrics and university KPIs (Key Performance Indicators) based on reducing student costs, the Libraries began offering textbook reserves a few years ago. The service places select required textbooks for courses on two hour reserve, for use in the library only. These are generally donated by faculty or students. The liaisons also do outreach to faculty to determine if any of their textbooks are available as eBooks with unlimited simultaneous users and to encourage the adoption of Open Educational Resources (OER). Select textbooks as eBooks have been and are being purchased from dedicated funds from Student Government.

<https://libguides.fau.edu/scs-copyright>

<https://library.fau.edu/external-relations/faqs-copyright-students-essentials>

Reference Services

<https://library.fau.edu/instruction-engagement>

Instruction Services

<https://library.fau.edu/collection-management/library-liaisons>

<https://library.fau.edu/instruction-engagement>

<https://libguides.fau.edu/>

<https://library.fau.edu/instruction-engagement/videos>

<https://www.youtube.com/user/faulibraries>

The complete **Library New Program Narrative** prepared by Ken Frankel and Dawn Froot, FAU Libraries, September 2021 is attached as Appendix I.

- B. Describe additional library resources that are needed to implement and/or sustain the program through Year 5. Include projected costs of additional library resources in Table 3-Appendix A. Please include the signature of the Library Director in Appendix B.**

Existing library resources are sufficient to meet the needs of the degree. This proposal has been reviewed and approved by the FAU Dean of Libraries (Appendix B).

- C. Describe classroom, teaching laboratory, research laboratory, office, and other types of space that are necessary and currently available to implement the proposed program through Year 5.**

We do not anticipate the need for any additional classroom, teaching laboratory, research laboratory, office or other types of spaces. The Bachelor of Professional Studies program curriculum is built from existing courses offered by FAU's Colleges of Arts and Letters, Business, Criminal Justice and Social Work, and Science. The existing courses included in the program utilize general use classrooms or are offered online. The general use classrooms are already assigned to the courses as these serve students in other majors. It is anticipated that the BPS program will incrementally increase the part-time student enrollment at FAU in Davie, however, these students will be enrolling in open seats in courses that do not typically fill to capacity.

- D. Describe additional classroom, teaching laboratory, research laboratory, office, and other space needed to implement and/or maintain the proposed program through Year 5. Include any projected Instruction and Research (I&R) costs of additional space in Table 3-Appendix A. Do not include costs for new construction because that information should be provided in response to X (E) below.**

We do not anticipate the need for additional space.

- E. If a new capital expenditure for instructional or research space is required, indicate where this item appears on the university's fixed capital outlay priority list. Table 3-Appendix A includes only Instruction and Research (I&R) costs. If non-I&R costs, such as indirect costs affecting libraries and student services, are expected to increase as a result of the program, describe and estimate those expenses in narrative form below. It is expected that high enrollment programs in particular would necessitate increased costs in non-I&R activities.**

New capital expenditure is not necessary for this degree program.

F. Describe specialized equipment that is currently available to implement the proposed program through Year 5. Focus primarily on instructional and research requirements.

We do not anticipate the need for any specialized equipment to implement the proposed program. The Bachelor of Professional Studies program curriculum is built from existing courses offered by FAU's Colleges of Arts and Letters, Business, Criminal Justice and Social Work, and Science. It is anticipated that the BPS program will incrementally increase the part-time student enrollment at FAU in Davie, however, these students will be enrolling in open seats in courses that do not typically fill to capacity and are assigned to general use classrooms or offered online.

G. Describe additional specialized equipment that will be needed to implement and/or sustain the proposed program through Year 5. Include projected costs of additional equipment in Table 3-Appendix A.

We do not anticipate the need for any additional specialized equipment to implement and/or sustain the proposed program through Year 5.

H. Describe any additional special categories of resources needed to implement the program through Year 5 (access to proprietary research facilities, specialized services, extended travel, etc.). Include projected costs of special resources in Table 3-Appendix A.

We do not anticipate the need for additional special categories of resources to implement the program through Year 5.

I. Describe fellowships, scholarships, and graduate assistantships to be allocated to the proposed program through Year 5. Include the projected costs in Table 3-Appendix A.

No fellowships or scholarships will be specifically allocated to the proposed program. It is anticipated that students may be eligible for financial aid and encouraged to apply for other scholarships and tuition reimbursement programs that they qualify for.

J. Describe currently available sites for internship and practicum experiences, if appropriate to the program. Describe plans to seek additional sites in Years 1 through 5.

The Bachelor of Professional Studies (BPS) is an undergraduate interdisciplinary degree program developed for working-age adults. The BPS curriculum and core competency areas emphasize the development of professional skills that support career sustainability and advancement as defined by the National Association of Colleges and Employers (NACE). As such the FAU Career Center will be an integral component to the proposed program. Students will be required to register for a Handshake account with the Career Center when they are admitted to the BPS degree program.

The FAU Career Center supports students, alumni and employer partners in building careers and successful futures through an interconnected career ecosystem that engages and prepares students for life after college. Through the Career Center students have access to career coaching, career fairs, resume writing, interview preparation, professional clothes closet, internships and multi-year career planning. Alumni have access to utilize the services of the Career Center free of charge up to one-year after graduation.

Florida Atlantic University is located across multiple major metropolitan areas with a strong regional alumni base and relationships with over 40 Broward industry and civic partners

providing internships and post-graduation employment including: Broward Health, Memorial Healthcare, CVS and Walgreen pharmacies, JM Family Enterprises, American Express, Citrix Systems, FiServe, Spirit Airlines, Zimmerman Advertising, Cross Country Healthcare, Enterprise, Northwestern Mutual, SBA, National Council on Compensation Insurance, Carr Riggs & Ingram, RSM, Office Depot, Hilton (HWH) and the cities of Fort Lauderdale, Plantation, Sunrise, Coconut Creek and Coral Springs.

APPENDIX B

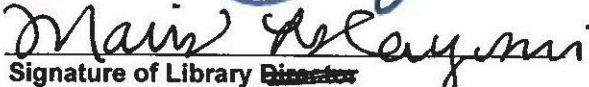
Please include the signature of the Equal Opportunity Officer and the Library Director.



Signature of Equal Opportunity Officer

Date

JAN 5th 2022



Signature of Library ~~Director~~
Assistant Dean

Date

January 10, 2022

This appendix was created to facilitate the collection of signatures in support of the proposal. Signatures in this section illustrate that the Equal Opportunity Officer has reviewed section II.E of the proposal and the Library Director has reviewed sections X.A and X.B.

APPENDIX A TABLE 1-A PROJECTED HEADCOUNT FROM POTENTIAL SOURCES (Baccalaureate Degree Program)

Source of Students (Non-duplicated headcount in any given year)*	Year 1 HC	Year 1 FTE	Year 2 HC	Year 2 FTE	Year 3 HC	Year 3 FTE	Year 4 HC	Year 4 FTE	Year 5 HC	Year 5 FTE
Upper-level students who are transferring from other majors within the university**	0	0	0	0	0	0	0	0	0	0
Students who initially entered the university as FTIC students and who are progressing from the lower to the upper level***	0	0	0	0	0	0	0	0	0	0
Florida College System transfers to the upper level***	0	0	0	0	0	0	0	0	0	0
Transfers to the upper level from other Florida colleges and universities***	0	0	0	0	0	0	0	0	0	0
Transfers from out of state colleges and universities***	0	0	0	0	0	0	0	0	0	0
Other (Working-age adults with prior college credit that did not complete their bachelor's degree)***	30	18	70	42	110	66	150	90	200	120
Totals	30	18	70	42	110	66	150	90	200	120

* List projected annual headcount of students enrolled in the degree program. List projected yearly cumulative ENROLLMENTS instead of admissions.

** If numbers appear in this category, they should go DOWN in later years.

*** Do not include individuals counted in any PRIOR CATEGORY in a given COLUMN.

APPENDIX A TABLE 1-B PROJECTED HEADCOUNT FROM POTENTIAL SOURCES (Graduate Degree Program)

Source of Students (Non-duplicated headcount in any given year)*	Year 1 HC	Year 1 FTE	Year 2 HC	Year 2 FTE	Year 3 HC	Year 3 FTE	Year 4 HC	Year 4 FTE	Year 5 HC	Year 5 FTE
Individuals drawn from agencies/industries in your service area (e.g., older returning students)	0	0	0	0	0	0	0	0	0	0
Students who transfer from other graduate programs within the university**	0	0	0	0	0	0	0	0	0	0
Individuals who have recently graduated from preceding degree programs at this university	0	0	0	0	0	0	0	0	0	0
Individuals who graduated from preceding degree programs at other Florida public universities	0	0	0	0	0	0	0	0	0	0
Individuals who graduated from preceding degree programs at non-public Florida institutions	0	0	0	0	0	0	0	0	0	0
Additional in-state residents***	0	0	0	0	0	0	0	0	0	0
Additional out-of-state residents***	0	0	0	0	0	0	0	0	0	0
Additional foreign residents***	0	0	0	0	0	0	0	0	0	0
Other (Explain)***	0	0	0	0	0	0	0	0	0	0
Totals	0	0	0	0	0	0	0	0	0	0

* List projected annual headcount of students enrolled in the degree program. List projected yearly cumulative ENROLLMENTS instead of admissions.

** If numbers appear in this category, they should go DOWN in later years.

*** Do not include individuals counted in any PRIOR category in a given COLUMN.

I nis is not a graduate level degree program

APPENDIX A Table 2 Anticipated Faculty Participation

Faculty Code	Faculty Name or "New Hire" Highest Degree Held Academic Discipline or Specialty	Rank	Contract Status	Initial Date for Participation in Program	Mos. Contract Year 1	FTE Year 1	% Effort for Prg. Year 1	PY Year 1	Mos. Contract Year 5	FTE Year 5	% Effort for Prg. Year 5	PY Year 5
A	Robert Adams, Ph.D. English	Professor	Tenure	Fall 2022	9	0.75	0.03	0.02	9	0.75	0.10	0.08
A	Julia Mason, Ph.D. English	Associate Professor	Tenure	Spring 2023	9	0.75	0.02	0.02	9	0.75	0.05	0.04
A	Robert Caputi Sociology	Instructor	Non Tenure	Fall 2022	9	0.75	0.02	0.02	9	0.75	0.25	0.19
A	Anthony Stagliano, Ph.D. English	Asst. Professor	Tenure	Fall 2022	9	0.75	0.10	0.08	9	0.75	0.18	0.14
A	Nannette Durnell-Uwechue, Ph.D. Communication Studies	Assoc. Professor	Tenure	Fall 2022	9	0.75	0.03	0.02	9	0.75	0.10	0.08
A	Deandre Poole, Ph.D. Communication Studies	Instructor	Non Tenure	Fall 2022	9	0.75	0.02	0.02	9	0.75	0.10	0.08
A	Laura Winn-Trapani, Ph.D. Communication Studies	Instructor	Non Tenure	Fall 2022	9	0.75	0.03	0.02	9	0.75	0.12	0.09
A	Pauline Chin, Ph.D. Information Tech & Operation Mgmt	Senior Instructor	Non Tenure	Fall 2022	9	0.75	0.02	0.02	9	0.75	0.10	0.08
A	Donna Cooke, Ph.D. Leadership and Human Resources	Assoc. Professor	Tenure	Spring 2023	9	0.75	0.02	0.02	9	0.75	0.10	0.08
A	Louisa Rogers, EdD Business Communication	Senior Instructor	Non Tenure	Fall 2022	9	0.75	0.02	0.02	9	0.75	0.10	0.08
A	Patrick Bernet, Ph.D. Healthcare Finance	Associate Professor	Tenure	Fall 2022	9	0.75	0.05	0.04	9	0.75	0.18	0.14
A	Eileen Acello, M.S. Marketing	Instructor	Non Tenure	Fall 2022	9	0.75	0.03	0.02	9	0.75	0.12	0.09
A	Peter Ricci Ph.D. Marketing-Hospitality Management	Instructor	Non Tenure	Fall 2022	12	1.00	0.03	0.03	9	0.75	0.18	0.14
A	Pierre Alexandre, Ph.D. Business - Public Health	Assoc. Professor	Tenure	Spring 2023	12	1.00	0.02	0.02	9	0.75	0.10	0.08
A	Rajeev Sawant, Ph.D. International Business	Assistant Professor	Tenure	Fall 2022	9	0.75	0.02	0.02	9	0.75	0.10	0.08
A	Harry Schwartz, MPA Management - Entrepreneurship	Instructor	Non Tenure	Fall 2022	9	0.75	0.05	0.04	9	0.75	0.18	0.14
A	Maria Fadiman, Ph.D. Geoscience	Professor	Tenure	Spring 2023	9	0.75	0.02	0.02	9	0.75	0.05	0.04
A	Robin Larson, Ph.D. Public Administration	Instructor	Non Tenure	Spring 2023	9	0.75	0.03	0.02	9	0.75	0.10	0.08
A	Gao Liu, Ph.D. Public Administration	Associate Professor	Tenure	Spring 2023	9	0.75	0.03	0.02	9	0.75	0.10	0.08
A	Wendy Hinshaw, Ph.D. English	Associate Professor	Tenure	Fall 2022	9	0.75	0.02	0.02	9	0.75	0.10	0.08
A	James Ward, Ph.D. Hospitality	Instructor	Non Tenure	Fall 2022	9	0.75	0.05	0.04	9	0.75	0.18	0.14
A	Patricia Widener, Ph. D. Sociology	Associate Professor	Tenure	Fall 2022	9	0.75	0.02	0.02	9	0.75	0.12	0.09
A	Susan Dennett, Ph.D. Educational Leadership	Instructor	Non Tenure	Fall 2022	9	0.75	0.05	0.04	9	0.75	0.18	0.14
A	Cristobal Salinas, Ph.D. Educational Leadership	Associate Professor	Tenure	Fall 2023	9	0.00	0.00	0.00	9	0.75	0.12	0.09
A	Mara Schiff, Ph.D. Criminal Justice	Associate Professor	Tenure	Fall 2022	9	0.75	0.02	0.02	9	0.75	0.10	0.08
A	Carter Koppleman, Ph.D. Sociology	Assistant Professor	Tenure	Spring 2023	9	0.75	0.02	0.02	9	0.75	0.10	0.08
A	Lauren Mavica, Ph.D. Psychology	Instructor	Non Tenure	Fall 2022	9	0.75	0.02	0.02	9	0.75	0.18	0.14
A	Linda Johnson, MFA Graphic Design	Professor	Tenure	Fall 2022	12	1.00	0.10	0.10	12	1.00	0.20	0.20
Total Person-Years (PY)								0.77				2.85

Faculty Code	Code Description	Source of Funding	PY Workload by Budget Classification	
			Year 1	Year 5
A	Existing faculty on a regular line	Current Education & General Revenue	0.77	2.85
B	New faculty to be hired on a vacant line	Current Education & General Revenue	0.00	0.00
C	New faculty to be hired on a new line	New Education & General Revenue	0.00	0.00
D	Existing faculty hired on contracts/grants	Contracts/Grants	0.00	0.00
E	New faculty to be hired on contracts/grants	Contracts/Grants	0.00	0.00
F	Existing faculty on endowed lines	Philanthropy & Endowments	0.00	0.00
G	New faculty on endowed lines	Philanthropy & Endowments	0.00	0.00
H	Existing or New Faculty teaching outside of	Fee Auxiliary Funds	0.00	0.00
Overall Totals for			0.77	2.85

Budget Line Item	Reallocated Base* (E&G) Year 1	Enrollment Growth (E&G) Year 1	New Recurring (E&G) Year 1	New Non-Recurring (E&G) Year 1	Contracts & Grants (C&G) Year 1	Philanthropy / Endowments Year 1	Enterprise Auxiliary Funds Year 1	Subtotal Year 1	Continuing Base** (E&G) Year 5	New Enrollment Growth (E&G) Year 5	Other*** (E&G) Year 5	Contracts & Grants (C&G) Year 5	Philanthropy / Endowments Year 5	Enterprise Auxiliary Funds Year 5	Subtotal Year 5
Faculty Salaries and Benefits	81,758	0	0	0	0	0	0	\$81,758	309,135	0	0	0	0	0	\$309,135
A & P Salaries and Benefits	23,115	0	0	0	0	0	0	\$23,115	23,115	0	0	0	0	0	\$23,115
USPS Salaries and Benefits	0	0	0	0	0	0	0	\$0	0	0	0	0	0	0	\$0
Other Personal Services	0	0	0	0	0	0	0	\$0	0	0	0	0	0	0	\$0
Assistantships & Fellowships	0	0	0	0	0	0	0	\$0	0	0	0	0	0	0	\$0
Library	0	0	0	0	0	0	0	\$0	0	0	0	0	0	0	\$0
Expenses	5,000	0	0	0	0	0	0	\$5,000	10,000	0	0	0	0	0	\$10,000
Operating Capital Outlay	0	0	0	0	0	0	0	\$0	0	0	0	0	0	0	\$0
Special Categories	0	0	0	0	0	0	0	\$0	0	0	0	0	0	0	\$0
Total Costs	\$109,873	\$0	\$0	\$0	\$0	\$0	\$0	\$109,873	\$342,250	\$0	\$0	\$0	\$0	\$0	\$342,250

*Identify reallocation sources in Table 3.

**Includes recurring E&G funded costs ("reallocated base," "enrollment growth," and "new recurring") from Years 1-4 that continue into Year 5.

***Identify if non-recurring.

Total Positions	Year 1	Year 5
Faculty (person-years)	0.77	2.85
A & P (FTE)	0.3	0.3
USPS (FTE)	0	0

	Year 1	Year 5
Total E&G Funding	\$109,873	\$342,250
Annual Student FTE	18	120
E&G Cost per FTE	\$6,104	\$2,852

Table 2 Column Explanations

Reallocated Base*	1	E&G funds that are already available in the university's budget and will be reallocated to support the new program. Please include these funds
Enrollment Growth	2	Additional E&G funds allocated from the tuition and fees trust fund contingent on enrollment increases.
New Recurring	3	Recurring funds appropriated by the Legislature to support implementation of the program.
New Non-Recurring	4	Non-recurring funds appropriated by the Legislature to support implementation of the program. Please provide an explanation of the source of
Contracts & Grants	5	Contracts and grants funding available for the program.
Philanthropy	6	Funds provided through the foundation or other Direct Support Organizations (DSO) to support the program.
Enterprise Auxiliary	7	Use this column for continuing education or market rate programs and provide a rationale in section III.B. in support of the selected tuition
Continuing Base**	9	Includes the sum of columns 1, 2, and 3 over time.
New Enrollment	10	See explanation provided for column 2.
Other*** (E&G)	11	These are specific funds provided by the Legislature to support implementation of the program.
Contracts & Grants	12	See explanation provided for column 5.
Philanthropy	13	See explanation provided for column 6.
Enterprise Auxiliary Funds	14	Use this column for continuing education or market rate programs and provide a rationale in section III.B. in support of the selected tuition model.

APPENDIX A TABLE 4 ANTICIPATED REALLOCATION OF EDUCATION GENERAL FUNDS*

Program and/or E&G account from which current funds will be reallocated during Year 1	Base before reallocation	Amount to be reallocated	Base after reallocation
College of Business	29,353,200	33,240	\$29,319,960
College of Arts and Letters	33,597,689	41,431	\$33,556,258
College of Science	33,782,966	2,969	\$33,779,997
Social Work and Criminal Justice	7,478,739	1,684	\$7,477,055
College of Education	13,824,471	2,435	\$13,822,036
Broward Administration	2,205,373	28,115	\$2,177,258
	0	0	\$0
	0	0	\$0
Totals	\$120,242,438	\$109,874	\$120,132,564

* If not reallocating E&G funds, please submit a zeroed Table 4