

Additional Required Signatures

I confirm that I have reviewed and approved Need and Demand Section III.F. of this proposal.

Bobby Brown 3/6/2023
Signature of Equal Opportunity Officer

Date

I confirm that I have reviewed and approved Non-Faculty Resources Section VIII.A. and VIII.B. of this proposal.

Linda Marie Holian Jui
Signature of Library Dean/Director

3/6/2023

Date

Introduction

I. Program Description and Relationship to System-Level Goals

A. Describe within a few paragraphs the proposed program under consideration, and its overall purpose, including:

- degree level(s)
- majors, concentrations, tracks, specializations, or areas of emphasis
- total number of credit hours
- possible career outcomes for each major (provide additional details on meeting workforce need in Section III)

The proposed Bachelor of Arts in Global Studies (CIP 30.201) is an interdisciplinary degree housed in the Dorothy F. Schmidt College of Arts and Letters at FAU. It consists of 120 total credit hours, including 44 credits needed to complete the degree requirements. Those requirements include:

15 credits in core courses including four core courses (12 credits total) in Global Studies, methods and research design and one course (3 credits) in a directed undergraduate research project

8 credits of intermediate-level language courses

6 credits of 3000 level or above experiential learning courses either as study abroad or internship

15 courses of electives drawn from four categories of electives with thematic concentration areas in Global Cultures; Global Movements and Identities; Human and Natural Environments; and Peace, Social Justice, and Human Rights.

In addition, the degree requires specific options in the IFP including:

In Foundations of Written Communication: ENC 1101 and substitute for ENC 1102 either ANT 1471 Cultural Differences in a Globalized Society, ENC 1930 Honors Seminar Writing, ENC 1939 College Writing 2, or HIS 2050 Writing History. Students should earn a minimum of B+ for each of these two classes.

In Foundations of Mathematics and Quantitative Reasoning: STA 2023 for which students should earn a minimum of a B

In Foundations of Society and Human Behavior: ECO 2013 Macroeconomic for which students should earn a minimum of a B+

The thematic topic concentrations of the electives are constructed around transregional/transnational challenges that exceed any given geographical space affording the degree an identity clearly distinct from regional/hemispheric studies programs. This approach is proving increasingly important in contemporary global affairs in which the location of individuals, communities, business, finance, resources, political allegiances and socio-cultural forces not only exceed specific areas but often exhibit high degrees of fluidity and transition.

The Global Studies degree offers students a rigorous degree program that draws upon social science and humanities disciplines to better understand today's human, technological, social and economic affairs and to acquire relevant skills for personal and professional success in a dynamically globalized world. Situated at the intersection of studies in culture, communication, politics, finance, economics, technology and human mobility, Global Studies offers holistic approaches to comprehending the geopolitical order as it evolves through increasing interconnectedness. These include, among others, theoretical, methodological and applied examinations of representation, identity, nationalism, communication technologies, human rights, immigration, environmental concerns, political economy, Feminism, social economic class, social movements and postcolonial development.

The BA in Global Studies offers program-wide focus in targeted knowledge sets as well as latitude to the learner's unique portfolio of desired academic specializations, skills acquisition, professional development and professional opportunities. The curriculum is directed and rigorous in keeping with the objective of producing students capable of engaging and succeeding in the complex present including: specific required and recommended courses in the Intellectual Foundations Program (IFP) as pre-requisite entry points to the degree, four courses in the Global Studies core (Global Studies I and II and respective courses in Cultural Studies in Globality and Research and Bibliographic Methods) as well as five courses in the concentration electives. In keeping with the degree's commitments to interdisciplinarity and learner breadth and depth of knowledge, the concentration courses are further specified as three courses in one concentration and the remaining two courses in two additional concentrations. No more than three of these five courses may come from any particular Department/School. In addition to coursework, students are also required to complete two semesters worth of language courses at the intermediate level or above, six credit hours of either Study Abroad or Internship-based courses and a research-focused capstone course where students conceive of, design and execute individual research projects in keeping with best practices as guided by FAU's Office of Undergraduate Research Initiative.

The interdisciplinary nature of this degree prepares students for a wide variety of career options, including work in Civil and Foreign Service (as National Security Agents, Economists, Foreign Service Officers, Customs and Immigration Officers, and Legislative Aides). According to the Bureau of Labor and Statistics, the fields that such employment opportunities fall within are expected to grow approximately 7% from 2016 to 2026. Other career options include International Banking and Trade Officers, Pharmaceutical Representatives, Translation and Interpretation Services Providers, International Consultants, etc., etc. Pharmaceutical Representatives are anticipated to grow at roughly 5% from 2016-2026, while Translation. Interpretation specialist jobs are expected to grow 18%, and International Banking and Trade opportunities are likely to grow 19%. On the whole, the employment picture for candidates with this background is healthy, if not exceedingly robust.

Globalization has laid bare the demand for degree holders capable of navigating cultural, linguistic, political, economic, and social boundaries. The Bachelor of Arts degree in Global Studies responds to this demand by engaging students in a

distinct and coherent interdisciplinary curriculum designed to increase understanding of, engagement with and successful participation in the globalizing processes that comprise the present.

The degree under consideration aims to actualize the educational mandate within the Dorothy F. Schmidt College of Arts and Letters to provide an "enriching education" that enables careers and prepares the whole citizen." Indeed, The Global Studies program offers an otherwise unavailable educational experience that marries a transdisciplinary curriculum to a set of applied, pragmatic and learner-development experiences in order to gain a critical and practical perspective of global affairs/concerns today.

B. If the proposed program qualifies as a Program of Strategic Emphasis, as described in the Florida Board of Governors 2025 System Strategic Plan, please indicate the category.

- **Critical Workforce**
 - Education
 - Health
 - Gap Analysis
- **Economic Development**
 - Global Competitiveness
 - Science, Technology, Engineering, and Math (STEM)
- Does not qualify as a Program of Strategic Emphasis.**

II. Strategic Plan Alignment, Projected Benefits, and Institutional Mission and Strength

A. Describe how the proposed program directly or indirectly supports the following:

- **System strategic planning goals (see link to the 2025 System Strategic Plan on the [New Program Proposals & Resources](#) webpage)**
- **the institution's mission**
- **the institution's strategic plan**

SUS Goals

The proposed BA in Global Studies is fully aligned with the SUS's "2025 System Strategic Plan" adopted in October 2019. It strongly promotes 1) the planning goals of Excellence, Productivity and Strategic Priorities for a Knowledge Economy. A rigorous, well-delineated, globally-focused degree program provides *Excellence, Productivity and Strategic Priorities in Teaching and Learning* by ensuring the rigor of the program relative to the realities of an increasingly interconnected and competitive world.

Careers in the International Affairs/Relations and Global Studies are considered well-paying, high satisfaction occupations. Demand for these professionals is high, is expected to continue to grow, and will become even more desirable as the pace of global integration grows.

Indeed, the proposed degree directly addresses the State's priorities (2-5) to:

- Support students' development of the knowledge, skills, and aptitudes needed for success in the global society and marketplace.
- Transform and revitalize Florida's economy and society through research, creativity, discovery, and innovation.
- Mobilize resources to address the significant challenges and opportunities facing Florida's citizens, communities, regions, the state, and beyond.
- Deliver knowledge to advance the health, welfare, cultural enrichment, and economy through community and business engagement and service.

The degree under consideration addresses the SUS Strategic Plan goals by emphasizing the importance of an education that best prepares students for the opportunities and challenges of a global society. The SUS plan states that "The mission of the State University System of Florida is to provide undergraduate, graduate and professional education, research, and public service of the highest quality through a coordinated system of institutions of higher learning, each with its own mission and collectively dedicated to serving the needs of a diverse state and global society" and to "support students' development of the knowledge, skills, and aptitudes needed for success in the global society and marketplace."

The BA in Global Studies contributes to these goals by centering a student's educational experience on the emergent phenomenon of living in an increasingly globalized world. The degree facilitates student awareness of the challenges and opportunities inherent in cross-cultural contact, and ways that contact is central to individual and organizational success. The degree would directly address the goal of creating a strong talent pipeline capable of diversifying Florida's economy. Through internships and study abroad experience the degree ensures that students are connected to employers and, in turn, that the employers will find them capable and trained with the relevant skills for their positions.

The BOG strategic plan calls for the development of degrees in Areas of Strategic Emphasis, a category that includes International/Global Studies (CIP 30.2001). This degree will be a new degree program located in an Area of Strategic Emphasis and will directly support the BOG Strategic Plan by attracting students to a forward-looking degree option.

Institutional Mission

The degree embraces the core values of FAU's strategic mission to focus on outcome-based approaches that "equips students with essential tools to achieve economic success, personal well-being and meaningful careers" by adopting an interdisciplinary based approach to the degree. This decision prioritizes the relevance of information and skills over the sheer maintenance of a like-minded disciplinary reproduction. In addition, the focus on experiential courses, specified IFP courses, and core course design were all constructed with an eye to providing

the student with the full range of aptitudes and skills they would need to thrive in these complex environments.

Institutional Strategic Plan

The proposed degree aligns with and responds to our institution's goal of "Boldness" in that it specifically seeks to realize that goal's vision of "a globalized, forward-thinking institution that caters to high-ability students" (p.6). So central was this goal to the plan that it was also established as the university platform of "Global perspectives and participation". The degree is at the heart of these objectives insofar as it directly addresses the aim of making our students more career ready for the new global environment and in providing the skills essential to be leaders in that economy.

The degree design also embraces the platform of "undergraduate research" through its requirement that students complete a directed independent research project. As well, the nature of the Global Studies degree satisfies the "Community Engagement and Economic Development" platform in that it transforms more general humanities and social science majors into specific career/workforce readiness outcomes and provides graduates with detailed awareness of the communities they anticipate working within.

B. Describe how the proposed program specifically relates to existing institutional strengths. This can include:

- **existing related academic programs**
- **existing programs of strategic emphasis**
- **institutes and centers**
- **other strengths of the institution**

The degree will comprise a core education in culture and the social sciences with thematic concentration areas in Global Cultures; Global Movements and Identities; Human and Natural Environments; and Peace, Social Justice, and Human Rights. The proposed new major takes advantage of the expertise of faculty from the various departments of the College who will work together to organize knowledge trans-disciplinarily. Rather than "specialists" in a particular discipline, the degree aims to help students become well-rounded "generalists" who possess particularly strong intellectual inquiry and research skills. The multidisciplinary approach also harkens back to one of the remaining strengths of a humanities-based education: a holistic understanding of one's world where students can better conceptualize their place and purpose in relation to it. FAU's global studies degree looks to the future by drawing upon the past by adapting a humanities-based curriculum to a twenty-first century context while still maintaining the humanities' broader mission of assisting students in self-discovery by analyzing and engaging with culture-at-large of the past and the present, locally and globally.

We believe the program will serve as an effective complement to our existing degrees and certificates many of which are already interdisciplinary in nature. It is expected that many students will also likely complete additional certificates or minors to further enrich and tailor their degree. Our existing minors, such as the Ethnic Studies Minor, or certificates such as the Asian Studies; Women, Gender, and Sexuality Studies; Latin American and Caribbean Studies; and Peace, Justice, and Human

Rights certificates all have courses heavily represented in the proposed Global Studies degree curriculum (often as electives) and so the completion of these additional minor/certificates should not place additional burdens on students

Students pursuing the B.A. in Global Studies are also highly likely to be interested in research opportunities. When combined with FAU's already established distinction in undergraduate research opportunities and FAU's Strategic Plan goals of enriching our connectedness to "Place" through "Engagement with South Florida's global communities" as well as the Plan's identified Platforms in "Community Engagement and Economic Development", "Diversity", "Global Goals and Perspectives", "South Florida Culture" and "Peace, Justice and Human Rights" we expect high participation rates of Global Studies undergraduates in quality research programs. This is consistent with the goal of developing *Excellence and Productivity in Scholarship, Research and Innovation*

- C. Provide the date the pre-proposal was presented to the Council of Academic Vice Presidents Academic Program Coordination (CAVP ACG). Specify whether any concerns were raised, and, if so, provide a narrative explaining how each concern has been or will be addressed.**

On April 3, 2020, Dr. Russ Ivy presented the proposal of the new degree to CAVP and CAVP ACG and it was accepted with no concerns.

- D. In the table below, provide a detailed overview and narrative of the institutional planning and approval process leading up to the submission of this proposal to the Board office. Include a chronology of all activities, providing the names and positions of both university personnel and external individuals who participated in these activities.**
- If the proposed program is a bachelor's level, provide the date the program was entered into the APPRiSe system, and, if applicable, provide narrative responding to any comments received from APPRiSe.**
 - If the proposed program is a doctoral-level program, provide the date(s) of the external consultant's review in the planning table. Include the external consultant's report and the institution's responses to the report as Appendix B.**

Planning Process

Date	Participants	Planning Activity Description
Spring 2018	10 faculty members from College of Arts and Letters	Proposed idea and designed curriculum for a new interdisciplinary major in Global Studies
Fall 2018	Chris Robe and Ashvin Kini	First test pilot class in “Global Cultural Studies” taught
Fall 2019	Russ Ivy	Results of market analysis came back favoring a rigorous and intensive degree
Spring 2020	Russ Ivy	Proposed Degree to CAVP
Fall 2020	Carter Koppelman and Jose Valenzuela de la Vega	First test pilot class in “Global Studies I”
Spring 2021	Carter Koppelman and Gonzolo Malosetti	First test pilot class in “Global Studies II”
Spring 2022	Faculty in Arts and Letters	Begin approval process through Faculty Governance process. Approved at College University Program Committee
October 2022	Faculty in Arts and Letters	Revised curriculum re-approved through College University Program Committee
November 2022	University-wide faculty body	Program and courses approved at University level Undergraduate Program committee
January 2023	Academic Planning and Budget Committee	Program approved by Faculty Senate Academic Planning and Budget Committee
March 2023	Dean of Libraries	Review and approval of program as requiring no additional resources
March 2023	University Equal Opportunity Officer	Review and approval of program as satisfying diverse recruitment strategy
March 2023	Faculty Senate Steering Committee	Approval with a positive recommendation from Steering Committee of Faculty Senate
April 2023	Faculty Senate	Approval by FAU Board of Trustees

- E. Provide a timetable of key events necessary for the implementation of the proposed program following approval of the program by the Board office or the Board of Governors, as appropriate, and the program has been added to the State University System Academic Degree Program Inventory.**

Events Leading to Implementation

Date	Implementation Activity
April 2023	Finalize interdisciplinary executive committee to oversee degree
April 2023	Begin initial marketing campaign, outreach to area schools
April 2023	Schedule Global Studies I for Fall 2023 term, Global Studies II for Spring 2024.

Institutional and State Level Accountability

III. Need and Demand

A. Describe the workforce need for the proposed program. The response should, at a minimum, include the following:

- **current state workforce data as provided by Florida’s Department of Economic Opportunity**
- **current national workforce data as provided by the U.S. Department of Labor’s Bureau of Labor Statistics**
- **requests for the proposed program from agencies or industries in your service area**
- **any specific needs for research and service that the program would fulfill**

The nature of a Global Studies degree is that it prepares students for any number of possible career paths including education, trade, finance, hospitality, governmental service, and industry. Florida Department of Economic Opportunity show robust employment demand through 2030 for all of these employment categories. A sampling of these numbers suggests strong demand for students graduating with a BA in Global Studies, including: Operations Research Analyst (23% expected growth), Market Research Analyst (22% expected growth), Financial Managers (18%), Management Analyst (15%), Marketing Managers (12%), Supervisor of Personal Services Workers (12%), Educational Services Providers (13%). Specialty Trade Contractors (12%), Professional, Scientific and Technical Services (19%), Government worker (5%), and Leisure and Hospitality Industries (11%).

A 2021 Florida Chamber Foundation study of workforce needs identified “Business/Finance” as one of the four principle areas of workforce need in the future (<https://www.flchamber.com/floridaworkforceneedsstudy>). With job outcomes like international trade specialist, market analyst, marketing manager, policy analyst and foreign affairs expert a degree in Global Studies prepares students for the complex and inter-connected workforce needs of the next century. Capacities learned in Global Studies degrees are essential other workforce needs including health care advocacy, fundraiser and non-profit management for health care industries. Finally, the skills acquired through a Global Studies degree can be essential in supplementing the humanities and social science service-oriented professions toward the positions where workforce demand is at its highest. By ensuring a pipeline of graduates with a set of essential language, analytical, research, communication, skills, and intercultural awareness the degree will help move Florida’s workforce in better alignment with anticipated position needs.

The Florida Chamber of Commerce also highlights Florida's significant global influence and inter-connection to countries across the world. It is the 17th largest global market with exports, imports, service exports, visitors and investment spanning the globe. These connections ensure that graduates would have excellent job prospects working in and with some of the most influential and prosperous countries in the world including: Argentina, Brazil, Canada, China, Columbia, France, Germany, Japan, Mexico, Spain, and the United Kingdom (<https://www.flchamber.com/international/global-florida/>).

From a local and state perspective this degree program provides for the *Strategic Priority of Community and Business Engagement*, by providing a pipe-line for future professional talent for public and private business, and community services. In addition, when viewed in light of FAU's success at attracting a diverse student population, this degree program is likely to bolster participation of under-represented groups in the international/global professions in Florida.

The core courses of the new major will integrate perspectives and pedagogical methodologies from various disciplines in the Humanities, Social Sciences, Geosciences, Education, and Economics in an effort to reconfigure traditional modes of teaching and working to prepare students for the challenges of the twenty-first century. The new degree will include mandatory experiential learning components in the curriculum, such as internships with local or global organizations and NGOs, as it is designed to provide an education that crosses the three orthogonal dimensions that serve to classify academic disciplines and delineate the structures of knowledge.

In sum, rather than preparing students to be specialists in a narrow field, the new major in Global studies is designed to build and foster the critical skills identified by major national educational frameworks as crucial for students to possess in order to be successful participants in tomorrow's global economy: problem solving, critical thinking, creativity and imagination, collaboration and teamwork, flexibility and adaptability, global and cultural awareness, civic literacy and citizenship, as well as oral and written communication skills ("13 Essential 21st Century Skills" <https://www.envisionexperience.com/blog/13-essential-21st-century-skills-for-todays-students>).

The proposed degree addresses these questions directly. It embraces the shift from a strategic emphasis on "globalization" to one of "global competitiveness" by designing into the curriculum the exact skill sets needed to excel in today's competitive markets. The combination of targeted IFP courses, core courses, research and design courses and experiential courses ensures graduates will have the awareness of global and cultural trends as well as the training to put that knowledge into successful action.

B. Provide and describe data that support student demand for the proposed program. Include questions asked, results, and other communications with prospective students.

Based on engagement with students we are confident there is robust demand for the proposed degree program. Students have persistently asked for degree options that are more workforce facing but that still allow them to concentrate their studies in various humanities or social science programs. Indeed, the impetus for

the degree program were conversations that had taken place over many years with students culminating with a group of faculty creating a working group to take account of these concerns and to imagine a degree design that would enable students to resource courses from across the university but remain in programs that allowed for a unique focus in the fields represented by the College of Arts and Letters.

One telling measure of the amount of student interest related to these programs is the growth that similar programs have enjoyed in other SUS institutions. At the University of Florida, a similar degree program graduated 6 majors in 2012 and 90 majors 4 years later in 2016. UCF's program grew slightly more modestly from 1 major graduated in 2011 to 53 in 2016. UNF's program, the longest running in the state, has graduated an average of 30 students per year over the last decade.

FAU holds a unique position in that its relatively low-cost tuition allows access to a diverse student body. Roughly 27% of our students identify as Hispanic. Another 20% identify as African-American. A significant number of our students also have familial ties to the Caribbean and Latin America. A degree in Global Studies recognizes the existent diversity and internationalism that comprises our student body and builds upon it by formalizing many of the transnational links that many of our students already possess in a course of study that speaks to some of their life experiences. Students have shown an eagerness for such courses that build upon their knowledge base and build upon it.

Enrollment and workforce trend data from DATAUSA confirm a healthy demand for International Studies and Global Studies degrees, in part due to workforce demand and to higher than average starting salary range (<https://datausa.io/profile/cip/international-global-studies>). Geographically, the DATAUSA net shows that most "International Studies" programs tend to be located in the Midwest whereas "Global Studies" programs tend to be located in more coastal states. Because Global Studies degrees are often designed as interdisciplinary degrees this geographical siting indicates that the degrees are used to support activities beyond regional and national borders. Similarly, the proposed program at FAU aims to take advantage of our geographic location as a gateway to the Caribbean, Latin and South American and European regions drawing on the cosmopolitan nature of South Florida to connect within and beyond regions and nations.

FAU's College of Arts and Letters courses are heavily enrolled with students in our College of Business and College of Science as well as others. This existing pattern of student interest demonstrates interest in a degree that holistically integrates the various disciplines and methodologies represented by the Colleges.

C. Complete Appendix A – Table 1 (1-A for undergraduate and 1-B for graduate) with projected student headcount (HC) and full-time equivalents (FTE).

- **Undergraduate FTE must be calculated based on 30 credit hours per year**
- **Graduate FTE must be calculated based on 24 credit hours per year**

In the space below, provide an explanation for the enrollment projections. If students within the institution are expected to change academic programs to enroll in the proposed program, describe the anticipated enrollment shifts and impact on enrollment in other programs.

Students enrolled in the College of Arts and Letters will not be expected to change majors as the proposed degree does not replace an existing degree. The degree would be fully open to transfer students, four-year students or, for some, the degree could operate as a second major since students can take up to three electives in one single department.

For a number of reasons, we anticipate the degree will principally be attractive to new students to the university rather than students already in attendance or planning to transfer. First, the prescriptive nature of the requirements – including requiring particular IFP course selections – make changing into this major from another more daunting. Moreover, the experiential credits requirement will attract particular students but also detract for others. Second, the degree is designed for students seeking a degree in transregional and transnational focus that requires more interdisciplinarity than is the case for most degrees. These factors not only make the proposed program unique, they will shape program promotion and awareness efforts. We aim to attract students that may have felt too constricted by either a regional study or disciplinary focus and for those reasons we expect the majority of students to be new to the university as a result of the degree.

It is expected that most students will also likely complete additional certificate or minors to further enrich and tailor their degree. Our existing minors/certificates such as the Asian Studies; Ethnic Studies; Women, Gender, and Sexuality Studies; Latin American and Caribbean Studies; and Peace, Justice, and Human Rights certificates all have courses heavily represented in the proposed Global Studies degree curriculum (often as electives) and so the completion of these additional minor/certificates should not place additional burdens on students.

Due to the nature and rigor of the degree we anticipate it will enroll approximately 30 additional students per year. It is possible these numbers will move toward 40-50 students per year, especially as additional course offerings and program benefits develop over the life of the degree.

In addition to the credit hours, enrollment in this major would be particularly beneficial as it is designed to attract the high achieving students whose research skills and projects will be overseen by faculty mentors from a number of departments. The degree, then, represents the “best” of what the various departments

can collectively offer and packages these elements in a way that no singular department can achieve. We anticipate that it will become of the College's most sought and prestigious degrees.

D. Describe the anticipated benefit of the proposed program to the university, local community, and the state. Benefits of the program should be described both quantitatively and qualitatively.

As demonstrated in previous sections, there is a workforce need for flexible, globally aware graduates that have the language, communication, intercultural, analytical and problem-solving skills that define a Global Studies degree. Market trend analysis shows a consistent local, State, National and International demand for graduates with these assets. Moreover, critically, the degree addresses an area of "strategic emphasis" for the SUS in part because it helps fill the shortage of workers in business, finance, health care or other industries in which a sensitivity to international dynamics are essential.

The degree integrates courses from nearly all corners of the University ensuring it is both holistic and highly adaptable to changing global political and financial environments.

At a more granular level, the proposed degree is conceived in a way that meets FAU's Undergraduate Research Initiative's objectives and intersects with various platforms identified in the strategic plan. Because it is designed to attract some of the best students graduating from area high schools as well as international and out-of-state students who are looking for a truly interdisciplinary, rigorous and cohesive college preparation we anticipate it will further cement South Florida's role as a cosmopolitan culture to the world and its cultures.

The degree offers students the tools needed to understand and think critically about the forces driving globalization. It will help them build an interdisciplinary knowledge allowing them to understand, engage with, and tackle the complex reality of our world in the 21st century. Furthermore, the multidisciplinary inherent to the degree will prepare students for a flexible and international job market where they will employ a wide host of skills and possess the training to learn and adapt to an ever-changing workplace.

Indeed, a variety of professional educational forums such as the American Council on Education and the Association of American Colleges and Universities have been advocating for a change in the educational experience of students that would meet the needs of the 21st century globalized world. In addition, various metrics show that governmental, non-governmental as well as corporate institutions favor a workforce capable of understanding and managing the realities of a globalized world with broad skill sets in critical thinking. This degree is conceived as a direct response to such needs.

Finally, the service learning components of the degree ensures that students will contribute to the community before they graduate. Moreover, as a result of these real-world learning the students will gain enriched skills that will better serve them in their future professional, personal and community goals. Similarly, the study-abroad requirement ensures that students will return to the community with additional

awareness of other cultures and of potential ways to connect and interact with multiple communities.

E. If other public or private institutions in Florida have similar programs that exist at the four- or six-digit CIP Code or in other CIP Codes where 60 percent of the coursework is comparable, identify the institution(s) and geographic location(s). Summarize the outcome(s) of communication with appropriate personnel (e.g., department chairs, program coordinators, deans) at those institutions regarding the potential impact on their enrollment and opportunities for possible collaboration in the areas of instruction and research.

Florida International University (FIU): FIU has a department of Global and Sociocultural Studies (GSS) that offers a variety of majors in Geography and Anthropology/Sociology. FIU offers two types of Global Studies courses: the first seek to internationalize a field of study (e.g. Sociology, Geography, Anthropology) while the second is a more interdisciplinary holistic degree (CIP 30:2001). These programs share an introductory course in global perspectives as well as a core set of courses that is not dissimilar to the proposed degree program. They each offer a set of courses in “theory” and “method” categories the students selects from and requires upper division courses in the area of study that contour the program to its title (e.g., upper division courses in Anthropology, Sociology, Geography or an Interdisciplinary set of courses). While there are numerous similarities to the proposed program the FIU degrees do not require specific math/statistics courses and they do not have the experiential learning aspect of the proposed degree in either its Study Abroad or the internship options. The proposed degree also requires an advanced course in Global Studies as well as a Directed Research Project.

The University of South Florida (USF): The School of Interdisciplinary Global Studies has three undergraduate programs: BA in Africana Studies (CIP 05:0201), BA in International Studies (CIP 45:0901), and BA in Political Science (CIP 45:1001). The most similar of these programs to the proposed degree is the “International Studies” BA, which is taught using almost exclusively Political Science courses – as opposed to a more general curriculum drawn from a number of disciplines. Similar to FIU, the USF programs allow for interdisciplinarity but do not require it, as the proposed degree does. In addition to also not requiring the experiential courses/internship, the degree’s focus is on studying the internationalization of a particular force (economics, politics, e.g.).

University of Central Florida (UCF): UCF offers an in-person and online International and Global Studies major (CIP 30:2001) tied closely to its Political Science program and is primarily intended for students with occupational interest in related fields. Courses are almost exclusively drawn from Political Science. As with other programs listed it does not mandate interdisciplinarity, does not have dedicated courses on Global Studies comprising its core and does not require experiential courses.

Florida State University (FSU): FSU offers a major in International Affairs that allows students to draw broadly on courses across the university course offerings as well as allowing for departmental concentrations based on accrued credit hour (CIP

45:0901). The degree sets forth a number of requirements that are similar to the proposed degree including a core course in global study, an expectation that students would demonstrate “intermediate” level language proficiency and the ability to count internship credits toward the degree. However, there are significant differences in these requirements and other aspects of the degree. For example, the core course at FSU is more properly understood as a variant of a political science course (as opposed to the proposed degree’s set of core courses designed with interdisciplinarity). In the proposed degree, experiential credits (through study abroad or internship courses) is mandated rather than just allowed. Finally, the FSU degree requires at least 12 credits in one Department’s discipline. In addition to not requiring the same type of core courses as the proposed degree, then, the BA in International Affairs is more properly geared toward students with a disciplinary focus or interest in a regional study rather than one explicitly geared toward a global study.

University of Florida (UF): UF offers an International Studies program (CIP 30:2001) conceived around regional specialization. Unlike the proposed program which would allow for, but not require regional specialization, UF’s BA in International Studies is designed for students that wish to concentrate interest in one of its five selected regional study areas rather than develop expertise in global study. The UF degree shares the goal of ensuring an “intermediate” level of language proficiency, but does not require experiential learning courses or an undergraduate research project.

University of North Florida (UNF): The University of North Florida offers a BA in International Studies (30:2001) that has a number of similarities but an equally significant number of differences from the proposed degree. The UNF program, for example, offers a very broad and interdisciplinary set of course offerings, but reserves those courses for the various specified “method” and “elective” degree requirement course options. The core of the degree is a set of courses firmly seated in Political Science. That core does not contain interdisciplinary courses designed for the major – as does the proposed degree. As well, like the proposed degree program, the UNF program requires experiential courses in either study abroad or internship courses. Unlike the proposed degree (which requires 6 credits) the UNF program requires 3 credits.

FAU’s proposed new degree does not replicate any of the existing programs and we do not envision it impacting their enrollment. In addition, the population density has grown significantly in South Florida creating further demand for such programs as student enrollment grows unlike many other universities across the country where it has plateaued or declined. The various universities in Florida did not find any objection to the creation of a B.A. in Global Studies at FAU.

Our market analysis has shown that the need exists for such a program if it is conceived as a competitive major with real-world experience mandated through the degree requirements.

F. Describe the process for the recruitment and retention of a diverse student body in the proposed program. If the proposed program substantially duplicates a program at FAMU or FIU, provide a letter of support from the impacted institution(s) addressing how the program will impact the institution's ability to attract students of races different from that which is predominant on the FAMU or FIU campus. The institution's Equal Opportunity Officer shall review this Section of the proposal, sign, and date the additional signatures page to indicate that all requirements of this section have been completed.

We believe the degree will appeal to a wide spectrum of students because it 1) is interdisciplinary in its focus, which should bring learners of all interests and disciplines to the program and 2) its Global focus on a degree geared towards workforce readiness will be particularly attractive to students with experience and interest in other countries and cultures. Many of the degree holders in this field go on to positions as translators, diplomats, trade representatives, lawyers with an interest in international law, cultural workers such as museum or art directors and so forth.

We are dedicated to ensuring the degree is broadly advertised and to as broad a population base as possible. Specific plans include:

- Paper and electronic brochures which will be disseminated at career fairs, high school recruiting visits, on campus recruitment events such as "Explore FAU" and by our advising office in Arts and Letters
- Electronic presence through a web page as well promotion through the School of Interdisciplinary Studies enewsletters, social media feeds and email distribution lists.
- We intend to target area high schools with student populations we believe would be particularly interested in this program. This outreach would include appeals both at the level of specialization (for example, choice programs with IB, trade, international affairs or cultural affairs focus) and with underserved populations that might have particular interest in the region and world (so, for example, schools with significant populations of Caribbean or Latin American student bodies, schools that might have interest in African, Asian or European postings e.g.).
- The curriculum committee will partner with diversity committees at the unit, college and unit level to ensure they are contacting the faculty most in touch with these matters and most aware of outreach opportunities.
- We plan to utilize the significant existing Arts and Letters email/social media contact lists as well as our respective unit advisory boards to ensure that information about the degree spreads broadly and beyond our traditional efforts.

FAU holds a unique position in that its relatively low-cost tuition allows access to a diverse student body. Roughly 27% of our students identify as Hispanic. Another 20% identify as African-American. A significant number of our students also have familial ties to the Caribbean and Latin America. A degree in Global Studies recognizes the existent diversity and internationalism that comprises our student body and builds upon it by formalizing many of the transnational links that many of our students already possess in a course of study that speaks to some of their life experiences.

The degree does not substantially duplicate a program at either FAMU or FIU. As previously detailed, FIU has a department of Global and Sociocultural Studies that

offers majors in Geography and Anthropology/Sociology. FIU also offers a variety of online Global Studies BA degrees that seek to internationalize a field of study (e.g. Sociology, Geography, Anthropology). While these programs have interdisciplinarity they do not have core courses in global studies itself, they do not require specific math/statistics courses and they do not have the experiential learning aspect of the proposed degree in either its Study Abroad or the internship options.

The College of Arts and Letters, generally, has exceptional student diversity which results both from its large array of degrees and their subject areas but also from the College's purposeful efforts to work towards maximum levels of diversity, equity and inclusion. In addition to our degree and certificate programs the College also hosts a number of initiatives, including the Peace, Justice and Human Rights initiative and the Americas Initiative that ensure diversity matters are foregrounded in its efforts.

IV. Curriculum

A. Describe all admission standards and all graduation requirements for the program. Hyperlinks to institutional websites may be used to supplement the information provided in this subsection; however, these links may not serve as a standalone response. For graduation requirements, please describe any additional requirements that do not appear in the program of study (e.g., milestones, academic engagement, publication requirements).

There are several GPA targets for the degree including no less than a B+ in the General Education/IFP courses for Foundations of Written Communication, a B in Foundations of Mathematics and Quantitative Reasoning, and a B+ in Foundations of Society and Behavior.

In order to graduate, students will complete four required courses designed for the major (12 credits), complete two courses in foreign language (8 credits), 15 credits in elective courses, 6 credits in experiential learning courses (study abroad and/or internship courses) and 3 credits of a research-centered capstone course.

B. Describe the specific expected student learning outcomes associated with the proposed program. If the proposed program is a baccalaureate degree, include a hyperlink to the published Academic Learning Compact and the document itself as Appendix C.

CONTENT/DISCIPLINE KNOWLEDGE AND SKILLS.

1. Declarative knowledge: Students will demonstrate knowledge of the history, theories or concepts related to interdisciplinary framework in global studies appropriate for the awarding of a baccalaureate degree. Skills related to declarative knowledge are usually assessed via in-class or standardized tests, typically in an objective (short answer) format.
2. Research skills: Students will demonstrate knowledge of the procedures involved in interdisciplinary research (e.g., idea generation, literature review, data

collection, reporting) appropriate for the awarding of a baccalaureate degree. These skills are assessed in the capstone research project.

COMMUNICATION SKILLS.

1. **Written communication:** Students will produce writing that is grammatically correct, well-organized, and properly formatted for the purpose of the assignment in the various disciplines at a level appropriate for the awarding of a baccalaureate degree. These skills are usually assessed via individual paper assignments or essays where instructors assess the quality of written expression.
2. **Oral communication:** Students will prepare and deliver informative and/or persuasive oral presentations that attend to the audience and are well-organized at a level appropriate for the awarding of a baccalaureate degree. These skills are usually assessed via individual oral presentations in a classroom setting, although sometimes instructors and/or supervisors may assess oral communication across time (e.g., during classroom discussions or at an internship site).
3. **Other forms of communication:** Students will prepare and present information or persuasive material using media that may or may not include written or oral communication at a level appropriate for the awarding of a baccalaureate degree. These skills are usually assessed via classroom projects, juried performances, or portfolios.

CRITICAL THINKING SKILLS.

1. **Analytical skills:** Students will analyze, evaluate, compare/contrast or judge theories, issues, events, or other content in an interdisciplinary fashion at a level appropriate for the awarding of a baccalaureate degree. These skills are usually assessed through examining the quality of argument in a student essay, oral presentation, or formal report.
2. **Creative skills:** Students will create a product by synthesizing knowledge from classes (e.g., develop a new theory or research proposal) at a level appropriate for the awarding of a baccalaureate degree. These skills are usually assessed by an instructor or supervisor examining a student product for the quality of its synthesis of current knowledge into a new product (e.g. capstone research project)

C. If the proposed program is an AS-to-BS capstone, provide evidence that it adheres to the guidelines approved by the Articulation Coordinating Committee for such programs, as outlined in [State Board of Education Rule 6A-10.024](#). Additionally, please list the prerequisites, if any, and identify the specific AS degrees that may transfer into the proposed program.

Not applicable to this program because it is not an AS-to-BS Capstone.

D. Describe the curricular framework for the proposed program, including the following information where applicable:

- **total numbers of semester credit hours for the degree**

- **number of credit hours for each course**
- **required courses, restricted electives, and unrestricted electives**
- **a sequenced course of study for all majors, concentrations, tracks, or areas of emphasis**

Total number of credits required for the major: 44 credits divided as follows:

Category One: 4 Core Courses (12 credits)

IDS 3313 Global Studies I, 3 credits

IDS 4315 Global Studies II, 3 credits

IDS 4332 Cultural Studies of Globality, 3 credits

FOL 3880 Research & Bibliographic Methods, 3 credits

Category Two: Two Semesters of foreign language at “intermediate” or higher, 8 credits

Category Three: Experiential Learning, 6 credits. Study Abroad or internship in selected companies or NGOs (6 credits). Students who do not choose the Study Abroad option have to complete 6 credits in internships (two internships: preferably one with a local scope and the other with a global scope). Students are encouraged to choose among the various options listed below (other opportunities can be discussed with their advisors)

HUM 3949; ANT 4940 Internship; ENG 4930 Internship; POS 4941 Internship; INR 4503 Advanced Diplomacy; HIS 4944; COM 3945; and EDF 4XXX

Category Four: Capstone, Directed Independent Research Project, 3 credits

A research project that should meet the definition posted on OURI’s website: “An inquiry or investigation conducted by an undergraduate student that makes an original intellectual or creative contribution to the discipline or practice. FAU faculty and students recognize “inquiry” to be a scholarly process and/or a product which centers on asking questions or solving problems and which encompasses intellectual traits that transcend disciplinary limits [...]. This contribution may result in communicated deliverables such as written works, exhibitions, performances, works of art, presentations, publications, and other forms recognized within each discipline. Incorporating research and inquiry into the curriculum can be operationalized through incorporating specific student learning outcomes through targeted assignments.” (<http://www.fau.edu/our/4-17-15%20SLOs.pdf>)

Category Five: Electives (5 courses = 15 credits)

Students must take 3 electives in one of the areas listed below and 1 course in 2 other areas. This is an interdisciplinary degree: students cannot take more than 3 courses at the 3000 level in one single department. Courses listed in categories are recommended. Alternative courses are possible, but should be taken in consultation with advisors.

Global Cultures

AML 4360, ANT 3312, ANT 3361, ANT 4365, ANT 4469, ASH 3223, ASH 3300, ASH 4242, ASH 4404, ASH 4550, ASH 4930, EUH 3206, EUH 3462, EUH 3570, EUH 4502, EUH 4538, EUH 4930, FRT 3140, LAH 3200, LAH 4430, LIT 4192, LIT 4244, LIT 42129, LIT 4233, LIT 4484, SPT 4720, SYP 3451, SYP 4453, WST 4404;

Global Movements and Identities

AFH 4930, AML 4630, ANT 3516, ANT 3610, ANT 3241, ASH 3384, ASH 4624, ASH 4630, ECP 4302, EUH 4530, HIS 3434, LAS 2000, LIT 4383, LIT 4832, SYP 3454,

Human and Natural Environments

AMH 3630, ANT 4469, ANT 4462, ECP 4302, GEA 2000, GEA 4405, GEO 4930, HIS 4322, LIT 4434, WST 4337

Peace, Social Justice, and Human Rights

AMH 4512, ANT 4006, ANT 4302, ANT 4409, EUH 4465; EUH 4684, HIS 3204, LAH 3721, LAH 4470, LAH 4480, LAH 4930, LIT 4605, PAX 3001, SYD 4702, WST 4113, WST 4404

Note: In addition, students could enroll in special topics courses in the various departments that contribute to this major, depending on their topic. Students should petition to the program to have the special topics courses included.

Sequenced Course of Study

- Year One Complete IFP requirements and foreign language requirements including ENC 1101 and one of the recommended substitutions for ENC 1102 (including: ANT 1471, ENC 1930, ENC 1939 or HIS 2050), STA 2023, and ECO 2013 as well as two courses in foreign languages. (20 credits total)
- Year Two: Complete major specific courses Global Studies I and Cultural Studies in addition to 6 credits of electives. (12 credits total)
- Year Three: Complete major specific courses Global Studies II and Research and Bibliographic Methods course, 3 credits of electives and 3 credits of an experiential learning course (internship or study abroad course) (12 credits total)
- Year Four: Complete two elective courses (6 credits), 3 credits of an experiential learning course and the major specific research capstone course (3 credits) (12 credits total)

E. Provide a brief description for each course in the proposed curriculum.

IDS 3313 Global Studies I (3 credits): Offers students an introduction to the issues, frameworks, orientations, and methodological heuristics to understand core principles of Global Studies as an academic field of inquiry including issues of regionalism, transnationalism, and globalization from multiple disciplinary approaches:

IDS 4315 Global Studies II (3 credits): Offers students advanced theoretical, methodological and research concerns related to Global Studies as an academic field

from multiple disciplinary approaches:

IDS 4332 Cultural Studies of Globality (3 credits): Offers students an introduction to the issues, frameworks, orientations, and methodological heuristics to understand core principles of cultural studies, which will assist students in negotiating, analyzing, and participating within the increasingly globalized cultures and practices of the twenty-first century.

FOL 3880 Research and Bibliographic Methods (3 credits): Offers students an orientation to the nature and problems of academic research with special attention to providing tools necessary to conduct and complete effect research projects.

IDS 4915 Directed Independent Research (3 credits): Independent research effort overseen by faculty member of choice to meet the requirements of such courses per the Office of Undergraduate Research and Inquiry.

F. For degree programs in medicine, nursing, and/or allied health sciences, please identify the courses that contain the competencies necessary to meet the requirements identified in [Section 1004.08, Florida Statutes](#). For teacher preparation programs, identify the courses that contain the competencies necessary to meet the requirements outlined in [Section 1004.04, Florida Statutes](#).

Not applicable to this program because the program is not a medicine, nursing, allied health sciences, or teacher preparation program.

G. Describe any potential impact on related academic programs or departments, such as an increased need for general education or common prerequisite courses or increased need for required or elective courses outside of the proposed academic program. If the proposed program is a collaborative effort between multiple academic departments, colleges, or schools within the institution, provide letters of support or MOUs from each department, college, or school in Appendix D.

No programs will be negatively impacted as all courses associated with the degree are either 1) offered already by the various departments of the College of Arts and Letters as part of their normal course offering, or 2) the core courses of the degree will be offered as electives in the departments of the faculty teaching them.

The core required courses in Global Studies and in Cultural Studies are designed, intentionally, to be interdisciplinary. This is not only in keeping with the central ethos of the degree as not beholden to any particular field's heuristic or methodologies but is also purposefully created toward ensuring that the burden of curricular delivery does not fall on any particular department or set of faculty. Dozens of faculty from across a significant number of departments within Arts and Letters could deliver the core course ensuring that no program or individuals are too strongly taxed.

We believe that the impact of the degree can only be positive: the degree is conceived in a way that easily allows for the acquisition of a second major since students can take up to three electives in one single department. Because the degree quickly exposes students to

various disciplines through its core courses, students will discover they might be interested in a discipline they previously were unfamiliar with. Because it comprises 3 required core courses that are writing intensive, as well as a Research and Methods course and a capstone research project, the major prepares students to be excellent writers and help them acquire research skills.

The nature of the degree suggests the students may also be interested in acquiring additional certificates or minors that might complement their degree (e.g. Ethnic Studies, Asian Studies, Caribbean and Latin American Studies, Ethnic Law and Society, or Women Gender and Sexuality Studies certificates). We therefore anticipate an increase in students completing one or more of these certificate programs.

Similarly, the proposed degree's research course and capstone course/project requirements will likely create additional undergraduate research. We anticipate that this program will quickly become one of the targeted majors by FAU's Office of Undergraduate Research and Inquiry for promotion of research, publication in various venues and the granting of awards and grants.

It is also anticipated that students in this degree program would have substantial interest in Arts and Letters events and initiatives, particularly the Peace, Justice and Human Rights Initiative and the Americas Initiative. In creating the major we are not only providing students with in-demand workforce skills in a future looking area of employment we would be attracting additional enrollment and interest a wide array of College and University efforts.

H. Identify any established or planned educational sites where the program will be offered or administered. If the proposed program will only be offered or administered at a site(s) other than the main campus, provide a rationale.

The proposed major will be offered at FAU's main campus at Boca Raton; however, requirements will include an experiential learning component that will almost certainly occur in off-campus environments (e.g. internships, study abroad experiences). FAU will not be expected to exercise control over these environments and there is no additional cost to the institution as any costs would be borne by the entities providing internship opportunities or the student seeking course-work through study abroad programs.

These experiential learning opportunities are crucial to the degree insofar as they provide 1) workforce related and enhancement of employment skills, in the case of internships or 2) additional cultural awareness and fluency in out of country environments that could serve as the platform for research projects and future job prospects. The Florida Chamber Foundation report notes that nearly 50% of employers are somewhat concerned and 25% of employers are very concerned by the lack of preparedness and skills from today's graduates. By ensuring that its graduates already matriculate with real-life experience and/or job skills acquired through internships our program design aims to close this skills gap.

I. Describe the anticipated mode of delivery for the proposed program (e.g., face-to-face, distance learning, hybrid). If the mode(s) of delivery will require specialized services or additional financial support, please describe

the projected costs below and discuss how they are reflected in Appendix A – Table 3A or 3B.

It is anticipated that the courses will be delivered in face-to-face modalities although it is possible occasional portions of a class or a course in its entirety may be delivered in alternative modalities as needs warrant.

There would be no need for specialized curricular delivery services that would entail additional financial burdens.

J. Provide a narrative addressing the feasibility of delivering the proposed program through collaboration with other institutions, both public and private. Cite any specific queries made of other institutions with respect to shared courses, distance/distributed learning technologies, and joint-use facilities for research or internships.

It is not anticipated that the degree program would be delivered in conjunction with other programs, particularly in the core courses as they are designed specifically to showcase interdisciplinary approaches to global concerns. While other institutions may have similar core courses it is unlikely that the course design would thoroughly articulate this approach.

At the same time, we recognize the essential need to complement on campus learning with experiential learning which is why, unique among most global studies programs, the proposed degree requires 6 credits in either study abroad or internship courses. Ample evidence demonstrates each of these options significantly boosts workforce readiness and success upon start in employment.

We believe the intentional and fundamental design of the proposed degree - core interdisciplinary courses, student tailored degrees, intensive learning in focused areas of study and opportunities for experiential learning, as undertaken by a study abroad or internship experience – is an innovate model of a university curriculum that will become a blueprint for many programs to come.

K. Describe any currently available sites for internship and/or practicum experiences. Describe any plans to seek additional sites in Years 1 through 5.

It is anticipated that as the degree is launched we can expect to create additional partnerships through the internship requirement as well as a new platform through which donors may support our efforts and students. As we do to support all programs, we anticipate resourcing available grants or awards for students associated with the degree.

We are confident that we can deliver the experiential course requirements with existing resources/partnership capacity. While we anticipate this program creating new opportunities for internship partners, the College of Arts and Letters already enjoys a robust slate options for students, including those at:

American Red Cross – South Florida Region

Central Intelligence Agency
Congresswoman Lois Frankel's Office
FAU Office of International Students & Scholars
FAU Office of Government Relations
FBI
Florida Immigrant Coalition
Hispanic Association of Colleges and University National Internship Program
U.S. Agency For International Development – Philippines
U.S. Department of Homeland Security – Immigration & Customs Enforcement
U.S. Department of State
U.S. Environmental Protection Agency
POC Capital Internship Program
U.S Secret Service
U.S. Department of Commerce – International Trade Development
The Spirit of Giving Network
The Puerto Rican Federal Affairs Administration, Office of the Governor of
Puerto Rico
Peace Corps
The Washington Center for Internships
Virtual Foreign Service Internship Program

Not applicable to this program because the program does not require internships or practicums.

V. Program Quality Indicators - Reviews and Accreditation

- A. List all accreditation agencies and learned societies that would be concerned with the proposed program. If the institution intends to seek specialized accreditation for the proposed program, as described in [Board of Governors Regulation 3.006](#), provide a timeline for seeking specialized accreditation. If specialized accreditation will not be sought, please provide an explanation.**

The degree does not require or seek accreditation or require the use of an accrediting agency

- B. Identify all internal or external academic program reviews and/or accreditation visits for any degree programs related to the proposed program at the institution, including but not limited to programs within academic unit(s) associated with the proposed degree program. List all recommendations emanating from the reviews and summarize the institution's progress in implementing those recommendations.**

Program review summaries:

English

History

LLCL

SCMS

- C. For all degree programs, discuss how employer-driven or industry-driven competencies were identified and incorporated into the curriculum. Additionally, indicate whether an industry or employer advisory council exists to provide input for curriculum development, student assessment, and academic-force alignment. If an advisory council is not already in place, describe any plans to develop one or other plans to ensure academic-workforce alignment.**

According to the market analysis conducted by FAU for the proposed Global Studies program, Multi/Interdisciplinary Studies is a field of high growth at both the national and state level. In Florida, the number of degree completion in Multi/Interdisciplinary Studies between 2013 and 2017 was 7,655, an increase of 12.8%. The recommendation given to FAU by the Hanover Market Study was to create a highly selective Major in Global Studies designed for a small number of very accomplished students. The requirements of the proposed major (including experiential learning, interdisciplinary courses, and capstone research project) were designed in light of these suggestions in order to train students to meet the demands of a twenty-first century international workforce and global outlook.

Other measures suggest a similarly healthy job outlook for the major. The Bureau of Labor Statistics anticipates almost 6% growth in the area of the next decade. As the world shrinks and markets expand citizens will increasingly be expected to communicate and coordinate across national boundaries. By providing students a foundational understanding of global dynamics and institutions the degree affords graduates the skills and adaptability needed for potentially dynamically shifting world events and workforce needs.

Other forecasts show similarly robust outlooks for professions supported by a BA in Global Studies. The Florida Department of Economic Opportunity (<http://www.floridajobs.org/economic-data/employment-projections/fastest-growing-occupations>) lists greater than 10% job growth expectation for Management Occupations (e.g. Financial Managers, Marketing Managers, Operations Managers, HR Managers and Administrative Services Managers), Sales and Related Occupations (e.g. Sales Agent, Securities, Commodities and Financial Sales Agents) greater than 15% job growth expectations for Business and Financial Operations Occupations (e.g. Market Research Analysts, Management Analysts, Human Resource Specialist), as well as 15% growth in Public Relations Specialist and a 30% expected job growth in Interpreters and Translators. In sum, data show projected job growth across all industry sectors supported by the proposed degree.

While an industry advisory board does not currently exist for the degree we believe that the above detail, as well as other documentation in this proposal, amply demonstrate the workforce demand for the degree which would suggest strong interest on the part of executives and industry leaders to participate in such an effort. We are also confident that we can build upon strong existing contacts across the degree space from various contributing units in order to quickly ready a board upon degree approval.

VI. Faculty Participation

A. Use Appendix A – Table 2 to identify existing and anticipated full-time faculty who will participate in the proposed program through Year 5, excluding visiting or adjunct faculty. Include the following information for each faculty member or position in Appendix A – Table 2:

- **the faculty code associated with the source of funding for the position**
- **faculty member's name**
- **highest degree held**
- **academic discipline or specialization**
- **anticipated participation start date in the proposed program**
- **contract status (e.g., tenure, tenure-earning, or multi-year annual [MYA])**
- **contract length in months**
- **percent of annual effort that will support the proposed program (e.g., instruction, advising, supervising)**

This information should be summarized below in narrative form. Additionally, please provide the curriculum vitae (CV) for each identified faculty member in Appendix E.

See table 2 for faculty involved or likely involved in program delivery.

Core courses in the degree will be delivered by faculty in the College of Arts and Letters. These faculty could come from any number of programs due to the interdisciplinary design of the core courses. These programs include: Anthropology, Communication and Multimedia Studies, English, History, Language, Linguistics and Comparative Literature, Political Science, Sociology and Women's Studies as well as other possible units depending on faculty expertise.

Elective courses are drawn from suggested courses across a number of thematic courses. These classes represent areas of specialization that encompass the entire institution including options from Business, Mathematics, and the Sciences.

It is anticipated that all instructors will have terminal degrees in their area of specialization. Some instructors may be non-tenure line faculty (instructors) especially in the gen ed/IFP program but the bulk of courses are expected to be delivered by tenure-line faculty. The capstone course is a directed independent research project with an instructor of the student's selection. While it is difficult to predict all the possible faculty that might be involved in the delivery of this course it is likely that they will come from the College of Arts and Letters and in the programs listed in the second paragraph of this response as they also represent the faculty in the core courses and in the principle design of the degree.

B. Provide specific evidence demonstrating that the academic unit(s) associated with the proposed program 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, and other qualitative indicators of excellence (e.g., thesis, dissertation, or research supervision).

As an interdisciplinary program drawing on faculty from the full range of the College the productivity of the units is difficult to derive. However, Arts and Letters consistently sustains the highest FTE production in the university and services the broadest segment of the university population across its IFP and disciplinary courses. As the degree is intended to target the most ambitious students the core faculty involved in the program are also some of the most successful researchers/scholars in the College and are consistently engaged in facilitating both student scholarship and maintaining high levels of scholarly productivity.

VII. Budget

A. Use Appendix A – Table 3A or 3B to provide projected costs and associated funding sources for Year 1 and Year 5 of program operation. In narrative form, describe all projected costs and funding sources for the proposed program(s). Data for Year 1 and Year 5 should reflect snapshots in time rather than cumulative costs.

The proposed degree in Global Studies comprises 3 core courses (Global Studies I and II and Cultural Studies of Globality), as well as a Research and Methods course and a capstone research project all of which are required from students enrolled in the degree. The three core courses will be taught by faculty from various disciplines and offered as elective courses in the departments of the professors teaching them. The capstone research project will be a directed independent study. All other courses taken by students for the completion of this degree are offered by the various departments of the College as part of their normal course offerings. Thus, the only costs associated with the creation of degree are minimal and would

only incur if the teaching of the 3 core courses of the degree created replacement needs for other courses. However, this should be mitigated by allowing the courses to count as electives in various majors.

There are no additional expenses anticipated to develop and operate the program. Financial resources, grants and other resources that apply to the general student body would also be applicable to students in this major as would many of the scholarships, awards and grants currently available to students in the College.

The most likely outcome as a result of the program is a net increase in our financial resources due to expanded partnerships, giving opportunities and sponsorship of programs and scholarships.

B. Use Appendix A – Table 4 to show how existing Education & General (E&G) funds will be reallocated to support the proposed program in Year 1. Describe each funding source identified in Appendix A – Table 4, and provide a justification below for the reallocation of resources. Describe the impact the reallocation of financial resources will have on existing programs, including any possible financial impact of a shift in faculty effort, reallocation of instructional resources, greater use of adjunct faculty and teaching assistants, and explain what steps will be taken to mitigate such impacts.

It is not anticipated that there will be reallocations, additional resources or new staffing needed to operate the program. The program will operate out of the College's "School of Interdisciplinary Studies" which is already staffed. Because the courses are interdisciplinary and broadly conceived in such a way as to allow a wide variety of faculty to staff courses it is not expected to negatively impact course rotations in any way that would require additional resources to support trade-offs.

C. If the institution intends to operate the program through continuing education, seek approval for market tuition rate, or establish a differentiated graduate-level tuition, as described in [Board of Governors Regulation 8.002](#), provide a rationale and a timeline for seeking Board of Governors' approval.

Not applicable to this program because the program will not operate through continuing education, seek approval for market tuition rate, or establish a differentiated graduate-level tuition

D. Provide the expected resident and non-resident tuition rate for the proposed program for both resident and non-resident students. The tuition rates should be reported on a per credit hour basis, unless the institution has received approval for a different tuition structure. If the proposed program will operate as a continuing education program per [Board of Governors Regulation 8.002](#), please describe how the tuition amount was calculated and how it is reflected in Appendix A – Table 3B.

The current resident tuition rate is \$203.29 per credit hour. The current non-resident tuition

rate is \$721.84 per credit hour.

E. Describe external resources, both financial and in-kind support, that are available to support the proposed program, and explain how this amount is reflected in Appendix A – Table 3A or 3B.

No external resources are identified at this time, however it is always possible that the program will enjoy donor/gift support for student scholarships or awards.

VIII. Non-Faculty Resources

A. Describe library resources currently available to implement and/or sustain the proposed program through Year 5 below, including but not limited to the following:

- the total number of volumes and serials available in the discipline and related disciplines
- all major journals that are available to the university's students

The Library Director must sign the additional signatures page to indicate that they have review Sections VIII.A. and VIII.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. The search from the Library staff yielded 149,147 print volumes and 15,728 serials, as illustrated in the tables below. The complete Library New Program Narrative prepared by Ken Frankel and Dawn Froot, FAU Libraries, February 2023 is attached as Appendix X.

Program Subjects	Library of Congress Subclass	Print Volumes
Global Cultures Foreign Service Officers	E	29,966
Tourism Communication Technologies	G	1,971
Environmental Concerns	GE	993
Human Environments	GF	777
Anthropology Global Cultures	GN	4,946
Global Identities	GV	225
Social Economic Class	HB	5,122
Political Economy Environmental Concerns Global Cultures Communication Technologies (Global) Social Economic Class	HC	9,339
Environmental Concerns Feminism Immigration Global Movements	HD	20,650
Political Economy Human Rights	HF	13,897
Social Justice Immigration Social Movements Global Movements	HM	6,212

Political Economy Global Movements Social Economic Class	HN	4,184
Feminism Global Identities Human Rights Global Cultures	HQ	13,548
Social Economic Class	HT	4,222
Environmental Concerns Immigration	HV	14,478
Human Rights	JC	3,292
Legislative Aides	JK	4,672
International Affairs Foreign Service Officers	JX	2,034
International Affairs Diplomacy Global Cultures NGO Peace	JZ	1,029
Human Rights Communication Technologies And International Trade	K	192
Translation And Interpretation Services Providers Foreign Language	P	6,096
Environmental Concerns	TD	1302

15,728 Serials Including	
New Global Studies	
Global Studies Journal	
Spectrum	
Journal of Peace Research	
International Migration Review	
Foreign Affairs	
Journal of Development Studies	
Cultural Anthropology	
Review of International Political Economy : RIPE	
Economic development and cultural change	
African Affairs	
Millennium: Journal of International Studies	
Global Environmental Politics	
New political economy	
Eurasian Geography and Economics	
Cooperation and Conflict	
Journal of Contemporary Asia	
The Review of International Organizations	
Diplomatic History	
International Theory: A Journal of International Politics, Law and Philosophy	
Journal of global history	
Journal of Peace Education	
Culture Unbound	
Journal of International & Global Studies	

B. Discuss any additional library resources that are needed to implement and/or

sustain the program through Year 5. Describe how those costs are reflected in Appendix A – Table 3A or 3B.

Not applicable to this program because no additional library resources are needed to implement or sustain the proposed program.

C. Describe any specialized equipment and space currently available to implement and/or sustain the proposed program through Year 5.

No specialized equipment is required to implement or sustain the program. The program will not require the allocation of any additional space.

D. Describe any additional specialized equipment or space that will be needed to implement and/or sustain the proposed program through Year 5. Include any projected Instruction and Research (I&R) costs of additional space in Appendix A – Table 3A or 3B. Costs for new construction should be provided in response to Section X.E. below.

Not applicable to this program because no new I&R costs are needed to implement or sustain the program through Year 5

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. Appendix A – Table 3A or 3B includes only 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.

Not applicable to this program because no new capital expenditures are needed to implement or sustain the program through Year 5.

F. Describe any additional special categories of resources needed to operate the proposed program through Year 5, such as access to proprietary research facilities, specialized services, or extended travel, and explain how those projected costs of special resources are reflected in Appendix A – Table 3A or 3B.

Not applicable to this program because no additional special categories of resources are needed to implement or sustain the program through Year 5.

G. Describe fellowships, scholarships, and graduate assistantships to be allocated to the proposed program through Year 5, and explain how those are reflected in Appendix A – Table 3A or 3B.

☐ Not applicable to this program because no fellowships, scholarships and/or graduate assistantships will be allocated to the proposed program through Year 5.

No fellowships or scholarships will be automatically designated to majors in the proposed degree. The College has a number of existing scholarships that would be available to students in the degree but these are competitive and open across the College and would not be targeted or designated to this degree program.

Among others, these scholarships include the Gurley Lorraine Sinkler Scholarship, the Richard Snyder Memorial Scholarship and the Latin American and Caribbean Scholarship. The College also intends to fundraise additional named scholarships upon the approval of the degree. In addition, there are a number of other applicable University-wide scholarships that candidates in this degree could apply for including those available through the Office of Undergraduate Research and Inquiry as well as a variety of university supported merit scholarships.

None of these potential sources are anticipated in Years 1-5.

IX. Required Appendices

The appendices listed in tables 1 & 2 below are required for all proposed degree programs except where specifically noted. Institutions should check the appropriate box to indicate if a particular appendix is included to ensure all program-specific requirements are met. Institutions may provide additional appendices to supplement the information provided in the proposal and list them in Table 4 below.

Table 1. Required Appendices by Degree Level

Appendix	Appendix Title	Supplemental Instructions	Included? Yes/No	Required for Degree Program Level		
				Bachelors	Masters/ Specialist	Doctoral/ Professional
A	Tables 1-4			X	X	X
B	Consultant's Report and Institutional Response					X
C	Academic Learning Compacts	Include a copy of the approved or proposed Academic Learning Compacts for the program		X		
D	Letters of Support or MOU from Other Academic Units	Required only for programs offered in collaboration with multiple academic units within the institution		X	X	X
E	Faculty Curriculum Vitae			X	X	X
F	Common Prerequisite Request Form	This form should also be emailed directly to the BOG Director of Articulation prior to submitting the program proposal to the Board office for review.		X		
G	Request for Exemption to the 120 Credit Hour Requirement	Required only for baccalaureate degree programs seeking approval to exceed the 120 credit hour requirement		X		
H	Request for Limited Access Status	Required only for baccalaureate degree programs seeking approval for limited access status		X		

Table 2. Additional Appendices

Appendix	Appendix Title	Description