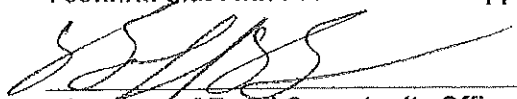


Additional Required Signatures

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



Signature of Equal Opportunity Officer

2/28/25

Date

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

Signature of Library Dean/Director

Date

Additional Required Signatures

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

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.



Signature of Library Dean/Director

2/28/2023

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 general business bachelor's degree program is designed to provide students with a broad understanding of the various functions and operations of a business or public service organization. The program covers topics such as accounting, finance, marketing, management, and operations. Students will learn the skills and knowledge necessary to understand the complex and ever-changing business environment. They will also develop the ability to analyze data, think critically, and make sound business decisions.

The General Business program is an undergraduate program that emphasizes breadth rather than specificity. Therefore, there are no majors, concentrations, tracks, or specializations. The degree requires 120 credit hours. The primary purpose of this degree program is to provide a broad area of knowledge and skills relative to quality jobs and various business fields.

Upon graduation, students with a general business bachelor's degree will have a wide range of employment opportunities available to them. Graduates may find work in a variety of industries such as finance, marketing, management, business services, and operations. They may work in entry-level positions, such as a financial analyst, marketing coordinator, or operations manager, or they may pursue more advanced roles, such as a financial advisor, marketing director, or general manager.

Some graduates of the general business bachelor's degree program may choose to continue their education by pursuing a graduate degree in business, such as an MBA or specialized masters (marketing, management, analytics, international business, etc.). This can open more career opportunities and lead to higher earning potential. A graduate degree in business can also lead to positions in management consulting, investment banking, or corporate strategy.

Overall, a general business bachelor's degree program is a versatile and valuable educational offering that can lead to a wide range of career opportunities. Graduates will be well-prepared to enter the workforce and to excel in the dynamic and ever-changing business environment.

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**

The proposed program is consistent with two of the State University System Strategic Goals.

The first goal is to "Increase Productivity and Program Efficiency" which falls under the category of Teaching and Learning – Productivity. This goal focuses on increasing access and efficient degree completion for students. The BA in General Business will provide greater access to students who seek to obtain a baccalaureate degree and who graduate from Palm Beach State College, Broward College, and other colleges in the Florida system with A.S. degrees. Under the curriculum structure of the Bachelor of Business Administration, students who graduate with A.A. degrees enjoy a seamless path to degree completion at FAU, whereas those with an A.S. degree must take additional General Education courses. The B.A. in General Business eliminates this hurdle for those with A.S. degrees.

The proposed program also increases the efficient degree completion for students. While most students elect areas of specialization in business, such as Accounting, Finance, Management, Marketing, and so on, not all students have preferences. For the latter portion of our current student population, their primary interest is simply to obtain a degree in business. The B.A. in General Business provides this option. The proposed program is efficient because students must take already established courses. At the same time, the program is also flexible. Students will be able to select one among a group of course alternatives for each of the target areas specified in the proposed curriculum. We believe that creating a curriculum structure that affords course alternatives will attract students because it will provide a certain degree of student control over the courses they take while ensuring they meet the program requirements.

The second goal is to "Increase Community and Business Workforce" which falls under the category of Community and Business Engagement – Strategic Priorities for a Knowledge Economy. This goal focuses on increasing the percentage of graduates who continue their education or are employed full-time. There is a high probability that a certain portion of the student population never obtains a baccalaureate degree either because they cannot determine which area to specialize in or because certain program requirements are an obstacle toward completion. The proposed B.A. in General Business reduces those obstacles, while at the same time providing students with a comprehensive education across all functional areas of business. In so doing, students who graduate with the General Business degree will be better prepared to contribute to the knowledge economy than if they had never obtained a baccalaureate degree.

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 proposed program expands the existing program offerings of the College of Business at FAU by providing a different pathway to graduating with an undergraduate degree.

In addition, the program parallels a program established within the past few years, Professional Studies. The General Business program has similarities with the Professional Studies program in that they both promote breadth over specificity. However, there are significant differences between the General Business and Professional Studies programs. First, the General Studies program has a curriculum that requires students to select electives offered by departments across the university, whereas the General Business program has a curriculum that requires students to select courses in industry-related thematic areas. Second, the Professional Studies program is not offered to FTIC upon entry to the institution. It is intended for students in the later part of their undergraduate careers. The General Business program will be offered to first time in college students, as well as others who transfer to FAU having taken courses at other institutions.

The General Business program is also similar to another program established at FAU just a few years ago in Health Sciences. That curriculum includes required and elective courses from a range of offerings provided by various departments across the university related to the general area of health.

The common element across all three of these programs is a curriculum that allows students to acquire a requisite level of general knowledge and skills without majoring in a traditional academic discipline.

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.

The CAVP Curriculum Working Group and BOG staff reviewed the pre-proposal for the BA in Integrated Business (CIP 52.0101) on April 3, 2020. There were no concerns from any SUS institutions or from the BOG staff. In general, support for the program was strong, and all participants understood the need for such a degree at FAU.

The only comment made was in reference to the section discussing/listing other similar degree programs in the SUS. UCF commented that the title of our proposed degree was the same as their degree. While not objecting to FAU's use of the same name, they requested that the full proposal include an explanation of the difference between the FAU program and the UCF program, since UCF argues that its program is indeed different.

In response to UCF comment, this full proposal does not use the title Integrated Business, and instead uses General Business. But changing the title, we hope to eliminate any issues UCF may have regarding the initial title proposed.

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 |
|---------------------------|---|--|
| April 11, 2019 | Vice Provost Russ Ivy Dean Daniel Gropper Associate Dean Paul Hart Associate Dean Rupert Rhodd Assistant Dean Marc Rhorer | Provost Office requested the College of Business to establish a BA in General Business. |
| April to October 2019 | Assistant Dean Marc Rhorer Associate Dean Paul Hart Executive Director Kim Paulus | Information gathered on similar programs at other SUS programs and those offered across the country. Curriculum developed for FAU's proposed program. |
| October 29, 2019 | Vice Provost Russ Ivy Associate Dean Paul Hart Assistant Dean Marc Rhorer | Vice Provost reviewed the proposed curriculum and indicated a go-ahead. |
| August 27, 2020 | Vice Provost Russ Ivy Associate Dean Paul Hart Assistant Dean Marc Rhorer | Remote meeting held to walk through step-by-step required information to write successful proposal application. |
| September 3, 2020 | Dean Dan Gropper Associate Dean Paul Hart Assistant Dean Marc Rhorer | Dean reviewed the proposed curriculum and indicated a go-ahead. |
| September 3, 2021 | Assistant Dean Marc Rhorer College Executive Committee | Executive Committee was sent a lengthy e-mail describing the proposed program and request input from the chairs and program directors. |
| January to September 2021 | Associate Dean Paul Hart College Undergraduate Council | At various meetings of the College of Business Undergraduate Council, updates were provided about progress in the development of the proposed program. |

On April 11, 2019, a meeting was held and convened by Vice-Provost Russ Ivy. Participants included Dean Daniel Gropper, Associate Dean Paul Hart, Associate Dean Rupert Rhodd, and Assistant Dean Marc Rhorer. The purpose of the meeting was to convey Provost Bret Danilowicz interest in having the College of Business establish a BA in General Business. It was understood that the purpose of the degree would be to meet the market demand of students with an interest in an academic background in business in general, without a specific major. The request was positively viewed by the College of Business participants and the charge to develop a curriculum and initiate the formal proposal process was accepted.

Between April and October 2019, Assistant Dean Marc Rhorer conducted a survey of other institutions in the SUS and across the country that offer programs similar to the one we hoped to offer. Within the SUS, he reviewed the curricula offered by the University of Central Florida, University of Florida, and the University of West Florida. Across the country, he reviewed the curricula of the University of Mississippi, University of Northern Colorado, West Virginia University, University of Central Oklahoma, University of Wisconsin-Whitewater, and Grand Valley State University. The curriculum we developed is most closely modeled after the ones at the University of Wisconsin-Whitewater and Grand Valley State University. When reviewing the curricula of the other institutions and developing the curriculum that was eventually approved, Assistant Dean Marc Rhorer collaborated with Dean Gropper, Associate Dean Hart, Executive Director of Student Academic Services, Kim Paulus, and several faculty across departments in the college.

On October 29, 2019, a meeting was held with Vice-Provost Ivy, Associate Dean Paul Hart, and Assistant Dean Marc Rhorer. The purpose of the meeting was to review the newly developed curriculum. The Vice-Provost approved the direction of the curriculum and gave a go-ahead to move forward.

A New Academic Degree Program Authorization Pre-Proposal Form was submitted to Vice-Provost Ivy, and it was reviewed by the CAVP Curriculum Working Group and BOG staff on April 3, 2020. Support for the program was strong, and all participants understood the need for such a degree at FAU.

On August 27, 2020, Marc Rhorer and Paul Hart held a remote meeting with Russ Ivy. During this session, Vice-Provost Ivy went through the proposal template step-by-step explaining the information required in order to write a successful proposal.

On September 3, 2020, Marc Rhorer and Paul Hart met with Dean Gropper to review the developed curriculum and explain the remaining formal steps required to complete the process. Dean Gropper gave his go-ahead to move forward.

Shortly after this meeting Paul Hart, Marc Rhorer, and Evan Jaffe met on several occasions to divide responsibilities for writing the proposal and the appendices. We also requested a report from Hanover Research (Appendix AA - 1), which was useful for completing the Need and Demand parts of the proposal.

(There was a gap in the proposal development process, not only due to COVID, which was substantial, but also other factors. Associate Dean Paul Hart oversaw 11 Program Reviews for the college from July 2020 to October 2021. Assistant Dean Marc Rhorer and Evan Jaffe had a substantial lift in preparing college data and documents for our upcoming Association to Advance Collegiate Schools of Business (AACSB) review, which is based on data reported for the 2021-2022 academic year.)

On September 3, 2021, Marc Rhorer sent an e-mail to the Executive Committee of the college comprised of the department chairs and program directors. He asked for formal feedback on the program requirements and structure of the curriculum by September 10, 2021. Overall, the Executive Committee was strongly aligned with the proposed program.

On October 25, 2021, the proposed program was presented to the Faculty Assembly. The presentation was comprehensive, and the discussion was substantive. This was the first Faculty Assembly meeting in which in-person participation was requested, although a remote option was also available. The BA in General Business was approved by the Faculty Assembly.

At various meetings of the Undergraduate Council of the College throughout the period, updates were provided on the proposal development. To ensure that "all bases were covered", the Undergraduate Council of the college voted for the proposed program with no objections at its meeting on February 6, 2023.

Substantive progress was made in writing the proposal in the fall of 2022 and the early spring semester of 2023.

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 3, 2020 | CAVP Curriculum Working Group approved the Pre-Proposal |
| October 25, 2021 | Proposed program was presented to the College of Business Faculty Assembly and passed unanimously. |
| February 27, 2023 | Proposed program was presented to the University Undergraduate Program Committee (UUPC) and passed unanimously. |

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

A report from Hanover Research states that south Florida regional projected labor growth for business related fields is higher than average on state, regional, and national levels. Growth is especially high on the state level, with 14.9 percent overall growth in Florida. The report, which was prepared for FAU in June 2022, indicated that there is demand for a Bachelors-level General Business program in our region.

The proposed program in General Business is broad in terms of job and industry possibilities. This makes projections for marketplace demand challenging and different than the forecasts for more niche areas such as specializations in science or more visible trends such as analytics. Nevertheless, an analysis conducted using Burning Glass provides useful information for the purpose of this proposal. Burning Glass (which has been purchased by another company since our analysis was conducted) is an online platform based on data from the Bureau of Labor Statistics and enhanced by real-time job posting and proprietary algorithms. The data from the analysis shows both current data and projected trends for the southeast region of Florida, the state of Florida overall, and the nation. Some of the job titles listed below are similar but related to different Bureau of Labor Statistics codes. For these Burning Glass job titles, the BLS code is also listed. The following tables show data for job titles related to the CIP for the proposed General Business program. Each of the job titles listed represents a larger set of jobs which are shown in detail in Appendix AA – 2 of this proposal.

Current and Projected Growth (10-year) by Job Title
(2020 Employment numbers are for the state of Florida)

| Job Title | 2020 Employment | Projected Growth in Miami Area | Projected Growth in Florida | Projected Growth in U.S. |
|---|-----------------|--------------------------------|-----------------------------|--------------------------|
| Administrative Services Managers | 67,486 | 11.9% | 10.9% | 1.5% |
| Facilities Managers | 29,718 | 16.9% | 15.0% | 8.2% |
| Procurement/Purchasing Managers | 9,927 | 7.6% | 7.8% | -2.5% |
| Compensation and Benefits Managers BLS Code: 11-3111 | 670 | -1.0% | 2.5% | -5.3% |
| Training and Development Specialists BLS Code: 11-3131 | 1,790 | 13.2% | 17.0% | 5.9% |
| Miscellaneous Managers | 10,245 | 10.5% | 5.1% | 11.4% |
| Social Services Managers | 3,800 | 22.4% | 5.1% | 11.4% |
| Managers of Artists, Performers, & Athletes | 21,900 | -71% | 11% | -100% |
| Compliance Officers | 17,577 | 14.2% | 16.1% | 2.9% |
| Training and Development Officers BLS Code: 13-1151 | 20,740 | 19.4% | 17.3% | 6.7% |
| Compensation Benefits BLS Code: 13-1141 | 4,551 | 6.3% | 11.3% | -1.3% |
| Customer Services Representatives | 215,797 | 7.3% | 6.8% | -0.2% |

BA Requirement and Job Pay by Job Title
(Pay number listed are for the state of Florida)

| Job Title | % in Jobs Asking for BA | Pay at 0–2 Years | Pay at 3–5 Years | Median Pay |
|---|-------------------------|------------------|------------------|------------|
| Administrative Services Managers | 57.0% | \$41,000 | \$47,000 | \$47,000 |
| Facilities Managers | 55.9% | \$37,000 | \$52,000 | \$46,000 |
| Procurement/Purchasing Managers | 85.6% | \$56,000 | \$69,000 | \$71,000 |
| Compensation and Benefits Managers BLS Code: 11-3111 | 94.4% | \$47,000 | \$69,000 | \$73,000 |
| Training and Development Specialists BLS Code: 11-3131 | 79.3% | \$48,000 | \$64,000 | \$62,000 |
| Miscellaneous Managers | 31.0% | \$42,000 | \$52,000 | \$45,000 |
| Social Services Managers | 85.3% | \$44,000 | \$44,000 | \$44,000 |
| Managers of Artists, Performers, & Athletes | 56.0% | n/a | n/a | \$69,450 |
| Compliance Officers | 93.8% | \$47,000 | \$67,000 | \$61,000 |
| Training and Development Officers BLS Code: 13-1151 | 73.2% | \$48,000 | \$54,000 | \$52,000 |
| Compensation Benefits BLS Code: 13-1141 | 88.6% | \$44,000 | \$59,000 | \$55,000 |
| Customer Services Representatives | 15.3% | \$32,000 | \$35,000 | \$33,000 |

The majority of the projections for the region, state, and nation are positive, and some of those for the region and state are substantial. These data provide positive support for demand for the General Business program, as do the current enrollments in the other SUS institutions with similar programs, which are described in Section E below.

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 current students, we are confident there is demand for this degree program. Also, approximately a third of our upper-level undergraduates are transfers from the Florida State Colleges, where most earned a general business Associate of Arts (A.A.) degree, and some with an Associate in Science (A.S.) degree. According to the Hanover report, nearly a fifth of all business degrees granted in the U.S. in 2021 were associates degrees, many in general business. These associate degree students likely will create demand for the general business bachelor's program. Beyond the state college pipeline, we believe that many who will be attracted to this program will be non-traditional enrolled students who already have careers, but who are looking for a professional-related bachelor's degree credential in the most efficient and expeditious manner. Since the program focuses on breadth of business skills and knowledge, more than depth or specialization, the major will be ideal for these types of students to attain their credential and move forward in their careers to support the local economy as well as enrich their families. Approximately 950 (>15%) undergraduate students in our college are 25 years old or older.

While we anticipate that the proposed program will primarily be of interest to the transfer and older students, the degree will be available to any FTIC student as well. As noted in Section E below, other SUS institutions offering similar programs have structured them differently following their unique strategic enrollment initiatives. We believe that in the future, other SUS institutions may find the curriculum requirements of our proposed program of interest. Currently each institution primarily draws students from their respective regions. It is possible that the curriculum proposed herein, if adopted by others, will increase the overall graduation rates in those institutions.

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.

We believe the general business major will mostly draw from two pools of potential students: non-traditional students who desire the fastest path to a quality bachelor's program in business, and traditional students whose talents are not in alignment with our existing program offerings. We also feel, based on feedback from two of our feeder state colleges (Broward and Palm Beach), that the general business program has flexibility to articulate with several of their current Associate of Science (A.S.) degrees. After program approval, we can work with faculty at the regional state colleges to develop A.S. articulations, which we feel will enhance the number of transfers from the Florida College System, which is reflected in table 1-A. After the first year, we feel that annual SUS and out-of-state transfers will be steady, but small (approximately 30 and 15, respectively).

Over the five-year period, upper-level students transferring from other FAU majors and existing pre-business students who currently have not found a major (the last row) will decline to near zero. Simultaneously, FTIC FAU students and Florida College System transfers will increase dramatically as the program is established and promoted. See table 1-A for details of enrollment projections.

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.

The proposed program would provide an opportunity to students across a fairly wide age range who are motivated to obtain a college education with an interest in business in general as distinct from a specific major currently offered by the college. This academic background is desirable to a set of prospective employers who value an undergraduate academic background and exposure to business concepts and skills including writing and quantitative competence and who view graduates as trainable in other skills specific to the nature of their business.

The proposed program requires students to take a core set of general education courses and business courses while also providing a flexible choice of course options across five thematic groups of courses. All required and elective courses are currently offered by the college, providing an alternative curriculum structure that will be very low cost to the college and the university.

The benefit to the local community and the state is also to provide a curriculum structure that is a more direct pathway for students graduating from state colleges with an A.S. degree to complete a baccalaureate degree. A number of these individuals as well as prospective four-year applicants to the university are Pell Grant eligible. This proposed program expands the academic opportunities for these graduates to enter the workforce at a more advanced level and raise their earning trajectory, compared to other programs alternatives that might not otherwise be achievable for some. It will also provide other students who find our current major-only alternatives to be less desirable, for whatever reasons, than a general business degree. Beyond the benefits to any individual, the overall collective benefit will be to increase the proportion of the population who are better prepared to contribute to the local economy and social fabric of the southeast region of the state of Florida.

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.

| Institution Name | Public/Private | Location | CIP Code | Program Name |
|-------------------------------|----------------|-------------|----------|--|
| Florida State University | Public | Tallahassee | 52.0101 | B.S. Business Administration |
| University of Central Florida | Public | Orlando | 52.0101 | B.A. Integrated Business |
| University of South Florida | Public | Tampa | 52.0101 | B.S. General Business |
| University of Florida | Public | Gainesville | 52.0201 | B.A. Business Administration |
| University of West Florida | Public | Pensacola | 52.0101 | B.S. Business Administration, General Business |

C. There are four other SUS institutions that offer programs with the same CIP code as the BA in General Business that FAU is proposing, and one institution (i.e., UF) that offers a BA in Business Administration, which is similar to the program we are proposing, with a different CIP code. An effort was made to reach out to all five institutions however conversations were successfully conducted with four of them. Below are summaries of the conversations with Florida State University, the University of Florida, the University of South Florida, and the University of West Florida. The program has been successful in each of these institutions. (We reached out to the University of Central Florida as well, but we were not successful.) Following the four summaries below, an explanation is provided as to how Florida Atlantic University seeks to address some of the challenges mentioned in these summaries.

The College of Business at **Florida State University** has had a BBA in General Business for over 10 years. Most recently, the program has been offered in-person for students enrolled on the Panama City campus. In general students on the Tallahassee campus have been offered only the BS program with the traditional business major options. However, at the current time, the college is actively exploring offering the BBA in General Business online for Tallahassee campus students. The college anticipates that the online program will primarily be of interest to those within the general regional footprint of the institution. There appears to be a demand among some state employees. Also, having had the experience of taking online courses during Covid, there is a certain segment of the student population, that seeks to finish the degree online. This would create an option for a business degree as the BS degrees are in person. Going forward, the college anticipates three challenges. (1) Given the expectations of the Board of Governors, the college may lose its current "limited access" designation and faces the uncertainty of how it will manage a potential increase in enrollments with limited capacity. (2) The BBA in General Business must be clearly differentiated from the BS programs. (3) Clear articulation if, and when, a BBA student can also get a BS degree. The challenge is in managing student expectations about the BBA program and avoiding back-door attempts to major in a traditional business major. Institutional contact: Professor Kathleen McCullough, Associate Dean.

The College of Business at the **University of Florida** has offered a BA in Business Administration for over 20 years. The program is offered both on-campus and online with the greater proportion of students enrolled on-campus by a ratio of approximately 4:1. Historically, all transfer students from other institutions were only allowed into the BA in Business Administration program. In recent years, that has changed, and currently some transfer students are admitted into the undergraduate BS program with traditional business majors. The enrollments in the BA in Business Administration program vary considerably as each incoming cohort progresses from one year to the next. The university has a "direct admit" protocol for incoming freshmen. First-year students who are unsure of their major, are automatically admitted into the BA in Business Administration. In any given year, there can be between 300 and 400 first-year students in the BA in Business Administration program. By the time the cohort moves to their second year, many of these students formally move into the BS program with a major, which leaves approximately 200 students remaining in the BA in Business Administration. By the time the cohort moves into their third year, there are approximately 50 students from the initial cohort in the

program. However, at this point the transfer students “join” the cohort resulting in about 200 additional students. No students in the college are allowed to double major. Institutional contact: Dr. Erica Loren Studer-Byrnes, Assistant Dean, Heavener School of Business.

The College of Business at the **University of South Florida** has offered a BS in Business Administration for well over 10 years. However, in recent years, an important change was made in the way the program is administered. Initially, the program was offered as an alternative to the traditional baccalaureate without a designated major. However, as the BOG rolled out its KPI initiatives with the directive to improve graduation rates, and the imposition of penalties for students enrolled in more than 120 credits, the program was strategically revised to align the BOG’s KPI outcomes. Instead of offering the program as an option for students early on, the revision made the program an option for students who had successfully completed the pre-professional courses but were unable to successfully complete the required courses for their majors. Overall, the number of students enrolled in the program at any given time decreased, however the number of students graduating from the program remained relatively consistent before and after the transition. By virtue of the nature of the revision, students cannot “double major” in general business and another business program while they are matriculated at the institution. Institutional contact: Jacqueline Reck, Professor of Accounting (former Associate Dean of Undergraduate Programs).

The College of Business at the **University of West Florida** has offered a BS in Business Administration for at least 7 years. The program has been offered online for many years, including the years prior to the Covid pandemic, and possibly since the program’s inception. The program has been successful. There have always been good enrollments and there has never been any question about the program’s viability. The program attracts a range of students. The institution has a legacy of attracting students in the military so there have always been students from different states enrolled in the program. Similarly, the institution’s geographic location, which is in the proximity of other states, has also fostered out-of-state enrollments. The BS in Business Administration is similar to the undergraduate Management major. For that reason, the long-term impact of the BS in Business Administration has been related to a substantial decrease in the number of students majoring in Management. Both the BS in Business Administration and the undergraduate Management major are administered by the same academic unit in the college. To some extent the BS in Business Administration may have also impacted the number of students majoring in Marketing, however that impact, in comparison to the Management major, has been marginal. Institutional contact: Professor John Batchelor, Chair of the Department of Business Administration.

The table below shows the Headcount and number of Graduates by institution for the programs in the SUS that are similar to the one we propose. The data were obtained from two dashboard on the BOG website. The data for 2022 was not provided on the website.

CIP 52.0101 Headcount / Graduates

| | Fall 2017 | Fall 2018 | Fall 2019 | Fall 2020 | Fall 2021 |
|--------------------|-------------|-------------|-------------|-------------|---------------|
| Florida State U. | 276 / 60 | 113 / 64 | 95 / 43 | 75 / 25 | 120 / 18 |
| U. Central Florida | 2,146 / 286 | 2,139 / 455 | 798 / 602 | 826 / 527 | 779 / 645 |
| U. Florida* | 2,081 / 333 | 2,530 / 423 | 2,365 / 527 | 2,520 / 534 | 2,773 / 629 |
| U. South Florida | 1,404 / 287 | 1,017 / 227 | 1,020 / 254 | 569 / 268 | 963 / 293 |
| U. West Florida | 329 / 31 | 328 / 32 | 366 / 47 | 404 / 39 | 470 / 56 |
| SUS | 4,155 / 664 | 3,597 / 778 | 2,279 / 946 | 1,874 / 859 | 2,332 / 1,012 |

*UF CIP 52.0201 Business Administration and Management

Our interpretation of the data, based on the conversations we have had with the other SUS institutions, is that the General Business program has been implemented differently across the SUS. The UF ratio of very high headcount and relatively smaller number of graduates is consistent with the conversation summary above. That program is used as a place holder for students who are unsure of their major and for most of the students transferring to the institution from state colleges. USF uses the program to ensure that students who might not graduate in a timely manner, or with excess credit hours, are provided a pathway for timely graduation. FSU is actively exploring a change in how the program is implemented to provide an online option for students interested in a business degree. UWF has offered the program online for many years with success, however it has impacted enrollments in the Management major.

FAU does not intend to use the proposed program as a place holder for students who have not determined their choice of major or for transfer students following the UF protocol. The option will be provided to FTIC students and transfer students, and the student's decision will be made after consultation with university and college advisors.

An important aspect of the proposed program is that the BA in General Business is sufficiently differentiated from FAU's BA/BS in Business Administration, with the Management major. The proposed program requires a set of pre-professional courses but among them, Methods of Calculus is an option, not a requirement. In addition to the pre-professional courses, there are five required core courses instead of the nine, as is the case for the BA/BS in Business Administration. And the remaining courses required for the degree must be selected by the student from five thematic groups of courses. This curriculum structure is unique among the undergraduate programs offered by our college.

Students enrolled in the proposed program will not be allowed to "double major" while they are matriculated at FAU. In other words, they will not be able to get a degree in General Business and another degree in a major in the BA/BS in Business Administration. There is nothing to prohibit a graduate of the BA in General Business from returning to FAU and applying for a degree in BA/BS in Business Administration with a traditional business major, however it is very unlikely that someone would choose to do so because of the additional number of courses they would have to take including more pre-professional courses, the Calculus requirement, the additional business core courses, and the set of required courses for the major concentration would be a substantial investment of cost and time. If a student were to return to FAU after graduation, they would most likely be interested in a graduate degree.

Overall, even with some degree of equivocality with regard to interpreting numbers provided in the table above, the numbers themselves are substantial and provide evidence of sustainable programs in other SUS institutions.

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.

The demographic profile of the undergraduate students in the College of Business: 17% Black, 28% Hispanic, 4% Asian, 43% White, and 8% Other (two or more races, non-citizen, no answer). These percentages have been relatively consistent over the past five years and have been steady across the programs offered by the six departments in the college over the same time frame.

The proposed program is not a niche program. We anticipate it will be of interest and popular with a large number of students. The General Business program is a broader, more wholistic offering compared to the other business majors. We also anticipate that the proposed General Business program will enroll students from southeast Florida. For this reason, it seems reasonable to assume that the demographic profile of the students choosing the undergraduate degree in General Business will be similar to the current demographic student profile in the college. As noted above, this profile is reasonably diverse, particularly with the regard to the Black and Hispanic composition of the profile.

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).

Admissions standards require completion of the following prerequisite courses with a "C" or better grade:

ACG 2021 – Principles of Accounting, ACG 2071 – Principles of Accounting II, ECO 2013 – Macroeconomics Principles, ECO 2023 – Microeconomics Principles. ISM 2000 – Information Systems Fundamentals, and two of the following: MAC 1105 – College Algebra, MAC 2233 – Principles of Calculus, STA 2023 – Introductory Statistics.

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 and 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.
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.
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).

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.

Florida Atlantic University has developed academic learning compacts for each baccalaureate degree program <https://www.fau.edu/iea/assessment/alc/>. The academic learning compact for the proposed degree is included as Appendix C. Assurance of Learning goals (an AACSB accreditation requirement) for the General Business Program are included within Appendix AA-3.

The Bachelor of Arts in General Business is an interdisciplinary business program designed for students who wish to have a generalist academic program with knowledge and skill breadth across a wide array of business components and skills. The program is especially applicable in a rapidly changing labor market, focusing on key components of business (law, finance, management, and marketing) while providing exposure to broad groupings of commerce skills and practices that are important in the workplace.

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**

In addition to the university's general education program requirements (36 credit hours), the General Business Program consists of the following four components:

- Prerequisite courses (21 credits): ACG 2021 – Principles of Accounting, ACG 2071 – Principles of Accounting II, ECO 2013 – Macroeconomics Principles, ECO 2023 – Microeconomics Principles, ISM 2000 – Information Systems Fundamentals, and two of the following: MAC 1105 – College Algebra, MAC 2233 - Principles of Calculus, STA 2023 – Introductory Statistics (21 credit hours),
- General business core courses (15 credit hours)
- Thematic groups (15 credit hours)
- Additional requirements (33 credits hours).

Beyond the prerequisite courses described elsewhere in this proposal, the program consists of a core of business coursework, along with five thematic areas of business. Students complete the core, and at least once course from each thematic area. Students must complete 12 additional credit hours (typically four courses) of upper-division electives from the College of Business and 6 credit hours of upper-division coursework from outside the college. Students must also complete FAU's foreign language exit requirement (two introductory courses in the same language or demonstrated competency).

The detailed curriculum is provided below.

General Business Required Core Courses - C or better required (15 credit hours)

BUL 4421 – Business Law I
FIN 3403 – Principles of Financial Management
GEB 3213 – Introduction to Business Communication
MAN 3025 – Introduction to Management and Organizational Behavior
MAR 3023 – Marketing Management

Thematic Groups - C or better required (one course required from each – 15 credit hours)

Group 1 – Financial Systems and Practice

ECO 4423 – Money and Banking
FIN 3140 – Personal Finance
HSA 4170 – Healthcare Financial Management
RMI 4116 – Insurance and Financial Planning

Group 2 – Technology and Data Applications

ISM 3011 – Management Information Systems
ISM 3007 – Social Media Innovation
ISM 4041 – Contemporary Issues of Digital Management
ISM 4421 – Artificial Intelligence and Digital Transformation for Business
ISM 4451 – Blockchain: Business Implications
QMB 3302 – Data Management and Analysis with Excel

Group 3 – Management, Operations, and Leadership

ENT 4024 – Entrepreneurship
HFT 4253 – Hotel and Resort Management
MAN 4029 – Service Operations
MAN 4046 – Leadership, Supervisory Skills, and Team Development
MAN 4301 – Human Resource Management
MAN 4583 – Project Management

Group 4 – Marketing and Promotion

HFT 4503 – Hospitality Marketing and Revenue Management
MAR 3326 – Principles of Advertising
MAR 4231 – Retail Management
MAR 4400 – Personal Selling
MAR 4503 – Consumer Behavior

Group 5 – International Business

BUL 4461 – Law of International Trade
ECO 3703 – International Economics
MAN 3442 – International Business Negotiations
MAN 3600 – International Business
MAR 4156 – International Marketing
GEB 4956, MAN 4680, MAN 4690, or MAN 4956 – or other approved Study Abroad Courses

Undergraduate Business Study Abroad classes (GEB 4956 or alternate study abroad courses) related to each group's disciplinary areas may be substituted for group 1-4 courses

Additional Requirements - (33 credit hours)

12 upper-level credits from the College of Business
8 credits of foreign language (the same language, in sequence - required for Bachelor of Arts degrees) or alternative FAU Foreign Language Exit (FLEX) requirement completion method
6 upper-level credits from outside the College of Business

7 credits of electives (depending on IFP courses taken, more electives may be required to reach 120 credits)

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

General Business Required Core Courses (15 credit hours)

Business Law 1 (BUL 4421) 3 credits

Prerequisite: Junior standing

A survey course focusing on the legal aspects of business decision-making, including torts, contracts, uniform commercial code and debtor/creditor law. The course provides students with an understanding of the role of legal rules and their impact on business. Students learn through assignments that teach them to analyze issues and appreciate the philosophy behind court decisions.

Principles of Financial Management (FIN 3403) 3 credits

Prerequisites: ACG 2021, ACG 2071, and junior standing

Survey of Financial Management, including capital budgeting, cost of capital and financial analysis.

Introduction to Business Communication (GEB 3213) 3 credits

Writing Across Curriculum (Gordon Rule)

Prerequisites: Junior standing and admission to College of Business

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.

Introduction to Management and Organizational Behavior (MAN 3025) 3 credits

Prerequisite: Junior standing

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.

Marketing Management (MAR 3023) 3 credits

Prerequisites: Junior standing, ECO 2013, ECO 2023

Channels of distribution, price policies, promotion, consumer demand, product planning, the role of government in marketing, and the social evaluation of marketing.

Thematic Groups – One Course Required from each (15 credit hours)

Group 1 – Financial Systems and Practice

Money and Financial Markets (ECO 4223) 3 credits

Prerequisites: ECO 2013 and ECO 2023, or equivalent

Modern economies depend on a well-functioning monetary system to facilitate exchange and highly sophisticated financial markets to channel savings into valuable investments. This course employs the standard tools of economic analysis to consider these issues. Topics include cryptocurrencies, bond markets, stock markets, traditional banks, decentralized finance (DeFi), and monetary policy.

Personal Finance (FIN 3140) 3 credits

Prerequisite: Junior standing

Personal financial planning for the non-major in finance. Practical applications in budgeting, use of credit, banking, insurance, real estate, investments, taxes, retirement planning, estates and wills, with emphasis on inflation planning. (Not available for credit toward major in Finance.)

Health Care Financial Management (HSA 4170) 3 credits

Prerequisite: ACG 2021

This course is designed to help future health service administrators understand health care financial management as one of their primary responsibilities. The course will include examination of the evolution of healthcare financial management as a subspecialty, an examination of financial planning and control in health institutions, reimbursement issues, and understanding and analyzing financial statements.

Insurance and Financial Planning (RMI 4116) 3 credits

Discusses important personal financial planning components, including life insurance, health insurance (medical expense plans, Medicare and Medicaid, disability income insurance, long-term care insurance), retirement planning (employer-sponsored retirement plans, non-qualified plans, IRAs and annuities) and estate planning. Other important topics covered include life settlements, mortality bonds, employee benefits, insurance fraud, family trusts, QPRTs, private annuities and reverse mortgage. This course employs materials and techniques that are consistent with modern principles and best practices, providing knowledge and skills that students can use immediately.

Group 2 – Technology and Data Analysis**Management Information Systems (ISM 3011) 3 credits*****Prerequisite: ISM 2000***

Essentials and management of information systems resources; information systems in the organization; social implications; use and evaluation of common microcomputer software packages.

Social Media Innovation (ISM 3007) 3 credits

Students learn how social media works, why social media matters to business and how to use it successfully.

Contemporary Issues of Digital Data Management (ISM 4041) 3 credits

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 for purposes such as marketing, customer relationship management, fraud and crime prevention, e-government, etc. Considers also the business, legal, ethical and social context of data gathering and utilization.

Artificial Intelligence and Digital Transformation for Business (ISM 4421) 3 credits

Students gain a business perspective of artificial intelligence (AI) as a driver of innovation and digital transformation in a wide array of industries. They learn how to plan, manage and maintain AI projects and how to address the digital transformation challenges and implications for the organization and society.

Blockchain and Crypto Assets: Business Implications (ISM 4451) 3 credits

The course provides a broad overview of blockchain and crypto assets and their main characteristics. The course covers the business fundamentals of cryptocurrency, Non-Fungible Token (NFT) and similar crypto products. Analysis of business models and strategies are discussed in the context of blockchain and crypto innovations. Appropriate for all business disciplines.

Data Management and Analysis with Excel (QMB 3302) 3 credits

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.

Group 3 – Management, Operations, and Leadership**Entrepreneurship (ENT 4024) 3 credits*****Prerequisite: Junior standing***

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 in the initiation stage.

Hotel and Resort Management (HFT 4253) 3 credits

Examines the operations of hotels and resorts with students gaining a basic understanding of the various departments within these lodging venues. Students are exposed to key abilities and skill sets necessary to manage such facilities through familiarization with the role of the general manager position. Students also study specific competitive benchmark tools used by general managers (i.e., Smith Travel Accommodations report).

Service Operations (MAN 4029) 3 credits***Prerequisite: Junior standing***

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.

Leadership, Supervisory Skills, and Team Development (MAN 4046) 3 credits

Prerequisites: Junior standing or higher and MAN 3025

Course explains theories of leadership and key supervisory skills as well as team dynamics. Students learn the behaviors of successful leaders and team members and apply these skills in a course project.

Human Resource Management (MAN 4301) 3 credits

Prerequisite: MAN 3025

Covers all aspects of modern personnel administration including selection, training, appraisal, compensation, incentives and discipline. Will be taught from the viewpoint of management generalists as well as those planning a career in personnel.

Project Management (MAN 4583) 3 credits

Prerequisite: Junior standing in the College of Business

An introductory course in the fundamentals of project management. Students are introduced to basic concepts and techniques, including management of the triple constraint of scope, time and cost that is critical to planning and executing successful projects.

Group 4 – Marketing and Promotion

Hospitality Marketing and Revenue Management Practices (HFT 4503) 3 credits

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.

Principles of Advertising (MAR 3326) 3 credits

Prerequisite: Junior standing

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.

Retail Management (MAR 4231) 3 credits

Prerequisite: MAR 3023 or equivalent

Involves the introduction and development of issues relating to: store location and layout decisions; merchandising and promotional practices; buying and control procedures; pricing decisions; and retail strategy formulation.

Personal Selling (MAR 4400) 3 credits

Prerequisite: Junior standing

Persuasion and communication theory with specific emphasis on issues involving negotiations and relationship management, including application to sales in a cross-cultural environment.

Consumer Behavior (MAR 4503) 3 credits

Prerequisite: MAR 3023

An examination of cultural, social, and individual variables and how they are incorporated into buyer decision processes and marketing practices.

Group 5 – International Business

Law of International Trade (BUL 4461) 3 credits

The study and interpretation of U.S. Customs regulations, classification of merchandise, application of tariff rules, duty free treatment, special classes of merchandise, importing and exporting, liquidation inspection, search and seizure, fines and penalties.

International Economics (ECO 3703) 3 credits

Prerequisites: ECO 2013 and ECO 2023, with minimum grades of "C;" course is not available for Economics majors

Managers and owners must understand how their businesses operate in a global economy. This course provides a business-oriented view of international economics by exploring why nations trade and the

effects of trade and capital flows on the balance of payments, exchange rates, incomes and welfare. The impact of policy issues such as tariffs, quotas and trade agreements are explored as well as current trade topics such as intellectual property, labor issues, immigration and the environment.

International Business Negotiations (MAN 3442) 3 credits

Prerequisites: Junior standing and one of the following courses: ANT 2000, HSA 4124, MAN 3025, PSY 1012, SYG 1000 or SYG 2010 with minimum grade of "C"

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) 3 credits

Prerequisite: Junior standing

International dimensions of American enterprise. Examination of businesses, overseas organizations, operations, and problems of conducting international business.

International Marketing (MAR 4156) 3 credits

Prerequisite: MAR 3023

An examination of the new developments in the ever-changing field of international marketing, including foreign marketing in the United States. A study of selected specified products, activities and market areas.

Undergraduate Business Study Abroad (GEB 4956) 1-6 credits

Prerequisite: Sophomore standing or higher and minimum GPA of 2.5

Credit for enrollment in approved study abroad undergraduate programs.

Foreign Seminar in International Business (MAN 4680) 3-4 credits

Combined intensive study of selected foreign nations with travel abroad to observe and investigate firsthand the political, economic and administrative conditions encountered by American firms in foreign countries.

Directed Independent Study (MAN 4690) 1-4 credits

Prerequisite: Junior standing and a Directed Independent Study form must be signed by the professor concerned and department chair prior to registration. Directed study forms may be obtained from the departmental secretary. Individual research project or field investigation.

International Business Study Abroad (MAN 4956) 1-4 credits

Prerequisite: Sophomore standing. Credit for enrollment in approved study abroad programs.

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.

We expect the initial shift in majors into the general business programs will be from existing pre-business students who either do not qualify for admission to one of our existing undergraduate business majors with the BBA degree (accounting, economics, finance, hospitality management, international business, management information systems, or marketing). The first year, the majority of students in general business program will be transfers from the existing pre-business category at FAU. Though this number will decline over time, it will not diminish substantially as our curriculum is structured where students make the decision about their undergraduate major pathway at the end of their sophomore year – so technically this would be a transfer from an existing program to another. By year five, we anticipate that transfers into this program from Florida state colleges and four-year institutions will increase.

In higher education there is a growing school of thought that generalist educational backgrounds, programs with a broad range of skills and knowledge, may be advantages for the rapidly changing labor market. This is a view promoted by David Epstein in his 2019 book, Range. We are seeing drops in enrollments in certain specialized fields, mainly accounting, and as the students who would formerly select those types of majors look for alternatives, general business could be a viable option. If trends like this continue, the enrollment projections we present could be conservative.

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 program will be offered in our campuses at Boca Raton, Davie, and possibly Fort Lauderdale. We will also offer this degree via distance learning.

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.

The BA in General Business courses will be offered in three delivery modes: Distance Learning, In-person on Boca Campus, and In-person on Davie Campus. Two of the courses, ECO 2023 (Microeconomic Principles) and BUL 4421 (Business Law 1), have the highly regarded Quality Matters designation. No special facilities or financial support are required.

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.

We entertained possible collaborative efforts with other SUS institutions that offer General Business. We believe that this program will attain significant enrollment within the first five years, with the majority of students being traditional face-to-face enrollees. We feel that it would not be feasible for faculty to transverse the state of Florida to teach undergraduate courses over great distances. It is possible that faculty with similar credentials could teach courses from other institutions may support the General Business program at FAU as adjunct faculty teaching via distance learning on overload assignment above their institutional commitment. However, such assignments would require approval of the appropriate Deans and Directors at the impacted institution.

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

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 General Business program will be within the scope of our next Association to Advance Collegiate Schools of Business (AACSB) re-accreditation visit (2027), and we will notify them upon approval of its inclusion of our catalog of degree offerings. Also, it will be included in our future SUS program reviews.

- 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.**

AACSB comprehensive review took place February 2023 covering all existing programs in the College of Business at FAU. FAU's SUS Business program reviews were conducted in 2020-2021.

FAU's College of Business will seek AACSB accreditation of this program. Upon approval, we will notify AACSB, and the program will be included in our next continuing improvement review in 2028. General Business will also be included in our next comprehensive program review cycle for the SUS.

- 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.**

The program was developed in consultation with academic department chairs and directors, most of whom have professional advisory council/boards that provide feedback related to professional workforce needs and development of the region. Since this program is interdisciplinary, encompassing all fields within the College of Business, the existing advisory boards from these core business fields (accounting, finance, management information, management/entrepreneurship, and marketing) will be consulted regularly for feedback on courses, learning outcomes, and alignment with workforce needs as the program matures.

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.

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).

Teaching Effectiveness and Enhancement

The College of Business has an excellent reputation for quality teaching at FAU. In the most recent semester with data available (fall 2022), student perception of teaching (SPOT) scores for Business (1.54 rating) were rated better than the University as a whole (1.63 rating) on a 1 (excellent) to 5 (poor) scale.

The College utilizes several mechanisms to ensure and enhance quality teaching, including providing workshops and pedagogical development opportunities for faculty, having a formal system to recognize and highlight teaching innovation and excellence, and rewards for quality teaching. There are many faculty who qualify based on excellent pedagogy. Below is a sampling of the awards and development funding for faculty teaching.

One of the rewards for excellence in teaching is the Stewart Professor reward. This is given to any full-time faculty who has shown an extraordinary dedication to teaching. In addition, the University offers an "Excellence and Innovation in Undergraduate Teaching and Advising Awards." Following the award structure, the College nominates two faculty members and one advisor. The College nominees each receive \$2,000 from the College, and if she or he wins the University award, \$4,000 for teaching and \$2,000 for academic advising.

FAU's Center for Online and Continuing Education also offers weekly Professional Development webinars and incentives to promote teaching effectiveness online. One of those incentives is for faculty to develop courses that are Quality Matters certified (\$1,000 stipend). Faculty can also receive incentives for updating their online courses every three years (\$1,500 stipend) and for designing an online course never previously delivered in a distance format (\$4,500-\$6,000 stipend). Faculty are also given stipends for taking a Teaching Online Orientation (\$100) and getting e-Certified (\$500).

In addition, FAU is offering micro credentials in teaching through the College and University Educators (ACUE), which, if all completed will allow faculty to earn Certificate in Effective College Instruction (\$1,000).

Beyond the instructional rewards mentioned above, another example of pedagogical recognition is the Dean's Distinguished Teaching Fellowship, which is comparable to the other Fellowships awarded for research and service. The appointment is made by the Dean based on their teaching record with respect to quality and impact. The Awardee receives a stipend of up to \$6,000 and is given for a term of two years.

Full-time faculty in the College of Business are productive at teaching. Those with significant research assignments (mostly tenure-track faculty) typically teach four sections per academic year. Faculty who are primarily assigned to teaching (Instructors) usually teach seven to eight sections per academic year. In addition to the teaching assignments, the College of Business has also leveraged large scale lecture capture video streaming courses combined with other technologies to enhance productivity in the production of efficient student credit hours.

Thought Leadership – Scholarship and Service to our Disciplines

Throughout the last decade, the College has methodically built a system and structure that has enriched our scholarly impact, in terms of both quality and quantity.

The College has developed a plan to improve our research profile. Four key strategies were adopted that enhanced our intellectual output: 1) tenure/tenure-track faculty were expected to provide more intellectual contributions of higher quality. 2) high quality research was rewarded through substantial research awards (summer research grants) and was praised. 3) the overall research quality of new hires was substantially raised and reflected in expectation for promotion and tenure. 4) we started to hire more terminally qualified non-tenure track faculty with the expectations many would produce research (peer-reviewed journal articles). These factors have greatly enhanced the research profile and expectations of our college.

The tables below illustrate the college's enhanced cumulative research trajectory. We use two journal ranking systems (one based on quality, another based on quantity) to measure our research output. The first is a weighted scoring of all journal articles produced by our faculty authors with points awarded by the ranking within the Academic Journal Guide (AJG, formerly ABS) of the Chartered Association of Business Schools (in the U.K.). Publications in journals not included get zero points, ABS 1 articles get 1, ABS 2 get 2, etc. and ABS 4* publications earn 4.5 points in our metric. Using this model, the overall quality of our publications has increased nearly every year. The second table shows the number of articles produced, by category, year-over-year, showing that the quantity also has generally increased, with the noted exception of 2021, which was likely due to the shock of the initial wave of the COVID-19 pandemic and its impact on the academic publishing process.

**Research Quality by Weighted Scoring of ABS/AJG Publications
(2012-2016) and (2017-2021)**

| | (non-ABS) | ABS 1 | ABS 2 | ABS 3 | ABS 4 | ABS 4.5 | Total Points | "quality" mean score | Total "N" that are 3,4,4* |
|------|-----------|-------|-------|-------|-------|---------|--------------|----------------------|---------------------------|
| | 0.5 | 1 | 2 | 3 | 4 | 4.5 | | | |
| 2012 | 32.5 | 16 | 30 | 87 | 16 | 22.5 | 204 | 1.52 | 38 |
| 2013 | 27 | 14 | 32 | 72 | 32 | 4.5 | 181.5 | 1.55 | 33 |
| 2014 | 27.5 | 22 | 46 | 93 | 40 | 9 | 237.5 | 1.66 | 43 |
| 2015 | 20 | 14 | 42 | 75 | 32 | 36 | 219 | 1.89 | 41 |
| 2016 | 20 | 11 | 52 | 90 | 56 | 4.5 | 233.5 | 1.91 | 45 |
| 2017 | 25 | 27 | 56 | 189 | 88 | 22.5 | 407.5 | 2.09 | 90 |
| 2018 | 27.5 | 19 | 80 | 192 | 96 | 4.5 | 419 | 2.06 | 89 |
| 2019 | 21.5 | 20 | 102 | 210 | 80 | 31.5 | 465 | 2.20 | 97 |
| 2020 | 27 | 17 | 72 | 225 | 132 | 54 | 527 | 2.32 | 120 |
| 2021 | 20 | 22 | 56 | 156 | 144 | 45 | 443 | 2.36 | 98 |

**Number of FAU Authors by ABS/AJG Journal Category – Chronological View
(2012-2016) and (2017-2021)**

| | (non-ABS) | ABS 1 | ABS 2 | ABS 3 | ABS 4 | ABS 4* | Total Articles |
|--------------|------------|------------|------------|------------|------------|-----------|----------------|
| 2012 | 65 | 16 | 15 | 29 | 4 | 5 | 134 |
| 2013 | 54 | 14 | 16 | 24 | 8 | 1 | 117 |
| 2014 | 55 | 22 | 23 | 31 | 10 | 2 | 143 |
| 2015 | 40 | 14 | 21 | 25 | 8 | 8 | 116 |
| 2016 | 40 | 11 | 26 | 30 | 14 | 1 | 122 |
| Total | 254 | 77 | 101 | 139 | 44 | 17 | 632 |
| 2017 | 50 | 27 | 28 | 63 | 22 | 5 | 195 |
| 2018 | 55 | 19 | 40 | 64 | 24 | 1 | 203 |
| 2019 | 43 | 20 | 51 | 70 | 20 | 7 | 211 |
| 2020 | 54 | 17 | 36 | 75 | 33 | 12 | 227 |
| 2021 | 40 | 22 | 28 | 52 | 36 | 10 | 188 |
| Total | 242 | 105 | 183 | 324 | 135 | 35 | 1024 |

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 program is entirely based on existing courses; no new courses will need to be introduced to implement the program. The proposed program is a restructuring of courses without the requisite number of courses in a specific discipline needed to obtain a degree with a major. No E&G funds will need to be shifted to start the program because the required and elective courses necessary to complete the degree are already being offered in support of the programs for majors.

Among the required courses (i.e., the pre-professional and business core courses) offered by the College of Business, all but one is offered by Lecture-Capture Video Screening (LCVS) delivery that affords elastic course enrollment caps. Course options under two thematic groups are also offered by LCVS delivery mode. Elasticity of the LCVS enrollment caps provides a mechanism for sustaining growth in student demand without requiring significant reinvestment of E&G funds. Online delivery provides similar efficiencies.

Those courses not offered through LCVS or online, may currently be offered in classrooms with room capacities of 40 or less. Depending upon the popularity and demand for these options over time, we anticipate that some may need to be offered in rooms with greater capacities (e.g., 120 or more). Once a section enrollment reaches 120, the course load count for the faculty increases from one section to two sections. At the five-year benchmark, with a reasonably substantive number of students in the proposed program, the flexibility provided in course selection to students will need to be match by agility in managing the size and number of course sections offered. Managed effectively, the offered section could result in modifications of the faculty course preps, increased reliance on full-time instructors and adjunct faculty.

- 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.**

While the proposed program enrollments could theoretically reduce the number of students in other business majors, our expectation is that it may have the greatest impact on the management major. The management major is currently one of the largest in the college. It is also one of the majors that is supported by a large number of full-time and part-time instructors.

Under the scenario that the number of management majors decreases as a result of the proposed program, the number of faculty in the Department of Management Programs may not be affected, however the composition of the full-time instructors and adjuncts may be. One of the "Thematic Groups" from which students must choose a course is "Management, Operations, and Leadership" which includes courses currently offered by the department for management majors. Thus, the demand for management course would be sustained to some extent. At the same time, another "Thematic Group" is "International Business" which also includes courses offered by the Management Department. International Business is an area the college seeks to grow. An increase in General Business students would raise enrollments in the International Business "Thematic Group." The increased enrollments in courses related to Global Business themes would enhance the colleges profile in these areas.

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.

Tuition: \$105.07/credit (FL resident) and \$105.07/credit (Non-resident)

Non-resident tuition fee: \$0 (FL resident) and \$493.86/credit (Non-resident)

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.

All the courses required to complete the proposed BA in General Business are already offered by the college. Therefore, no outside additional resources are needed or have been investigated. Scholarships available to undergraduate students can be found on the college website at <https://business.fau.edu/undergraduate/current-students/scholarships/>. There are different categories of scholarships listed which vary by eligibility requirements. The Scholarships available for the students enrolled in the proposed program would be under the categories of "General Scholarships" and "Business Ethics Scholars". Application deadlines and other pertinent information is provided under these categories on the website.

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 66,751 print volumes and 14,255 serials, as illustrated in the tables below. The following has been prepared by Ken Frankel and Dawn Froad, FAU Libraries, in February 2023.

| Program Subjects | Library of Congress Subclass | Print Volumes |
|---|------------------------------|---------------|
| Economic theory | HB | 5785 |
| Economic history and conditions | HC | 11246 |
| Management Business Communication Organizational Behavior Business Operations AI in operations | HD | 22612 |
| Marketing Marketing Management Insurance | HF | 15870 |
| Finance Financial Management Healthcare Financial Management Financial Planning Data Analysis (Financial) | HG | 8411 |
| Accounting Financial Systems Public Service Organizations | HJ | 2124 |
| Business Law | K1000-1395 | 71 |
| Technology and Data Applications | T56.8-60 | 632 |

| 14,255 Serials Includes these top journal titles |
|--|
| Journal of the Academy of Management |
| Academy of Management Review |
| Brookings papers on economic activity. Microeconomics |
| Journal of international business studies |
| Review of Accounting Studies |
| Journal of Service Management |
| International journal of production economics |
| Business and Society |
| Small business economics |
| Family Business Review : Journal of the Family Firm Institute |
| Journal of Business Ethics |
| European business review |
| Supply Chain Management: An International Journal |
| IMF Economic Review |
| Journal of Conflict Resolution |
| Journal of Policy Analysis and Management |
| British Journal of Management |
| Journal of Business Logistics |
| Organization: The Critical Journal of Organization, Theory and Society |

Key Databases

ABI/INFORM Collection (Global, Archive, Dateline, Trade & Industry)
 ABI/INFORM Dateline
 ABI/INFORM Trade & Industry
 Aluminium Industry Abstracts
 Applied Science & Business Periodicals Retrospective: 1913-1983 Business (Gale OneFile)
 Business Education in Video
 Business Insights: Essentials
 Business Source Premier
 Checkpoint Edge
 Country Commerce
 DemographicsNow (Gale Business)
 Econlit
 Economics and Theory (Gale OneFile)
 Emerald eJournals Premier
 Entrepreneurship (Gale Business)
 Entrepreneurship (Gale OneFile)
 Global Road Warrior
 Health and Safety Science Abstracts
 Hoover's Company Profiles
 Hospitality, Tourism and Leisure Collection
 Humanities & Social Sciences Index Retrospective: 1907-1984 IBISWorld
 Insurance and Liability (Gale OneFile)
 International Historical Statistics
 Key Business Ratios Archive
 Key Business Ratios
 LegalTrac (Gale OneFile)
 Market Research and American Business, 1935-1965
 Materials Business File
 Mergent Archives

Mergent Online
 NBER Working Papers
 Nexis Uni
 OECD Library
 O'Reilly for Higher Education New
 Public Administration Abstracts
 Regional Business News
 Richard K. Miller & Associates (RKMA) Publications
 SMA: S1>_orts Market Analytics __(_SBRnet)
 Social Science Premium Collection (ProQuest)
 SportBusiness Review
 Standard & Poor's (S&P) NetAdvantage
 Statistical Abstract of the United States
 Wall Street Journal
 Westlaw
 Worldwide Political Science Abstracts

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.

We do not anticipate the need for additional classroom, teaching laboratory, research laboratory, office or other types of spaces. The General Business curriculum is built from existing courses taught by FAU's College of Business. The existing courses 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 General Business program will increase in size while other undergraduate business programs may decrease for equilibrium.

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.

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 | | No | | | X |
| C | Academic Learning Compacts | Include a copy of the approved or proposed Academic Learning Compacts for the program | Yes | 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 | No | X | X | X |
| E | Faculty Curriculum Vitae | | Yes | 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. | Yes | 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 | No | X | | |
| H | Request for Limited Access Status | Required only for baccalaureate degree programs seeking approval for limited access status | No | X | | |

Table 2. Additional Appendices

| Appendix | Appendix Title | Description |
|-----------------|--|--|
| AA-1 | Hanover Research Academic Program Assessment | Holistic market assessment |
| AA-2 | Florida Job Outlook Details | Economic development & job outlook |
| AA-3 | BA – General Business Learning Goals | AACSB accreditation student outcome assessment |