

Florida Gulf Coast University

Request to Offer a New PROGRAM MAJOR

CIP of associated FGCU Degree Program on current SUS Academic Degree Program Inventory:	30.0000
Degree Name and Abbreviation:	Bachelor of Arts (B.A.)
Major Name:	Liberal Studies
Concentration(s):	None
College: Arts and Sciences	Arts and Sciences
Department/School:	Various (multi-disciplinary)
Anticipated Implementation Date:	January 2015

Note: This outline and the questions pertaining to each section must be reproduced within the body of the proposal to ensure that all sections have been satisfactorily addressed. Include supporting documentation as appendices.

I. INTRODUCTION

A. Purpose and Rationale. Briefly describe the overall purpose and rationale for the proposed major. Include examples of employment or education opportunities that may be available to graduates from this major.

The B.A. Liberal Studies is a degree-completion program designed as a collaboration between FGCU's Office of Continuing Education and Off-Campus Programs, and academic units in the College of Arts and Sciences, and is aimed at working adults and non-traditional students who want to come back to school to complete their bachelor's degree after having already completed approximately two years of college. The goal is to tap into this non-traditional demographic in an effort to offer a reputable, academically rigorous, and accredited alternative to the Southwest Florida schools that offer similar programs. This new program major will benefit FGCU in a number of ways. First, it will increase visibility of FGCU through community outreach by offering online, evening and weekend courses to working adults and placebound learners, fulfilling an unmet need for bachelor degree attainment for those community members. Second, it will provide additional revenue to FGCU Office of Continuing Education and Off-Campus Programs and College of Arts and Sciences. Finally, it will provide supplemental income for participating faculty beyond their normal workload.

The B.A. Liberal Studies is targeted to students who have accumulated a significant amount of college credit but find it difficult to come to the campus during weekdays to finish their bachelor degree. Comprised of a blend of courses in the humanities, the B.A. Liberal Studies addresses the needs of both working adults looking to enhance their

career prospects by attaining a bachelor degree, as well as lifelong learners seeking the intellectual stimulation and personal enrichment afforded by furthering their education. Others are attracted to a multi-disciplinary undergraduate education to position them to apply to graduate programs requiring a well-rounded educational background, solid written and verbal communication skills, and ability to think critically such as law, international studies, policy, and business administration.

The proposed B.A. Liberal Studies enables prospective students such as employees in Southwest Florida organizations to further develop their critical thinking, written and oral communication, and analytical skills, and will enhance student readiness for a broad range of career prospects including administration and management, banking, communications, public relations and marketing, public policy, social services, and government.

The proposed program largely follows the model of all College of Arts and Sciences bachelor's degrees. The degree will be comprised of 120 credit hours including general education coursework, 33 hours of upper-level coursework in the Liberal Studies major, 9 hours of required courses—University Colloquium, Foundations of Civic Engagement, Humanities Capstone—and general electives. There are no concentrations.

A. Area of Programmatic Strategic Emphasis. Will the proposed major impact the designation for the associated FGCU degree program as listed in the SUS Academic Program Inventory? <http://www.flbog.edu/resources/ditr/>

The Areas of Programmatic Strategic Emphasis:

1. Critical Needs:
 - Education
 - Health Professions
 - Security and Emergency Services
2. Economic Development:
 - Globalization
 - Regional Workforce Demand
3. Science, Technology, Engineering, and Math (STEM)

Not applicable. CIP 30.0000 is not listed as an area of Strategic Emphasis.

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

Completion of the B.A. Liberal Studies will require students to take a combination of online, evening and weekend courses. In addition to the main campus, there will be up to three off-campus sites that will offer courses for the B.A. Liberal Studies. Classes may be held at FGCU Office of Continuing Education and Off-Campus Programs facilities in Charlotte County at the Herald Court Center in Punta Gorda, Collier County at the FGCU Naples Center on 5th Avenue, and Lee County at the Atrium Executive Suites on College Parkway near the bridge to Cape Coral.

II. INSTITUTIONAL AND STATE LEVEL ACCOUNTABILITY

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

National Needs:

Employers need an educated workforce to adapt to rapid technological change both within the company as well as in the business environment in which the firm operates. Not only do employers need to ensure that their workers keep pace with the demands of their current jobs, they need to develop and maintain a pipeline for workers to ascend to higher levels of responsibility. According to Lifelong Education and Labor Market Needs, an Aslanian Market Research study of 200 mid-sized to large North American employers across many industries, 76% of mid-level positions require at least a bachelor's degree or professional licensure. Almost two thirds of employers said they first look internally to fill those positions.

From the employee's perspective, workers with bachelor's degrees earn an average \$19,000 more per year than those with associates degrees, and approximately \$500,000 more over the course of their work life. As of 2011, 72% of adults 25 and over do not possess a bachelor's degree. While this represents an improvement over the preceding decade, the United States has slipped in educational attainment in terms of international comparisons. According to the Fact Book on Higher Education, in 2006 the United States ranked second in the world in the percentage of 25-34 year-olds with a bachelor's degree or higher and first among 45-54 year-olds. By 2010 the U.S. ranking had fallen to ninth for 25-34 year-olds, and second for 45-54 year-olds.

Specifically with respect to a well-rounded, liberal education, an April 2013 study of 318 employers, *It Takes More Than A Major: Employer Priorities for College Learning and Student Success*, listed the following key findings:

- 94% say it is important for today's colleges to provide a liberal education: "This approach to a college education provides both broad knowledge in a variety of areas of study and knowledge in a specific major or field of interest. It also helps students develop a sense of social responsibility, as well as intellectual and practical skills that span all areas of study, such as communication, analytical, and problem-solving skills, and a demonstrated ability to apply knowledge and skills in real-world settings."
- 95% agree with putting a priority on hiring people with the intellectual and interpersonal skills that will help them contribute to innovation in the workplace
- 93% agree that a candidate's demonstrated capacity to think critically, communicate clearly, and solve complex problems is more important than their undergraduate major.
- 93% agree their companies are asking employees to take on more responsibilities and to use a broader set of skills than in the past
- Over 90% agree it is important that those they hire demonstrate ethical judgment and integrity; intercultural skills; and the capacity for continued new learning.

- 80% of employers agree that regardless of their major every college student should acquire broad knowledge in the liberal arts and sciences.
- 74% would recommend that their own child or a young person they know pursue a liberal education in order to achieve professional and career success in today's global economy.

While two-thirds of these employers believe most graduates who apply to positions within their company/organization have the skills to succeed in entry-level positions, less than half feel graduates have what it takes to advance.

State Needs:

From the State University System Degree Completion Initiative:

Currently, 17.4% of Floridians hold a baccalaureate degree. About 2 million Florida adults (23% of the work force) have earned some college credit; many, though in good standing academically, were forced to discontinue their pursuit of a college degree for various reasons—financial, family, health, and more. This demographic element of Florida's workforce cannot be ignored if the State is to achieve its goals for baccalaureate degree production and movement towards a knowledge economy. Bachelor's degree holders have lower unemployment rates and more annual earning power. Increasing the number of Floridians holding a baccalaureate degree, especially one that allows entry to a fast-growing occupation, will build a stronger workforce and improve economic conditions in our state.

The B.A. Liberal is consistent with and complementary to the State University System degree-completion initiative: Complete Florida. It utilizes many of the same tactical approaches, such as, online learning, accelerated course scheduling, concierge approach to advising, single point of access (Office of Continuing Education and Off-Campus Programs, in conjunction with Office of Admissions), and is considering the applicability of prior learning assessment/competency-based education.

The Fact Book on Higher Education notes that Florida trails national educational attainment. As of 2011, versus 74% nationally, 72% of Florida adults 25 and over do not possess a bachelor's degree. Only 18 states rank lower than Florida. Florida college students are getting older, and educational attainment in Florida is declining. From 2007 to 2011, Florida college students age 18-24 declined 4.9%, while students 25-64 increased 4.2%. Furthermore, from 2006 to 2011, Florida students enrolled in public 4-year colleges declined 9.3%; enrollment in public two-year colleges declined 9.4%. A degree program aimed at nontraditional students better positions FGCU to adapt to these changing demographics.

Besides those adult learners with some college who have stopped out, another perspective on the potential demand for bachelor degree-completion statewide relates to students currently pursuing postsecondary educational attainment. Of enrolled undergraduates in Florida, over half are at two-year colleges. Many of those students will choose to enter the workforce upon earning their associates degree, yet may desire to simultaneously complete their education. This represents an opportunity for FGCU.

Local Needs:

A multi-disciplinary bachelor's degree like liberal studies would prepare graduates for a number of the occupation fields identified as growth areas in Southwest Florida. Among the Florida Department of Economic Opportunity's 2012-2020 projection of Southwest Florida's top 30 average annual occupations requiring a minimum of a bachelor's degree are positions such as:

- Public Relations Specialists
- Sales Managers
- Medical and Health Services Managers
- Directors, Religious Activities and Education
- Training and Development Specialists
- Education, Training, and Library Workers
- Elementary and Secondary Education Administrators
- Writers and Authors

Even if some of the above positions, as well as some of the other more specialized positions on the list require a graduate degree, a well-rounded liberal arts-based education available to working adult learners provides an additional pathway to graduate school for the Southwest Florida community.

Workforce Now is a Southwest Florida research initiative begun in October 2012 to identify current and future talent requirements. Workforce Now will be an ongoing study of several industries per year to facilitate employer and educational institutions information flow and foster dialogue and new partnerships between them. Its initial report is based on a study of three large employers in Southwest Florida: Arthrex, Chico's, and Lee Memorial Health System. While the specific positional needs identified in the study involve specialized, technical needs, a couple of common findings across the three organizations are relevant to the addition of the B.A. Liberal Studies degree as an additional means for Southwest Florida workers to obtain bachelor's degrees: 1. Workforce skills that need strengthening include active listening, critical thinking, interpersonal skills, teamwork, problem solving, and reading comprehension; 2. Employers have to recruit from outside the region to fill critical positions. That is expensive given travel and relocation costs.

The Office of Continuing Education and Off-Campus Programs engaged the services of a consultant to conduct an assessment of local needs. The consultant's scope was comprised of: 1. analysis of the marketability of the B.A. Liberal Studies degree, including identification of program strengths/weaknesses, and recommendations to mitigate any weaknesses observed; 2. review of the Southwest Florida environment with respect to undergraduate education for nontraditional learners analysis of the proposed program in comparison to those at other area institutions; 3. quantify the degree-completion market; and, 4. highlight why FGCU is uniquely positioned to pursue this market.

Excerpts from the executive summary of the consultant's findings follows, and the entire report is included as Appendix A:

- A comparison of similar programs at comparable state universities and local,

private institutions, supports the model proposed by FGCU faculty and administration as marketable to the community. Locally, the average cost of tuition for current comparable programs of study is approximately \$575.00. FGCU is positioned to compete, financially, within this market with a state rate at less than half this cost.

- According to the 2010 U.S. Census Bureau, there were 179,910 individuals within the FGCU service area who had completed some college, but had not earned a degree. As a comparison, 61,070 individuals within the FGCU service area are reported to have earned an associate level degree as the highest level of college attained.
- The U.S. Census Bureau has also published 2011 estimates, broken down by age group, through the results of the American Community Survey. The three largest counties in the FGCU service area are included in this data. It is estimated that 52,394 individuals aged 18-24 are currently not enrolled in college within the FGCU region.
- During the 2012-13 academic year, approximately 2,641 individuals earned an associate level degree within the FGCU service area. Additionally, fall 2012 enrollment estimates reflect that there are approximately 13,053 students currently enrolled in associate degree programs in the FGCU service area (enrollment estimates from Edison State College and Hodges University only.)
- Additionally, the proposed FGCU program supports the philosophy of degree completion programs by providing accelerated mechanisms for learning, applying prior credits earned toward elective components and requirements of the degree, and addressing non-traditional schedule options with online, evening, and weekend course offerings. Minor recommendations have been included for consideration to further accommodate adult learners.
- Edison State College enrollment data reflects consistent popularity within the general studies Associate in Arts Degree program. In both the Fall and Spring 2012 semesters, over 9,000 students (59% of the total enrollment) enrolled in the A.A. program. While the A.A. degree prepares students for transfer into many baccalaureate programs within the SUS, a great number of students remain undecided about a particular discipline or direction upon graduation from the A.A. program.
- FGCU has secured ideal off-campus locations to serve the Southwest Florida community. Additionally, FGCU remains in an optimal position to expand online student learning and main campus offerings, particularly on Fridays and Saturdays. Although there are increasing higher education opportunities for citizens of this region, FGCU is uniquely positioned as a reputable state university with academic quality, integrity and innovation.

B. Student Demand. Describe data that support the assumption that students will enroll in the proposed major. Include descriptions of surveys or other communications with prospective students. If a survey was conducted, include summary survey data and a sample of the survey as an appendix.

To substantiate student demand, and to solicit input from the community regarding the design and format of the proposed B.A. Liberal Studies as a degree-completion program, a survey of Southwest Florida residents was conducted during September 2013. The survey was sent out to a number of community groups and employers. The following

agreed to distribute it to their employees/members:

- Arthrex
- Chamber(s) of Commerce
- Charlotte County Government
- Charlotte Regional Hospital
- Charlotte State Bank
- Fawcett Memorial Hospital
- City of Punta Gorda
- Collier County Government
- Lee County Emergency Medical Services
- Renaissance Academy (FGCU lifelong learning institute)

The transmittal used to distribute the brief, anonymous survey indicated that FGCU was assessing interest in bachelor degree programs for residents who possess some college, that would enable them to complete their degree through a combination of online, evening and weekend courses at various locations in Charlotte, Collier and Lee counties.

Given the foregoing, it is not surprising that those who responded to the survey indicated strong interest in pursuing degree-completion at FGCU. Of 280 respondents to the survey, nearly 90% agree with the statement that they were interested in completing their bachelor's degree at FGCU, and indicated a willingness to start a degree-completion program at FGCU within the next year-and-a-half. Most of the survey questions were intended to get a demographic profile of prospective students, as well as assist us in gauging interest in various aspects of the degree-completion program format. Highlights of the survey follow. Complete survey summary data is included as Appendix B:

- Respondents expressed various reasons for interest in pursuing degree completion. 80% of respondents agreed with completing their bachelor's degree for professional development; only 9% expressed disagreement. When the same question was asked in terms of personal enrichment, the percentage of agreement/disagreement was the same. This suggests that regardless of motivation, adults have a strong desire to complete their bachelor degree. To a lesser extent, respondents expressed agreement with pursuing degree-completion for qualification for a specific job or field: 58% agreed, while 13% disagreed. Finally, when asked about completing their degree-for the purpose of being able to apply to graduate school, 33% agreed, while 27% disagreed.
- Several survey questions related to fields of study for a degree-completion degree. For interest in a liberal studies degree described as comprising a blend of humanities, social sciences and natural science courses, 43% indicated they strongly agreed or agreed. We also gauged interest in an unspecified degree focusing on a single academic discipline. This option attracted the most interest by far: 65% indicated they strongly agreed or agreed. For interest in a degree in one of the STEM fields, 38% indicated they strongly agreed or agreed.
- A number of survey items pertained to program format. The largest agreement with any question in the survey pertained to the importance of being able to complete a degree while maintaining current work schedule: 90% indicated they strongly agreed or agreed. 65% indicated strongly agree/agree regarding evening classes, and 69% indicated strongly agree/agree when Saturday morning classes

were specified. One question specifically related to a weekend format, that is Friday night and Saturday morning classes: 69% indicated they strongly agreed or agreed. For each of these questions regarding format, there was a sizable number of responses where prospective students indicated they were neutral as to whether classes were in the evening or on weekends. Not surprisingly, given the strong interest indicated in degree-completion at FGCU, very few respondents expressed disagreement for an evening or weekend format.

- The survey asked about their interest in taking classes online, on campus, and at Continuing Education facilities in Collier, Lee, and Charlotte Counties. Notably, online classes garnered the most interest. Each of the onsite locations drew significant interest but we are hesitant to derive conclusions because there was no way to control distribution of the survey by area.
- With respect to the demographic composition of the respondents: Half of the respondents earned their previous college credit outside of Florida. 24% of respondents earned a Florida associates degree. 54% of respondents possess two years or more of college credit; another 23% have between a little over a year and two years of college.

In addition to the quantitative survey data, two optional open-ended questions pertaining to the appeal of, and perceived challenges related to a degree-completion program were asked. All of those responses are included in Appendix B and will be reviewed for recurrent themes and key insights.

C. Duplication. If substantially similar programs/majors (generally at the four-digit CIP Code or 60 percent similar in core courses) either private or public exist in the state, identify the institution(s) and geographic location(s). Prepare a table showing how the proposed major is similar to or different from programs/majors at other institutions. If the table is large, it should be included as an appendix.

The University of Central Florida and the University of North Florida are authorized to offer baccalaureate degree programs in CIP 30.0000.

D. Projected Enrollment. Project student headcount (HC) for this major. Describe the rationale underlying enrollment projections. Will students be primarily full-time, part-time, cohort, etc.? If, initially, students within the institution are expected to change majors to enroll in the proposed major, describe the shifts from disciplines that will likely occur.

Enrollment was derived by starting with the number of respondents to the degree-completion needs assessment survey who expressed agreement with an interest in a liberal studies degree, and indicated they would start within 1^{1/2} years (93 respondents.) Assuming we can convert 10-15% of these into FGCU students, coupled with enrollments generated from the marketing of the B.A. Liberal Studies to the Southwest Florida population of prospective students, we estimate 15 students at the launch of this program. Using an approximate 15% year-to-year growth rate, we estimate a headcount of 26 students in the fifth year.

Students will be primarily part-time: working adults attending class in the evening and on

weekends, as well as online. After admission, to allow for maximum flexibility for the busy students to whom this program is targeted, registration for courses will be a rolling, non-cohort basis. In other words, students will not have to adhere to a prescribed schedule of courses; instead they will be able to register for the number and location of courses that best suits their work and family circumstances.

All of the initial students for this program will be incremental to FGCU. Consequently, it is not anticipated that students within the institution will change majors to enroll in the proposed program. Longer term, a collateral benefit of this program is that it may provide an option for students in other FGCU majors who due to work or family circumstances can no longer attend FGCU during the day. Rather than those students stopping out and transferring to an institution that can accommodate their needs, the evening, weekend and off-campus format of the degree-completion program enables FGCU to offer a viable alternative.

Similarly from time-to-time courses offered in the degree-completion program may allow a student in other FGCU majors to resolve scheduling conflicts, or obtain a course needed for graduation that is unavailable during the daytime schedule for that semester. On an exception basis, the B.A Liberal Studies degree-completion format may provide FGCU academic advisors another tool to facilitate student retention and time-to-completion efforts in existing FGCU degree programs.

- E. Bachelor's Degrees Only—Program Length. What is the total number of credit hours required for the associated FGCU degree program? Will the total credit hours for the proposed major be different? (See criteria in Board of Governors Regulation 6C-8.014.)**

Program length will be 120 hours.

- F. Bachelor's Degrees Only—Common Prerequisites. What CIP/track is used for the common prerequisites for the associated FGCU degree program? The common prerequisites for the major must be the same as for the associated FGCU degree program and must be included on the catalog copy. (See the [Common Prerequisite Manual](#) at FACTS.org). The courses in the Common Prerequisite Counseling Manual are intended to be those that are required of both native and transfer students prior to entrance into the major program, not simply lower-level courses that are required prior to graduation. The common prerequisites and substitute courses are mandatory for all institution programs listed, and must be approved by the Articulation Coordinating Committee (ACC). This requirement includes those programs designated as “limited access.”**

If the proposed prerequisites are not listed in the Manual, provide a rationale for a request for exception to the policy of common prerequisites. NOTE: Typically, all lower-division courses required for admission into the major will be considered prerequisites. The curriculum can require lower-division courses that are not prerequisites for admission into the major, as long as those courses are built into the curriculum for the upper-level 60 credit hours. If there are already common prerequisites for other degree programs with the same

proposed CIP, every effort must be made to utilize the previously approved prerequisites instead of recommending an additional “track” of prerequisites for that CIP. Additional tracks may not be approved by the ACC, thereby holding up the full approval of the degree program. Programs will not be entered into the State University System Inventory until any exceptions to the approved common prerequisites are approved by the ACC.

Common prerequisites will be consistent with those listed for 30.0000 track 1/1 in the Common Prerequisite Manual.

G. Bachelor’s Degrees Only—Limited Access. Is the associated FGCU degree program limited access? Is limited access being sought for the proposed major? (The policy and criteria for Limited Access are identified in Board of Governors Regulation 6C-8.013. An additional Limited Access Program Request may be required.)

Limited Access is not being sought for the proposed B.A. in Liberal Studies.

III. INSTITUTIONAL READINESS

A. University Mission and Strategic Plan. Describe how the goals of the proposed major relate to the institutional mission statement as contained in the SUS Strategic Plan and the University Strategic Plan.

The proposed B.A. Liberal Studies is directly related to the State University System Strategic Plan priority, Teaching and Learning, and its goal to Increase Degree Productivity and Program Efficiency:

Increase access and degree completion for students, including students from traditionally underrepresented groups, returning adult students, and distance learning students.

The proposed B.A. Liberal Studies is consistent with FGCU’s Mission and Strategic Plan particularly with respect to the Mission Statement tenets regarding fulfilling the academic...and career expectations of its constituents; and cultivating habits of lifelong learning...

FGCU Guiding Principles espouse our value for Service to Southwest Florida, including access to the University, responsiveness to the region, and striving to make available the University’s knowledge resources, services, and educational offerings at times, places, in forms and by methods that will meet the needs of all its constituents.

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

FGCU’s College of Arts and Sciences is dedicated to providing a quality liberal arts education that is the foundation for a free and just society. It seeks to foster intellectual breadth and depth, reasoned and civil inquiry, intercultural understanding, an ecological perspective, and civic engagement in order to prepare students for a life in the 21st

century that is at once informed, examined, and engaged. The College of Arts and Sciences supports scholarly activity that advances teaching and contributes to the broader intellectual, artistic, and professional communities. Its faculty and administration share the belief that interdisciplinary collaboration and scholarship enhance our individual disciplines and benefit our students. The College of Arts and Sciences further acknowledge that service to the Southwest Florida community is a public trust and a social responsibility. The proposed B.A. Liberal Studies fits perfectly with the foregoing beliefs, principles and responsibility for service to the community.

- C. Program Reviews. Identify program reviews, accreditation visits, or internal reviews for any university degree programs related to the proposed program/major, especially any within the same academic unit. List all recommendations and summarize the institution's progress in implementing the recommendations.**

There have not been any relevant program reviews, accreditation visits, or internal reviews for any University programs related to the B.A. Liberal Studies degree.

IV. CURRICULUM

- A. Learning Outcomes. Describe the specific expected student learning outcomes associated with the proposed major. For baccalaureate majors, include the Academic Learning Compact document as an appendix. (Each major is expected to have measurable student learning outcomes in the areas of communication skills, critical thinking skills, and content/discipline knowledge and skills. Outcomes established for graduate majors should reflect an appropriate level of rigor and complexity.)**

See Academic Learning Compact, Appendix C

- B. Catalog Copy. Include a catalog copy as an appendix. Include admission, graduation, and progression requirements for the major.**

See Catalog Copy Appendix D

- C. Curriculum Flowchart. Provide a sequenced course of study (flowchart or curriculum map) for the proposed major and concentrations, if applicable.**

See Curriculum Map, Appendix E

- D. Courses Added, Changed, or Deleted. List courses—prefix, number, and title—that are being added, changed, or deleted through the Curriculum Management System (CMS) as a result of this proposal. Any course new to FGCU should be listed with XXX as a placeholder for the number that will be assigned by Statewide Course Numbering System (e.g., EDG 6XXX).**

Add: HUM 3xxx Humanities Methods (3): This course offers an introduction to the core methodologies of the humanities, focusing specifically on critical reading and writing, effective communication, and information literacy.

Add: HUM 4xxx Humanities Capstone (3): This course serves as the senior capstone course for the Liberal Studies. The key assignment will be an integrated research paper or project on a theme that effectively demonstrates critical reading and writing skills, effective communication, and general mastery of core movements, figures, and themes in the humanities. Prerequisite HUM 3xxx with a grade of C or better.

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

Not applicable.

F. Anticipated Delivery System. Briefly describe the anticipated delivery system for the proposed major (e.g., traditional delivery on main campus; traditional delivery at branch campuses or centers; or nontraditional delivery such as distance or distributed learning, self-paced instruction, or external degree programs). If the proposed delivery system will require specialized services or greater than normal financial support, describe projected costs.

The courses in the B.A. Liberal Studies will comprise a mix of online learning through FGCU's Canvas Learning Management System, and face-to-face evening and weekends. Face-to-face courses will be delivered on campus on week-ends, and nights and weekends at the Office of Continuing Education and Off-Campus Programs instructional sites in Collier, Lee, and Charlotte Counties currently used exclusively for daytime non-credit lifelong learning and professional development education. Most of the face-to-face courses will be delivered in 8-week terms (same number of contact hours as the traditional FGCU 16-week semester, just condensed) to accommodate the needs of the nontraditional population the program is targeted at.

V. BUDGET AND RESOURCES

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

No other programs will be impacted by a reallocation of resources for the proposed major.

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

No other potential impacts on related programs or departments are anticipated.

- C. Faculty. Describe how faculty effort will be allocated to the proposed major. If using existing courses, will new CRNs be needed? As an appendix, provide a “Curriculum Planning—Enrollment by Course and Term” Cognos report covering the past three years for all courses used in this major. Will additional faculty be needed in Years 1-5? Provide a narrative summarizing projected costs and funding sources for faculty, including adjunct faculty.**

The B.A. Liberal Studies courses are classified as continuing education and are funded in the auxiliary budget entity. Faculty that teach courses specific to this program will be compensated via the appropriate auxiliary account separately from their normal workload. Faculty participation will be completely voluntary (with the approval of the respective department chair), analogous to a faculty member holding any outside employment.

- D. Library. Briefly describe library resources that are available and additional resources that will be necessary to implement and sustain the proposed major through Year 5. Include projected costs. (Note: Check with the subject area librarian to see if a new Library Impact Statement is needed.)**

From Rachel Cooke, Research Librarian for Lang & Lit, Center for the Arts, & History:

Library resources are adequate to support this program. Except for the capstone, the courses are existing CAS course offerings. The library collection has over 374,000 monographic titles, including 45,000 journals. 39,900 catalogued e-books; and over 300 databases. The library also subscribes to on-line periodical search and delivery services, as well as periodicals in print and microform.

Some of the available databases related to Liberal studies include: Academic Search Complete, Biography Resource Center, ERIC, Humanities Full Text, VAST, JSTOR I-IV, Proquest Home, Wiley Online Library, Philosopher’s Index, ArtStor, Art Full Text, Worldcat, Oxford Journals online, Communication and Mass Media Complete, Access World News, Artemis Literary Sources, and MLA International Bibliography.

- E. Space. Describe classroom, teaching laboratory, research laboratory, office, and other types of space that is available and additional space that will be necessary to implement and sustain the proposed major through Year 5. Include projected costs.**

Ample classroom, administrative and other space is currently available for the B.A. Liberal Studies, and will be sufficient over the next five years. In addition to a significant portion of the program being offered online, the evening and weekend format of the B.A.

Liberal Studies degree will enable FGCU to utilize capacity at off-campus instructional sites currently limited largely to daytime weekday programming. Periodically, classes will also be offered on campus on the weekend when classroom utilization is low.

F. Specialized Equipment. Describe specialized equipment that is available and additional equipment that will be necessary to implement and sustain the proposed major through Year 5. Include projected costs.

No specialized equipment needs are necessary, and all the instructional sites contain and routinely update state-of-the-art instructional technology to serve their other purposes.

G. Fellowships, Scholarships, and Graduate Assistantships. Describe items in this category that must be in place to implement the proposed major. Identify funding source.

No Fellowships, Scholarships, and Graduate Assistantships specific to this program are applicable.

H. Internship and Practicum Experiences. Describe currently available placement sites, if needed for the major. Describe plans to seek additional sites if needed.

As this is a program targeted principally to working adults, no Internship and Practicum Experiences unique to this program are warranted.

I. Budget Summary. Summarize projected costs and associated funding sources for the projected major for Years 1-5. Will existing Education & General funds be shifted to support the new program in Year 1. If the university intends to operate the major through continuing education on a cost-recovery basis or market rate, provide a rationale for doing so and a timeline for seeking Board of Governors' approval, if appropriate.

Offering and recovering all direct costs of the B.A. Liberal Studies degree will be reflected in the auxiliary budget entity, FGCU Office of Continuing Education and Off-Campus Programs. The B.A. Liberal Studies does not supplant any existing FGCU offering funded by Education & General funds nor will any be shifted to support the new program in Year 1. The financial model developed for the B.A. Liberal Studies degree assumes the program will be self-funding via tuition revenues and covers anticipated expenses comprised principally of faculty salaries and marketing. Incremental administrative and staffing will be minimal and largely addressed through re-assignment of responsibilities.

Years 1-5 Table

	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>
Enrollment	15	17	20	23	26
Tuition Revenue	\$31433	\$36147	\$41569	\$47805	\$54976
Fac Salary	\$20000	\$20000	\$20000	\$22500	\$22500
Marketing	\$6500	\$4000	\$4000	\$4000	\$4000
Misc	\$2000	\$2300	\$2645	\$3042	\$3498

FGCU Admin Overhead	\$2515	\$2892	\$3326	\$3824	\$4398
Aux Net	\$418	\$6956	\$11599	\$14439	\$20508

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

Working through Office of Research and Sponsored Programs, Continuing Education and Off-Campus Programs created a profile in the SMARTS (Sponsored-Programs Matching and Research Transmittal Service) database to find current U.S. Federal and non-Federal funding opportunities specific to Adult and Continuing Education.

***** END *****

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Appendix A: Consultant Needs Assessment

(Needs Assessment attached; appendices available on request)

Appendix B: Degree-Completion Survey Report

(Degree-Completion Survey Report attached)

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Appendix C: Academic Learning Compact – B.A. Liberal Studies

Consistent with its mission and guiding principles, Florida Gulf Coast University is committed to academic excellence and continuous quality improvement, as supported by a sound teaching-learning process. Within this process, students and instructors share responsibility for learning that is a movement from the simple to the complex, the concrete to the abstract, and the dependent to the independent. The Academic Learning Compact (ALC) initiative supports the teaching-learning process by clearly identifying expected core student learning outcomes in the areas of content/discipline knowledge and skills, communication skills, and critical thinking skills; aligning curricula with expectations; and using assessment to guide continuous improvement.

Content/Discipline Knowledge and Skills

Graduates will be able to:

1. Master core movements, figures, and themes in the humanities.
2. Utilize multiple humanities methodologies in the critical interpretation of a cultural artifact.
3. Apply humanities skills to a concrete professional, academic or civic task.

Content/discipline knowledge and skills are assessed through projects and papers completed in the following required course: HUM 3xxx Humanities Capstone.

Communication Skills

Graduates will be able to:

1. Produce an extended piece of written research that follows the conventions for scholarly writing in the humanities.
2. Write clear prose that fulfills the general education criteria for written communication:
 - a) Employ the conventions of standard written English.
 - b) Select a topic, and develop it for a specific audience and purpose, with respect for diverse perspectives
 - c) Select, organize and relate ideas and information with coherence, clarity and unity.

Communication skills are assessed through projects, papers and exams completed in the following courses: HUM 3xxx Humanities Methods, and HUM 4xxx Humanities Capstone. Communication skills are also assessed in the General education Program in ENC 1101 Composition I and ENC 1102 Composition II.

Critical Thinking Skills

Graduates will be able to:

1. Know and be able to apply basic categories of Critical Thinking.
2. Apply humanities skills and knowledge to recognize, assess and plan a response to a civic or academic problem.
3. Use close analysis, argumentation skills, and application of theory in the interpretation of a cultural artifact.

Critical Thinking skills are assessed through papers and projects completed in the following required course: HUM 4xxx Humanities Capstone.

Appendix D: Program Requirements Catalogue Copy

Program Admissions Requirements

- Submit an FGCU Degree-Completion Undergraduate Admission Application.
- Have completed a minimum of 45 semester hours of postsecondary transferable coursework with a cumulative GPA of at least 2.0.
- Have completed at least one english composition course and one college-level mathematics course with a grade of C or higher.
- Attend a Degree-Completion Orientation Session.
- Sign a Degree-Completion Advising Agreement.

Program Requirements

1. FGCU General Education program (GEP) (36 hrs)

Note: Students with a FL state college or university AA have satisfied this requirement.

Refer to the General Education Program for More Information.

A. Communication (6 hrs)

1. ENC 1101 (3)
2. ENC 1102 (3)

B. Mathematics (6 hrs)

1. STA 2023 (3)

C. Humanities (9 hrs)

1. HUM 2510 (3)

D. Social Sciences (6-9 hrs)

E. Natural Sciences (6-9 hrs)

Note: At least one Natural Sciences course must include a laboratory or field component. Courses meeting this requirement contain a “C” or “L” in their course numbers. Each combined lecture or laboratory course (marked with a C) is equivalent to taking the lecture and laboratory separately.

2. Common Prerequisites

There are no common prerequisites for this program.

3. Required Courses for the Major (6 hrs)

- IDS 3300 Foundations of Civic Engagement (3)
- HUM 3xxx Humanities Methods (3) (See course add in item D)
- HUM 4xxx Humanities Capstone (3) (See course add in item D)

4. Electives in the Major: Select 21 hours from the following:

Any 3000 or 4000 level courses in the following areas and prefixes:

Literature: AML, ENL, LIT
Communication: COM, SPC
Philosophy: PHI, PHH, PHM, PHP
Music: MUH
Theatre: THE
Art: ARH
Humanities: HUM
Interdisciplinary Studies: IDS

5. University Requirements (3 hrs)

- IDS 3920 University Colloquium (3)

6. Additional Electives (Variable)

TOTAL SEMESTER HOURS REQUIRED: 120 HRS

Additional Graduation Requirements

- Upper level courses taken for the elective in the major cannot count toward other undergraduate degree at FGCU.
- A minimum of 120 credit hours.
- A minimum of 48 of the 120 hours must be at the upper division (3000 - 4999) level.
- A cumulative GPA of 2.0 for all coursework attempted at FGCU.
- A minimum grade of C for each course used to satisfy the following categories: common prerequisites, required courses in the major, and electives in the major.
- Satisfaction of the Communication and Computation Skills and foreign language entrance requirements.
- Satisfaction of the Service Learning requirement (See www.fgcu.edu/connect).
- Satisfaction of the residency requirement: thirty of the last sixty credits must be completed at FGCU.
- Completion of the summer course enrollment requirement.
- Submit an online Application for Graduation via Gulflink by the deadline listed in the FGCU Academic Calendar.

Appendix E: Liberal Studies B.A. Curriculum Map

Semester 1 (Fall)	15	Semester 2 (Spring)	15
HUM 3xxx Humanities Methods	3	Major Elective	3
IDS 3300 Foundations of Civic Engagement	3	Major Elective	3
Major Elective	3	Major Elective	3
Free Elective	3	Free Elective	3
Free Elective	3	Free Elective	3

Semester 3 (Fall)	15	Semester 4 (Spring)	15
IDS 3920 University Colloquium	3	HUM 4xxx Humanities Capstone	3
Major Elective	3	Major Elective	3
Major Elective	3	Major Elective	3
Free Elective	3	Free Elective	3
Free Elective	3	Free Elective	3