

Board of Governors, State University System of Florida  
**REQUEST TO OFFER A NEW DEGREE PROGRAM**

In Accordance with BOG Regulation 8.011

(Please do not revise this proposal format without prior approval from Board staff)

Florida Atlantic University  
Institution Submitting Proposal

Fall 2022  
Proposed Implementation Term

Dorothy F. Schmidt College of Arts and Letters  
Name of College(s) or School(s)

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

Interdisciplinary  
Academic Specialty or Field

B.A. in Global Studies  
Complete Name of Degree

2020.30.2001  
Proposed CIP Code (2020 CIP)

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

\_\_\_\_\_  
Date Approved by the University Board of Trustees

\_\_\_\_\_  
President's Signature Date

\_\_\_\_\_  
Board of Trustees Chair's Signature Date

\_\_\_\_\_  
Provost's Signature Date

**PROJECTED ENROLLMENTS AND PROGRAM COSTS**

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

Implementation Timeframe	HC	FTE	E&G Cost per FTE	E&G Funds	Contract & Grants Funds	Auxiliary/Philanthropy Funds	Total Cost
Year 1	30	22					
Year 2	60	44					
Year 3	90	66					
Year 4	120	88					
Year 5	140	95					

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

## Introduction

### I. Program Description and Relationship to System-Level Goals

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

The proposed Bachelor of Arts in Global Studies (CIP 2020.30.201) is an interdisciplinary degree housed in the Dorothy F. Schmitt College of Arts and Letters at FAU. It consists of 43-44 credit hours and comprises a core education in culture and the social sciences with thematic concentration areas in Global Cultures; Global Movements and Identities; Human and Natural Environments; and Peace, Social Justice, and Human Rights. The thematic topic concentrations are constructed around transregional/transnational challenges that exceed any given geographical space affording the degree an identity clearly distinct from regional/hemispheric studies programs. This approach is proving increasingly important in contemporary global affairs in which the location of individuals, communities, business, finance, resources, political allegiances and socio-cultural forces not only exceed specific areas but often exhibit high degrees of fluidity and transition.

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

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

Study Abroad or Internship-based courses and a research-focused capstone course where students conceive of, design and execute individual research projects in keeping with best practices as guided by FAU's Office of Undergraduate Research Initiative.

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

Globalization has laid bare the demand for degree holders capable of navigating cultural, linguistic, political, economic, and social boundaries. The Bachelor of Arts degree in Global Studies responds to this demand by engaging students in a distinct and coherent interdisciplinary curriculum designed to increase understanding of, engagement with and successful participation in the globalizing processes that comprise the present.

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

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

On April 3, 2020 Dr. Russ Ivy presented the pre-proposal for the B.A. in Global Studies to the CAVP Curriculum Working Group and BOG staff. There were no concerns from any SUS institutions or from the BOG staff after his presentation and no institution objected to the pre-proposal being moved forward.

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

This is not a doctoral level program.

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

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

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

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

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

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

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

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

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

- **Critical Workforce**

- Education

- Health

- Gap Analysis

- **Economic Development**

- **Global Competitiveness**

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

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

The Florida Chamber of Commerce also highlights Florida's significant global influence and inter-connection to countries across the world. It is the 17<sup>th</sup> largest global market with exports, imports, service exports, visitors and investment

spanning the globe. These connections ensure that graduates would have excellent job prospects working in and with some of the most influential and prosperous countries in the world including: Argentina, Brazil, Canada, China, Columbia, France, Germany, Japan, Mexico, Spain, and the United Kingdom (<https://www.flchamber.com/international/global-florida/>).

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

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

According to the PSE methodology document, "The Global Competitiveness category represents more of an over-arching concept" that comprises "programs that assist in making the SUS globally competitive". Such programs are not limited to business and STEM disciplines but include "areas studies [. . .that] fall under the broad umbrella of increasing globalization." The core courses of the new major will integrate perspectives and pedagogical methodologies from various disciplines in the Humanities, Social Sciences, Geosciences, Education, and Economics in an effort to reconfigure traditional modes of teaching and working to prepare students for the challenges of the twenty-first century. The new degree will include mandatory experiential learning components in the curriculum, such as internships with local or global organizations and NGOs, as it is designed to provide an education that crosses the three orthogonal dimensions that serve to classify academic disciplines and delineate the structures of knowledge.

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

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

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

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

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

## **Institutional and State Level Accountability**

### **I. Need and demands of a twenty-first century workforce and global citizenship**

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

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

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

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

In sum, data show projected job growth across all industry sectors supported by the proposed degree.

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

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

FAU holds a unique position in that its relatively low-cost tuition allows access to a diverse student body. Roughly 27% of our students identify as Hispanic. Another 20% identify as African-American. A significant number of our students also have familial ties to the Caribbean and Latin America [CR1]. A degree in Global Studies recognizes the existent diversity and internationalism that comprises our student body and builds upon it by formalizing many of the transnational links that many of our students already possess in a course of study that speaks to some of their life experiences. Students have shown an eagerness for such courses that build upon their knowledge base and build upon it.

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

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



various disciplines and methodologies represented by the Colleges.

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

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

**The University of South Florida (USF):** The School of Interdisciplinary Global Studies has three undergraduate programs: BA in Africana Studies, BA in International Studies, and BA in Political Science. Similar to FIU the USF programs allow for interdisciplinarity but do not require it, as the proposed degree does. In addition to also not requiring the experiential courses/internship, the degree's focus is on studying the internationalization of a particular force (economics, politics, e.g.).

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

**Florida State University (FSU):** FSU offers a major in International Affairs that allows students to draw broadly on courses across the university course offerings as well as allowing for departmental concentrations based on accrued credit hour. In addition to not requiring the same type of core courses as the proposed degree the BA in International Affairs is more properly geared toward students with a disciplinary focus or interest in a regional study rather than one explicitly geared toward a global study.

**University of Florida (UF):** UF offers an International Studies program conceived around regional focuses. Unlike the proposed program which would allow for but not require regional specialization, UF's BA in International Studies is designed for students that wish to concentrate interest in one of its five selected regional study areas rather develop expertise in global study.

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

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

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

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

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

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

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

In addition to the credit hours, enrollment in this major would be particularly beneficial as it is designed to attract the high achieving students whose research skills and projects will be overseen by faculty mentors from a number of departments. The degree, then, represents the “best” of what the various departments can collectively offer and packages these elements in a way that no singular department can achieve. We anticipate that it will become of the College’s most sought and prestigious degrees.

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

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

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

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

## **II. Budget**

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

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

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

There are no plans to operate a continuing education, market rate or graduate level for the major.

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

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

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

We believe that the impact of the degree can only be positive: the degree is conceived in a way that easily allows for the acquisition of a second major since students can take up to three electives in one single department. Because the degree quickly exposes students to various disciplines through its core courses, students will discover they might be interested in a discipline they previously were unfamiliar with. Because it comprises 3 required core courses that are writing intensive, as well as a Research and Methods course and a capstone research project, the major prepares students to be excellent writers and help them acquire research skills.

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

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

various venues and the granting of awards and grants.

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

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

The major was designed with interdisciplinarity and a diversity of heuristics as its organizing logic. Hence, the impact on any particular part of the University or College is accordingly minimized. For example, in order to complete the degree students must take five courses from across four major categories of electives. Students must take three courses from one category and then one course each from two of the remaining three categories. This design ensures no single category is over-taxed. In addition, students would be allowed to take Special Topics courses, when offered, and inevitably other courses will likely be added to the categories as appropriate.

The categories and current courses include

**Global Cultures**

FRT 3140, LIT 4192, LIT 4244, AML4630, LIT 42129, LIT 4233, LIT 4484, SPT 4720, WST 4404; ANT 3361; ANT 3312; ANT 4365; ANT 4469; SYP2450; ASH 3223; ASH 3300; ASH 4242; ASH 4404; ASH 4550; ASH 4930; EUH 3206; EUH 3462; EUH 3570; EUH 4502; EUH 4538; EUH 4930; LAH 3200; LAH 4430; CPO 4932; CPO 3761; CPO 4042; CPO 4403; CPO 4303; CPO 4633; CPO 4724; CPO 4932; POT 4932; POT 4932

**Global Movements and Identities**

LIT 4383, AML4630, LIT 4832, SPT 4720; ANT 3516; ANT 3610; ANT 3241; SYO 4377; ASH 3384; ASH 4624; ASH 4630; EUH 4530; HIS 3434; AFH 4930; LAS 2000; CPO 3761; CPO 4932

**Human and Natural Environments**

LIT 4434, WST 4337, GEO 4930, GEA 4405, GEA 2000, ECP 4302; ANT 4469; ANT 4462; AMH 3630; HIS 4322; CPO 4932; CPO 4033; PUP 3323; INR 3502; POS 4924

**Peace, Social Justice, and Human Rights**

LIT 4605, WST 4113, WST 4404; ANT 4006; ANT 4302; ANT 4409; SYD 4702; AMH 4512; EUH 4465; EUH 4684; HIS 3204; LAH 3721; LAH 4470; LAH 4480; LAH 4930; PAX 3001; INR 4932; INR 4932; CPO 4033; PUP 3323; INR 3403; INR 3433; INR 3502; INR 3702; POS 4070; POS 4931

While we anticipate a robustly enrolled degree the intensity and demands of the degree also ensure that resources will not be over-taxed. Our projection of 30

students per year with a likely ceiling of 40-50 students per year after the program matures are fully absorbable with existing offerings and expenditures.

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

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

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

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

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

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

The Washington Center for Internships  
Virtual Foreign Service Internship Program

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

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

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

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

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

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

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

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

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

#### IV. Access and Articulation – Bachelor’s Degrees Only

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

The degree does not exceed 120 hours

- B. **List program prerequisites and provide assurance that they are the same as the approved common prerequisites for other such degree programs within the SUS (see link to the Common Prerequisite Manual on [the resource page for new program proposal](#)). The courses in the Common Prerequisite Counseling Manual are intended to be those that are required of both native and transfer students prior to entrance to the major program, not simply lower-level courses that are required prior to graduation. The common prerequisites and substitute courses are mandatory for all institution programs listed, and must be approved by the Articulation Coordinating Committee (ACC). This requirement includes those programs designated as “limited access.**

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

Students applying for the major in Global Studies should have a GPA greater than 3.0. While completing the University degree requirements, students must take as part of their IFP required courses the following:

- a. **In Foundations of Written Communication:** ENC 1101 and substitute for ENC 1102 either ANT1471, ENC 1930, or HIS 2050. Students should receive at least an A- for each of these two classes.
- b. **In Foundations of Mathematics and Quantitative Reasoning:** STA 2023 for which students should receive a B at least.
- c. **In Foundations of Society and Human Behavior: ECO 2013 Macroeconomic** for which students should receive a B+ at least.

Recommended courses in the Foundations: ESC 2000: The Blue Planet; EVR 1001 Environmental Science and Sustainability; BSC 1011 Biodiversity, 2017



Environment and Society, MET 2010 Weather and Climate, GLY 2100 History of the Earth and Life, ECP 2002 Contemporary Economic Issues, SYD 2790, Race, Class, Gender and Sexuality, SYD 2010 Social Problems.

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

The proposed degree is not a Limited Access program.

The limitations in place for the degree program entail higher GPA outcomes from IFP courses as a baseline pre-requisites than are conventional for most of our College's degrees. These requirements, however, are not specific to one student population or demographic.

Similarly, the GPA requirement on courses that would be considered for transfer credit does not limit access on any other factor other than course performance and should, therefore, not entail implications for diversity generally or for any one student demographic more specifically

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

The proposed program is a BA and would entail an AA-to-BA process.

## **Institutional Readiness**

### **V. Related Institutional Mission and Strength**

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

As the SUS mission statement underscores: "whether in responding to the 2010 oil spill and its impact on Northwest Florida and the Southern United States, providing expertise in the aftermath of the earthquake in Haiti, creating economic development such as the Florida I-4 High Tech Corridor, or enabling medical breakthroughs that improve the longevity and quality of life, Florida's state universities transform knowledge into action every day in meaningful ways (8)."

The proposed program responds to the multi-dimensional, trans-geographic nature of Florida's universities' contribution to global knowledge and well-being. The degree is born of the sensitivity to the myriad of ways in which various academic disciplines help inform our understanding of the complex and ever-evolving world as well as provides us resources both for long-term planning and short term reaction to events of the day.

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

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

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

The degree under consideration addresses the SUS Strategic Plan goals by emphasizing the importance of an education that best prepares students for the opportunities and challenges of a global society

FAU's strategic plan is centered around pillars and platforms and "aims to position itself as a globalized, forward-thinking institution that caters to high-ability students." The BA in Global Studies seeks to contribute to this goal by centering a student's educational experience on the emergent phenomenon of living in a globalized world. Understanding the challenges and opportunities inherent in cross-cultural contact – economically, politically and/or socially oriented – is central to individual and organizational success. FAU's commitment to being a forward-thinking institution is thus reflected in the BA in Global Studies' mandate to prepare students to successfully navigate a future that will increasingly require cross-cultural fluency of various kinds.

The Global Studies BA is also directly aligned with one of the central platforms in the strategic plan, the Global Perspectives and Participation platform, which aims to benefit from and share knowledge with institutions around the globe. Global Studies students will only acquire the types of perspectives and experiences necessary to traverse an increasingly globalized world, and they are prepared to serve in institutions both within and outside of the U.S., and in doing so will carry the learning and knowledge gained at FAU to those institutions expanding the breadth and impact of FAU's footprint. Moreover, the strategic plan recognizes, through its Diversity platform, the value in "build[ing] cross-cultural competencies." The development of such competencies is at the heart of the BA in global studies, making this degree program directly aligned with this institutional priority.

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

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

We believe the program will serve as an effective complement to our existing degree and certificate many of which are already interdisciplinary in nature. It is expected that many students will also likely complete additional certificate or minors to further enrich and tailor their degree. Our existing minors, such as the Africana and Ethnic Studies Minor, or certificates such as the Asian Studies; Women, Gender, and Sexuality Studies; Latin American and Caribbean Studies; and Peace, Justice, and Human Rights certificates all have courses heavily represented in the proposed Global Studies degree curriculum (often as electives) and so the completion of these additional minor/certificates should not place additional burdens on students

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

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

Faculty in the College of Arts and Letters met and discussed the idea of creating a new interdisciplinary major in Global Studies that would be housed in the School of Interdisciplinary Studies in the College. The faculty collectively designed the curriculum and proposed that the major be a limited access degree. They proposed the idea to the Dean who initiated the market study whose favorable results were provided in the Fall of 2019. In the meantime, faculty designed and implemented team-taught classes that serve as core elements of the Global Studies curriculum.

Enthusiastic and extremely positive student evaluations repeatedly recommended that more courses along these lines be provided in the future since the intimacy and interdisciplinary nature of the courses marked them as unique and enriching experiences.

In the Spring of 2020, Dr. Russ Ivy presented the proposal of the new degree to CAVP and it was accepted with no objection.

### Planning Process

Date	Participants	Planning Activity
Spring 2018	10 faculty from the College of Arts and Letters	Proposed idea and designed curriculum for a new interdisciplinary major in Global Studies
Fall 2019 Spring 2020	Russ Ivy	Results of market analysis came back favoring a limited access degree Proposed new degree to CAVP
Fall 2018 Spring 2020	Christopher Robe and Ashvin Kini Carter Koppelman and Jose Valenzuela de la Vega	first team-taught class Second team-taught class

### Events Leading to Implementation

Date	Implementation Activity
Fall 2021	Third and fourth team-taught classes

## VI. Program Quality Indicators - Reviews and Accreditation

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

There are no anticipated accreditation visits impacting the program. As the degree draws on courses and faculty from multiple departments (and Colleges) it is not anticipated that any individual unit's program review will have a substantial impact on program delivery.

## VII. Curriculum

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

### CONTENT/DISCIPLINE KNOWLEDGE AND SKILLS.

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

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

#### COMMUNICATION SKILLS.

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

#### CRITICAL THINKING SKILLS.

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

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

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

In addition, students must maintain a 3.0 GPA throughout their time in the degree to maintain good standing.

In order to graduate students have completed four required courses designed for the major (12 credits), complete two courses in foreign language (8 credits), 15 credits in

elective courses, 6 credits in experiential learning courses (study abroad and/or internship courses) and 3 credits of a research-centered capstone course.

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

**Total number of credits required for the major: 43-44 credits divided as follows**

- 1. Required Core courses for the Major: 4 Courses AND Foreign Language (20 credits)**

**Global Studies I**

**Global Studies II**

**Cultural Studies**

Those 3 courses must be writing intensive.

**Research & Methods** (Includes statistics components)

**2 Language courses** at the intermediate level or above (2220 and 2221 or 3000 level)

- 2. Also Required (9 credits).**

**Experiential Learning:** Study Abroad or internship in selected companies or NGOs (**6 credits**).

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

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

**Research: Capstone DIR (3 credits):**

A research project that should meet the definition posted on OURI's website: "An inquiry or investigation conducted by an undergraduate student that makes an original intellectual or creative contribution to the discipline or practice.

FAU faculty and students recognize "inquiry" to be a scholarly process and/or a product which centers on asking questions or solving problems and which encompasses intellectual traits that transcend disciplinary limits [...]. This contribution may result in communicated deliverables such as written works, exhibitions, performances, works of art, presentations, publications, and other forms recognized within each discipline.

Incorporating research and inquiry into the curriculum can be operationalized through incorporating specific student learning outcomes through targeted assignments."

(<http://www.fau.edu/ouri/4-17-15%20SLOs.pdf>)

- 3. Electives (5 courses = 15 credits)**

*Students must take 3 electives in one of the areas listed below and 1 course in 2 other areas. This is an interdisciplinary degree: students cannot take more than 3 courses at the*

3000 level in one single department.

### **Global Cultures**

FRT 3140, LIT 4192, LIT 4244, AML4630, LIT 42129, LIT 4233, LIT 4484, SPT 4720, WST 4404; ANT 3361; ANT 3312; ANT 4365; ANT 4469; SYP2450; ASH 3223; ASH 3300; ASH 4242; ASH 4404; ASH 4550; ASH 4930; EUH 3206; EUH 3462; EUH 3570; EUH 4502; EUH 4538; EUH 4930; LAH 3200; LAH 4430; CPO 4932; CPO 3761; CPO 4042; CPO 4403; CPO 4303; CPO 4633; CPO 4724; CPO 4932; POT 4932; POT 4932

### **Global Movements and Identities**

LIT 4383, AML 4630, LIT 4832, SPT 4720; ANT 3516; ANT 3610; ANT 3241; SYO 4377; ASH 3384; ASH 4624; ASH 4630; EUH 4530; HIS 3434; AFH 4930; LAS 2000; CPO 3761; CPO 4932

### **Human and Natural Environments**

LIT 4434, WST 4337, GEO 4930, GEA 4405, GEA 2000, ECP 4302; ANT 4469; ANT 4462; AMH 3630; HIS 4322; CPO 4932; CPO 4033; PUP 3323; INR 3502; POS 4924

### **Peace, Social Justice, and Human Rights**

LIT 4605, WST 4113, WST 4404; ANT 4006; ANT 4302; ANT 4409; SYD 4702; AMH 4512; EUH 4465; EUH 4684; HIS 3204; LAH 3721; LAH 4470; LAH 4480; LAH 4930; PAX 3001; INR 4932; INR 4932; CPO 4033; PUP 3323; INR 3403; INR 3433; INR 3502; INR 3702; POS 4070; POS 4931

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

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

Year One Complete IFP requirements and foreign language requirements including ENC 1101 and one of three recommended substitutions for ENC 1102 (including: ANT 1471, ENC 1930 or HIS 2050), STA 2023, and ECO 2013 as well as two courses in foreign languages. (20 credits total)

Year Two: Complete major specific courses Global Studies I and Cultural Studies in addition to 6 credits of electives. (12 credits total)

Year Three: Complete major specific courses Global Studies II and Research and Methods course, 3 credits of electives and 3 credits of an experiential learning course (internship or study abroad course) (12 credits total)

Year Four: Complete two elective courses (6 credits), 3 credits of an experiential learning course and the major specific research capstone course (3 credits) (12 credits total)

- E. Provide a one- or two-sentence description of each required or elective course. For degree programs in medicine, nursing, and/or allied health, please identify the courses that meet the requirements in Section 1004.08, Florida Statutes for required patient safety instruction.**

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

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

Global Studies II: Offers students advanced theoretical, methodological and research concerns related to Global Studies as an academic field from multiple disciplinary approaches:

Research and Methodology: Offers students an orientation to the nature and problems of academic research with special attention to providing tools necessary to conduct and complete effect research projects.

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

The proposed degree is not housed in science and technologies although elective courses may draw upon those fields.

- G. For all programs, list the specialized accreditation agencies and learned societies that would be concerned with the proposed program. Will the university seek accreditation for the program if it is available? If not, why? Provide a brief timeline for seeking accreditation, if appropriate.**

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

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

The proposed program is an Undergraduate program.

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



With the exception of the “experiential learning” all courses will be delivered in standard modes on the main campus. The 6 credits in experiential learning can be satisfied through study abroad courses administered by FAU’s Center for Global Engagement or through internships. In either case no cost will be shouldered by the institution.

## **VIII. Faculty Participation**

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

Please refer to Table 2

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

Refer to Table 3

- C. Provide in the appendices the abbreviated curriculum vitae (CV) for each existing faculty member (do not include information for visiting or adjunct faculty).**
- D. Provide evidence that the academic unit(s) associated with this new degree have been productive in teaching, research, and service. Such evidence may include trends over time for average course load, FTE productivity, student HC in major or service courses, degrees granted, external funding attracted, as well as qualitative indicators of excellence.**

As an interdisciplinary program drawing on faculty from the full range of the College the productivity of the units is difficult to derive. However, Arts and Letters consistently sustains the highest FTE production in the university and services the broadest segment of the university population across its IFP and disciplinary courses.

## **IX. Non-Faculty Resources**

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

We do not anticipate additional burden on library resources as a result of this degree in part because the degree is an interdisciplinary synthesis of fields already represented and supported by faculty and resources at the institution. Current library resources appear more than sufficient for supporting the degree. It is difficult to compile a list of all the relevant volumes and serials that may be utilized by students because the degree allows for individual specialization (for example, one student may study the impact of international sports leagues in creating cross-border civic engagement in Southeast Asia while another could study finance regulations and the way they impair

Western hemispheric efforts at poverty alleviation). FAU currently has subscriptions to hard or electronic copies of many dozens of journals that speak to the major including journals such as: *New Global Studies*, *Global Studies Journal*, *Spectrum: Journal of Global Studies*, *Journal of International and Global Studies and Identities*; *Global Studies in Culture and Power*.

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

No additional resources are required.

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

Current level of resources existing in the college. Nothing new is required to deliver the degree.

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

The program will utilize resources already existing in the College of Arts and Letters; nothing additional is required to deliver the degree.

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

No additional expenditures are required for the delivery of the degree

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

No additional equipment is required for the delivery of the degree

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

No additional equipment is required for the delivery of the degree

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

No additional categories of resources are required for the delivery of the degree

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

**A.**

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

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

While we anticipate this program creating new opportunities for internship partners the College of Arts and Letters already enjoys a robust slate options for students, including those at

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

## **APPENDIX B**

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

\_\_\_\_\_  
**Signature of Equal Opportunity Officer**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Signature of Library Director**

\_\_\_\_\_  
**Date**

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