Attachment C

Florida Board of Governors
Recommended Proposal Format for New Bachelor's or Master's Degree Program

 University of South Florida
University Submitting Proposal

Proposed Implementation Date

 Undergraduate Studies
Name of College or School

Name of Department(s)

Academic Specialty or Field

Bachelor of General Studies (BGS)
Complete Name of Degree
(Include Proposed CIP Code)

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

Vice President for Academic Affairs   Date   President   Date

Indicate the dollar amounts appearing as totals for the first and the fifth years of implementation as shown in the appropriate summary columns in DCU Table Four. Provide headcount and FTE estimates of majors for years one through five. Headcount and FTE estimates should be identical to those in DCU Table Three.

	Total Estimated Costs	Projected Student Enrollment	
		Headcount	FTE
First Year of Implementation	$		
Second Year of Implementation			
Third Year of Implementation			
Fourth Year of Implementation			
Fifth Year of Implementation	$		

Note: This outline and the questions pertaining to each section <u>must be reproduced</u> within the body of the proposal in order to ensure that all sections have been satisfactorily addressed.

INTRODUCTION

I.   Program Description
Describe the degree program under consideration, including its level, emphases (including tracks or specializations), and the total number of credit hours.

The Bachelor of General Studies (BGS) degree program is a customized, interdisciplinary degree that provides mid-career adult students with opportunities to continue their education by completing the baccalaureate degree with options for pursuing the master's degree. Students will receive a broad educational experience with coursework from a variety of disciplines utilizing existing USF courses and resources.

To be admitted to the BGS program, students must have completed at least 60 hours at a regionally accredited college or university or other SCNS approved institution, and normally have been out of school for a minimum of 3 years. All transfer credits must meet USF standards for awarding course credit. Additionally, applicants must:

- •   Complete a screened application process conducted by a program advisor
- •   Demonstrate ability and desire to complete the degree (personal statement, letters of recommendation)
- •   Be in good standing with former educational intuitions
- •   Have maintained an overall 2.0 GPA in previous course work

Upon acceptance to the BGS, students will complete the necessary course work to reach 120 credit hours. The 120 hour-requirement includes completing the following:

- •   USF General Education requirements or approved equivalents - unless GE completed at another Florida institution
- •   USF residency requirements (at least 30 hours earned at USF)
- •   One or two disciplinary tracks selected by the student and approved by the advisor. Tracks may be based on undergraduate minors and certificate programs
- •   All USF exit requirements
- •   All CLAST and foreign language requirements
- •   a minimum of 48 semester hours of upper-level work, (courses numbered 3000 and above).

The BGS will be housed in Undergraduate Studies and administered in cooperation with Educational Outreach. The program will have a campus-wide advisory committee consisting of representatives from concentration/certificate disciplines. The advisory committee will conduct regular reviews of the program and will assist the program director in developing additional concentrations/certificates. Additional concentrations will be added upon the approval of the advisory committee, Dean of Undergraduate Studies, and the USF Undergraduate Council.

The proposed program will provide mid-career adult students with the opportunity to integrate completion of the baccalaureate degree into their established lifestyles. The BGS program offers flexible and convenient schedules and includes:

- BGS advisors and staff working with students, offering guidance and encouragement from application through graduation and who have a sound knowledge of the needs and concerns of adult students.
- Students will accelerate completion of their degree by utilizing distance learning and alternative calendar courses, when available.

The BGS will provide mid-career adult students the opportunity to complete a baccalaureate degree within a reasonable and flexible timeframe. The BGS promotes students' career interests, serves employers' workforce needs, meets University and BOG requirements for the baccalaureate degree, and respects the value of students' previous educational experiences. The BGS is primarily intended to assist in job progression rather than initial job qualifications, although it may also be of use to those wishing to make mid-career changes. With the assistance of an advisor, students can tailor their programs to suit their personal or career objectives.

READINESS

II. *Institutional Mission and Strength*

  A. ***Is the proposed program listed in the current State University System Strategic Plan? How do the goals of the proposed program relate to the institutional mission statement as contained in the SUS Strategic Plan and the University Strategic Plan?***

  The University of South Florida is a multi-campus national research university **that supports the development of the metropolitan Tampa Bay Region,** Florida, the United States and the world. Building upon unique strengths inherent in Florida's population, location, and natural resources, the University is dedicated to excellence in:

  - Teaching and lifelong learning in a student-centered environment
  - Research to advance knowledge and promote social, cultural, economic, educational, health, and technological development
  - Service based on academic excellence and the ethic of community responsibility
  - Community engagement to build **university-community partnerships** and collaborations

  The goals of the proposed program support the University's stated dedication to excellence as follows:

  - prepares students for advancement in their careers and as contributors to society
  - provides continuing education for the metropolitan region
  - fosters a cross-disciplinary approach
  - provides a liberal arts curriculum with concentration in a specific area preparing and enhancing students' knowledge and experiences for their current or future employment and/or graduate school

  The BGS was first included in the SUS Strategic Plan 1998-2003 as part of the 2001 mid-plan update. The BGS was also included in USF's list of proposed new degree programs 2006-2013, submitted to the BOG in Sept. 2006 with a proposed implementation date of 2007.

  Many AAU member schools, including Rutgers University, University of Pittsburg, and Syracuse University, offer an undergraduate degree completion option for adult learners. In 2006, all but one

institution in the Big East Conference offer an undergraduate degree completion option, as do Florida State and University of Central Florida.

B. ***How does the proposed program specifically relate to existing institutional strengths such as programs of emphasis, other academic programs and/or institutes and centers?***

The proposed undergraduate degree completion option is composed of existing USF certificates and concentrations. The curriculum is in place, distributed among well-established academic programs, including Communication, Globalization, Information Technology, Leadership, and Urban Studies. These disciplines offer core knowledge and skills required to build and sustain vibrant communities, and in the context of this degree option, provide an efficient means of delivering quality education to our region.

The program is particularly well placed in a metropolitan institution such as USF. The USF service region consists of approximately 25% of Florida's population and continues to grow rapidly. Business, industry, and governmental employers continually express needs for professionals who are well educated. The proposed program will play a significant role in USF's workforce and economic development mission and will strengthen the University's ability to serve our urban population and the workforce and economic development efforts of other agencies within the Tampa Bay region.

Specifically, approximately one million people in the Tampa Bay area list "some college" as their highest educational attainment level. That number is expected to increase significantly by 2011 (*Demographicsnow* 2006). This projection suggests that the demand for degree-completion will grow appreciably in the next four years. The 432,000 military retirees in this area contribute to this demand for access to programs preparing adults for career transition. Additionally, the 50+ phenomena documented by AARP (45% increase in the number of Floridians age 45-65 by 2010) also indicates that "baby boomers" in our area want meaningful educational experiences to enhance their marketability as they enter the next phase of their lives.

Additionally, USF is currently a major transfer student destination with 34.7% of the undergraduate transfer population coming from non-community college institutions (2006-07). Many of these transfer students graduate having earned more than the required number of credit hours. The Bachelor of General Studies will provide an efficient option for these students resulting in a shorter time to degree, fewer excess hours, and a higher graduation rate for the University.

The three factors listed above (people listing "some college" as highest educational attainment, the 50+ demographic increase, and the large number of military retirees) coupled with USF's history of serving transfer students support the need for the Bachelor of General Studies degree.

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

2001—Inclusion of Bachelor's of General Studies degree in the SUS strategic plan 1998-2003 mid-plan update
2005—Exploratory committee formed and Provost approved further program development
2006—Spring--Faculty committee formed to discuss curricular options

Fall--Proposal development initiated
2007—Fall—BOT approval

III. *Program Quality - Reviews and Accreditation*

If there have been program reviews, accreditation visits, or internal reviews in the discipline pertinent to the proposed program, or related disciplines, provide all the recommendations and summarize the institution's progress in implementing the recommendations.

N/A

IV. *Curriculum*

A. *For all programs, provide a sequenced course of study and list the expected specific learning outcomes and the total number of credit hours for the degree. Degree programs in the science and technology disciplines must discuss how industry-driven competencies were identified and incorporated into the curriculum, as required in FS 1001.02 (6). Also indicate the number of credit hours for the required core courses, other courses, thesis hours and the total hours for the degree.*

Within the 120 hours required for the BGS degree, students must complete or receive transfer credits for the following:

General Education	36 credit hours
Area of Concentration (1)	18-24 credit hours*
Area of Concentration (2)	18-24 credit hours*
Electives	30 credit hours
Capstone Experience	1 credit hour
Exit Courses	6 credit hours
Total	120 credit hours

*The 48 hours of concentration course work must include 18- 24 hours of upper division credit (4000+) in each concentration.

Each student will have an individual course of study developed in consultation with an advisor and based on previous credits earned. Evaluation of prior coursework will be conducted by a qualified advisor based on guidelines of the appropriate college. All individual study plans will be approved by the BGS program advisory committee.

ACADEMIC LEARNING COMPACT

Mission Statement

The Bachelor of General Studies (BGS) degree program is a customized, interdisciplinary degree that provides mid-career adult students with opportunities to continue their education by completing the

baccalaureate degree with options for pursuing the master's degree. Students will receive a broad educational experience with coursework from a variety of disciplines utilizing USF courses and resources. The general nature of the BGS degree will provide students credible academic experience upon which to build a career within a variety of professions. Assessment of students in the program will be based, in part, upon the integrated capstone experience which will provide the essential components of a quality undergraduate education including an upper-level academic area of concentration. The capstone experience will compliment previous areas of study or introduce a new area of knowledge applicable to changing workforce demands.

Student Learning Outcomes
Content Skills

Students will be able to:

- Apply the fundamental concepts and principles of their chosen concentration
- Apply appropriately and effectively the use of associated vocabulary and terminology from the field of study
- Describe the scope of scholarly reasoning and research which has contributed to the development and direction of the academic concentration
- Demonstrate knowledge of contributions in their particular area of concentration to real-world concerns, such as the workforce, human intellect and social/cultural development
- Identify major issues within the contemporary discourse for their chosen academic area of concentration

Assessment Strategies

Since this program is broadly integrated and interdisciplinary by nature, content skills will be assessed under the purview of the various colleges and departments providing its curricula. This will be done through departmentally designed evaluations of written work, presentations, laboratory/research exercises and a capstone experience.

Critical Thinking Skills

Students will be able to:

- Question and debate prevailing assumptions, traditions, conventions and doctrine to inform contemporary thought
- Compare, contrast and synthesize knowledge across multiple and disparate sources to enhance decision-making
- Analyze and evaluate the context and content of course material for validity, relevance and applicability
- Select and apply relevant theories in the analysis of processes, trends and transformations related to the student's specific area of concentration

Assessment Strategies

Critical thinking will be assessed as part of the university's General Education assessment processes as well as within the programs and departments that provide its curricula. A BGS capstone experience will be used to measure students' acquisition of core competencies in critical thinking.

Communication Skills

Students will be able to:

- Demonstrate oral and written mastery of English grammar and usage by engaging in debate while maintaining rationale, civility and respect for others.
- Engage in debate maintaining rationale, civility and respect
- Express explicit thoughts and ideas in a clear and concise manner
- Perform formal oral presentations
- Conduct efficient and effective multiple-source information search and retrieval
- Use existing technology to convey information to others

Assessment Strategies

Communication skills will be assessed as part of the university's General Education assessment processes as well as within the already established assessments in departments that provide the BGS curricula. The BGS capstone experience will incorporate a written essay, portfolio and presentation as a measure of students' communication skills.

Approved disciplinary tracks (concentrations) include:

Information Technology
Leadership
Urban Studies
Globalization
Hotel and Restaurant Management

Students also may design an individual course of study that does not correspond to the tracks listed above. With the help of an advisor, these students may create an individualized program to accommodate their interests and career paths. The University may add further tracks with the approval of the Program Advisory Committee and the Undergraduate Council.

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

The BGS is open to applicants who have completed 60 or more transferable semester credit hours at a regionally accredited institution or SCNS and normally have been out of school for a minimum of three years. The BGS admits students using the standard transfer applicant criteria as stated in the USF Undergraduate Catalog.

Transfer applicants with 60 or more transferable semester credits must submit an SUS or USF application for admission, a non-refundable application fee, an official transcript from each previous college attended, and a TOEFL score if applicable. Final transcripts with the A.A. degree awarded, or a minimum of 60 semester hours of transferable credit earned prior to initial enrollment at USF, must be submitted to determine final admissions eligibility.

In addition, applicants to the BGS must successfully complete an interview conducted by a program advisor and demonstrate the ability and desire to complete the degree (submit a 250-word personal statement explaining why the applicant wants to return to school and a letter of reference from a person qualified to assess the prospective student's ability to complete college-level work).

Applicants must meet the following University admission requirements:

1. Be in good standing and eligible to return to the last regionally accredited institution attended as a degree-seeking student;

2. Have an overall "C" average as calculated by USF (2.0 on a 4.0 scale) in all college-level courses acceptable for transfer credit to USF. (In calculation of the GPA, incomplete grades are computed as failures and course "repeats" are not forgiven when the courses are repeated at different institutions.);

3. Complete (with passing grades) two years of the same foreign language in high school or 8 to 10 semester hours of the same foreign language at a previous college or university. Students who entered a Florida public community/junior college prior to August 1, 1989 and maintain continuous enrollment until the time of their USF entry as degree-seeking students may be admitted without the required foreign language study;

4. Present a minimum score of 213 (computer-based test) or 550 (paper-based test) on the Test of English as a Foreign Language (TOEFL). The TOEFL requirement may be waived on an individual basis when appropriate alternative evidence of English language proficiency is presented in writing.

Additionally, applicants must:

•   Successfully complete a screened application process conducted by a program advisor

•   Demonstrate ability and desire to complete the degree (personal statement, letters of recommendation)

To graduate with a BGS degree, students must complete or receive transfer credits for 120 credit hours as follows:

General Education	36 credit hours
Area of Concentration (1)	18-24 credit hours*
Area of Concentration (2)	18-24 credit hours*
Electives	30 credit hours
Capstone Experience	1 credit hour
Exit Courses	6 credit hours
Total	120 credit hours

*The 48 hours of concentration course work must include 18-24 hours of upper division credit (4000+) in each concentration.

Each student will have an individual course of study developed in consultation with an advisor and based on previous credits earned. Evaluation of prior coursework will be conducted by a qualified advisor based on guidelines of the appropriate college. All individual study plans will be approved by the BGS program advisory committee. All students will participate in a 1-hour capstone program as culminating experience for their degree.

C. ***List the accreditation agencies and learned societies that would be concerned with the proposed program. Will the university seek accreditation for the program? If not, why? Provide a brief timeline for seeking accreditation, if appropriate.***

There are no accreditation agencies or learned societies that accredit general studies programs of the sort proposed. Thus the University will not seek accreditation for this program.

D. ***Provide a one or two sentence description of each required or elective course.***

Information Technology Track (student selects 24 credits from the following courses):

CEN 3722 Human Computer Interfaces for IT , (3 Credits) Human-Computer Interface is the study of people, computer technology and the ways these influence each other. The basic foundations of HCI in terms of psychology, computer systems and their integration into design practice are discussed in the course.

CGS 3823 IT Web Design, (3 Credits) An overview of how the Internet and the WWW evolved, and how Electronic Commerce is supported by web pages. The student will do exercises relative to HTML, and how browsers show that code. The student will also learn to use web page development packages.

CGS 3845 Electronic Commerce, (3 Credits) An overview of how E-Commerce evolved, what EC is; how it is being conducted and managed; its major opportunities, issues, and risks. Discussions include: The Internet, intranets, firewalls, etc. Exercises will use various Web and software and packages.

CIS 4361 IT Security Management, (3 Credits) An overview of information security management techniques and concerns is presented. Topics include: Access control systems, telecommunications and network security, security management practices, application and systems development security, cryptography, disaster recovery planning, legal and ethical issues, and physical security.

CIS 4412 IT Resource Management, (3 Credits) An overview of the information resource management function, with emphasis on information systems management, is covered. Topics include planning, organizing and controlling user services, managing information system development process, and the fundamentals of EDP auditing.

CIS 4935 Senior Project in Information Technology, (3 Credits) Graduates of the IT program must complete a major project dealing with a sub-domain of IT. Projects are supervised by a faculty member, or an approved industrial mentor. Projects range from design to programming, to implementations associated with IT.

COP 4930 Information Technology Seminar, (1-3 Credits) A survey of current Information Technology topics are covered to keep the IT student abreast of the variety of domains associated with their major. Speakers with a wide variety of IT experience will give seminars to senior IT students.

ENC 4260 Advanced Technical Writing, (3 Credits) Advanced Technical Writing is a course designed to develop writing skills of a high order: technical exposition; technical narration, description, and argumentation; graphics; proposals; progress reports; physical research reports; and feasibility reports.

ETG 4931 Special Topics in Technology I, (1-5 Credits) No description in Catalog

ETG 4932 Special Topics in Technology II, (1-5 Credits) No description in Catalog

Leadership (student selects 24 credits from the following courses):

SLS 2260 Leadership Fundamentals (3 Credits) Covers a broad range of leadership topics from self-development and understanding of self, to group behavior, organizational design, ethics and teamwork. The potential of every individual to develop effective leadership skills is examined.

SLS 2401 Career Development Process (3 Credits) Students will study vocational choice theories and participate in career decision processes. Development of self-awareness and knowledge of career opportunities and requirements necessary for decision making. Available to lower level majors or non-majors.

SLS 3930 Selected Topics in Student Leadership (1-4 Credits) Course content will depend upon the interest of the faculty member and student demand.

SLS 3948 Community Leadership Practicum (3 Credits) This course involves the transference of leadership theories into practice. It provides a practical forum for students to examine and develop personal leadership skills.

SLS 4271 Organizational Theories and Processes (3 Credits) Participants will delve into the nature of organizational dynamics, they will utilize concepts, generalizations, theories, and frames of reference to analyze organizations and leadership to understand and improve their function.

SLS 4272 Survey of Leadership Readings (3 Credits) Survey of historical and contemporary writings on leadership skills and practices. Examines the contextual manner in which the leader functions.

SLS 4273 Theories of Leadership(3 Credits) Focuses on historical and modern views of leadership. It is designed to assist students analyzing and understanding the historical, social, political aspects of leadership theories and styles as well as the application of leadership theories in settings.

SLS 4274 Ethics and Power in Leadership (3 Credits) Course reviews arguments for ethics in leadership as proposed by both contemporary and ancient leadership theories. It also examines theories of power and authority, and seeks answers to the apparent dilemmas through applied moral theory and psychology.

SLS 4276 Images of Leadership in Print and Film (3 credits) This course examines the historical development of leadership theory through contemporary times. Surveys literature and other media relevant to role of the leader and to the development and application of leadership skills.

Urban Studies Track (student selects 18-24 credits from the following courses):

I.   CORE COURSES (9-10 credits)

URS 3002 Introduction to Urban Studies (3 credits) An interdisciplinary introduction to the process of urbanization in the United States and the diverse communities it has created. Study of the Tampa Bay region is emphasized

And 2 of the following:

ANT 4442 Urban Life and Culture (3 credits) PR: ANT 2410 or DPR. The cross-cultural study of urbanization, urbanism and human problems associated with metropolitan environments. Emphasis on the ethnography of city life and its relationship to the practical applications of urban research.

ARC 4784 The City (3 credits) 6A MW (3) AR ARC This course examines the history of the city, as both idea and reality, with a particular focus on Western cities, and the 20th century. The course is open to undergraduates and students in the Graduate Architecture Program.

ECP 3613 Economics of the Urban Environment (3 credits) PR: ECO 1000 or ECO 2013 or ECO 2023 or CI. Economic analysis of cities and urban social problems. Poverty, discrimination, housing, transportation, pollution, crime, and fiscal considerations.

GEO 3602 Urban Geography (4 credits) PR: GEO 2400 or CI. Spatial analysis of urban areas; growth, location, spacing, and size. Development, site, situation, internal structure, and hinterland are considered.

GEO 4604 Topics in Urban Geography (4 credits) PR: GEO 3602, or CI. Intensive examination of issues such as economic restructuring and inner-city decline, ghetto formation, gentrification, transportation, and policy-making.

POS 3142 Introduction to Urban Politics and Government (3 credits) Governmental and political structures and processes as they function in urban areas, with special focus on municipalities and locally based public services.

SYA 4930 Topics in Sociology (Globalization and Cities) (3 credits) Selected specialized topics in Sociology. Topics such as AIDS in society, drugs in society, problems in education, sociology of childhood, public life, socio-biology. Content will vary by semester and by section. See class schedule for specific contents each semester. This course, in different content areas, may be repeated for credit.

SYD 4410 Urban Sociology (3 credits) The social structure of the community in modern industrial societies. Analysis of community change.

SYD 4411 Urban Life (3 credits) PR: SYG 2000 This course provides a number of insights into how living in cities has changed throughout history, how it varies culturally, and how it has been theorized in sociology.

Courses may have prerequisites within the discipline.

II.   METHODS COURSES (select 1 of the following: 3-4 credits)

AFA 4350 African American Community Research (3 credits) This interactive, field experience course introduces students to active and applied research methodologies and the uses of this research in Black urban communities.

ANT 4285 Oral History (3 credits) PR: ANT 2410 or DPR. A survey of the history, methods, and current applications of oral history research, primarily in the anthropological study of culture, but with reference to allied disciplines. Students will become familiar with oral history through intensive analysis of selected case studies as well as guided field projects.

ANT 4495 Methods in Cultural Research (3 credits) PR: DPR. Restricted to juniors and seniors. The stages in the development and execution of ethnological research are discussed and practiced. Literature search, hypothesis formation, selection of data collection techniques, elicitation of information, data analysis, and report presentation are stressed. Research design models from the case literature are studied and supervised research in the local community is designed and carried out.

CCJ 3701 Research Methods in Criminal Justice (3 credits) PR: Junior standing, CCJ 3024 or CCJ 3610 or CI. Introduces the student to some of the fundamentals of knowledge-generating processes in criminal justice.

GEO 3164C Research Methods in Geography (4 credits) PR: STA 2023 or STA 2122 or QMB 2100. Statistical analysis in geographic research.

GIS 3006 Computer Cartography (4 credits) An introduction to the concepts underlying modern, computer-based mapping and to the collection and storage of digital spatial data.

POS 3713 Empirical Political Analysis (3 credits) Fundamentals of empirical political inquiry: systematic data collection and quantitative analysis techniques. Laboratory exercises using the computer are required.

STA 2122 Social Science Statistics (3 credits) Descriptive and inferential statistics - through ANOVA, correlation-regression, chi-square and now-parametrics. The course presents statistics with the view that numbers are a limited, but important aspect of understanding the world. Draws concepts and hypothesis from a wide range of disciplines.

SYA 3300 Research Methods (3 credits) PR: STA 2122 or equivalent. Introduction to the scientific method and its application to social science research. Research design, sampling techniques, and critical evaluation of social research. Required for Sociology majors.

SYA 3310 Qualitative Inquiry (3 credits) PR: SYG 2000 or CI. DPR. Exploration of human relationships and behaviors, organizations, and the larger culture through research techniques such as interviews, participant observation, life histories, and narratives.

Courses may have prerequisites within the discipline.

III. ELECTIVES (select 4 from the following list or from the CORE COURSES not counted above: minimum of 12 credits)

African Studies

AFA 4331 Social Institutions and the African-American Community (3 credits) A study of social institutions as they relate to the African American community, with emphasis on social systems operating within and on the African American community.

AFA 4335 Black Women in America (3 credits) An interdisciplinary survey of the contemporary experience of black women in America, including the African roots, myths, and realities surrounding that experience.

AFA 4931 Selected Topics in Africana Studies (3 credits) Topics offered are selected to reflect student needs and faculty interests. In depth study in such areas as the Black Student and the American Educational Process; the Black Experience in the Americas; European Expansion in Africa to 19th century; Contemporary Economic Problems in Africa.

AMH 3572 African American History since 1865 (3 credits) A survey of African American history, with an emphasis on North America, from 1865 to the present. Topics include reconstruction, World War I, World War II, and the Civil Rights Movement.

AMS 3700 Racism in American Society (3 credits) An introduction into the causes and effects of racism in American history, literature, art, the media, and folklore. Related concepts of ethnocentrism and class conflict will also be studied.

Anthropology

ANT 4316 Ethnic Diversity in the United States (3 credits) PR: ANT 2410 or DPR. Special concerns include ethnic diversity in American society, historical and contemporary diversity in values, experiences, and lifestyles, and an examination of policies and problems affecting ethnic groups in the United States.

ANT 4701 Applied Anthropology (3 credits) PR: ANT 2410 or DPR. A review of approaches applying the anthropological perspective to contemporary human problems. Particular emphasis placed on public policy issues in United States society. Discussion of the historical development of applied anthropology, problems of economic development of the Third World, and the ethics of applied research and intervention.

Communications

SPC 3710 Communication and Cultural Diversity (3 credits) Examination of communication and cultural diversity within the United States. Cultural groups include gender, racial and ethnic (e.g., African American, Latino American, Asian American), social class, age and generation, religious (e.g. Jewish) and physical ability.

SPC 4714 Communication, Culture and Community (3 credits) Examines the relationships among culture, communication, institutions, and public and private life. Students explore the possibilities and problems of contemporary forms of community through service in a volunteer organization.

Criminology

CCJ 3003 Crime and Justice in America (4 credits) May be taken by both majors and non-majors for credit. This course is a non-technical survey of the nature of crime in the United States and the ways in which our society seeks to deal with criminal offenders and victims of crime.

CCJ 3024 Survey of the Criminal Justice System (3 credits) An introduction to the structure and operation of law enforcement, prosecution, the courts, and corrections. Also includes brief coverage of major reported crimes.

CCJ 3610 Theories of Criminal Behavior (3 credits) PR: Junior standing, CCJ 3024 or CI. Provides a basic understanding of the complex factors related to crime, with concentration on principal theoretical approaches to the explanation of crime.

CCJ 3621 Patterns of Criminal Behavior (3 credits) PR: Junior standing. Reviews the nature and extent of the crime problem. The course will concentrate on major patterns of offender behavior including crimes against the person, property crimes, violent crimes, economic/white collar offense, syndicated (organized) crimes, consensual crimes, female crime, political crime, and will examine criminal career data.

CCJ 4450 Criminal Justice Administration (3 credits) PR: Junior standing, CJE 4114 or CJT 4100 or CI. This course is designed to provide an in-depth examination of both the practical and theoretical aspects of the administration of criminal justice agencies. The major focus will be on law enforcement and correctional agencies.

Economics

ECO 4323 Radical Political Economy (3 credits) PR: ECO 1000 or ECO 2013 or ECO 2023 or CI. The radical (left) and Marxist schools of thought in economics. Application of radical theory to problems of advanced capitalist and socialist societies.

ECO 4504 Public Finance (3 credits) PR: ECO 3100 or ECO 3101 with a grade of "C" or better. The public sector and its contribution to economic welfare. Government expenditures and revenues. Resource allocation, income distribution, stabilization, and economic growth.

ECP 3201 Economics of Women and Work (3 credits) PR: ECO 1000 or ECO 2013 and ECO 2023. Survey of research on women, men and work in the labor market and the household. Focuses on the economic status of women. Includes historical perspective, examination of the family as an economic unit, changing work roles, and gender differences in occupation and earnings.

ECP 3203 Labor Economics (3 credits) PR: ECO 3100 or ECO 3101 with a grade of "C-" or better. Determinants of wage and employment levels; occupational, industrial and geographical wage differentials; union and public policy effects on labor markets; the economics of discrimination; inflation, and unemployment.

ECP 3302 Environmental Economics (3 credits) PR: ECO 2023. An economic analysis of environmental issues. The economics of resource use and pollution control are examined using the concepts of externalities, cost-benefit analysis, public goods, and property rights.

ECP 3530 Economics of Health (3 credits) PR: ECO 3100 or ECO 3101 with a grade of "C-" or better. Application of economic methods to health care topics such as demand for medical care, public and private health insurance, physician and hospital supply of medical care, government regulations, and national healthcare systems.

Geography

EVR 2861 Introduction to Environmental Policy (3 credits) An introduction to environmental policy using class lectures, student projects, and independent readings. Emphasis will be placed on understanding basic policy mechanisms and major policy actions relating to environmental issues at the local, national and international level.

GEO 4471 Political Geography (4 credits) PR: GEO 2400 or CI. The geographic factors underlying political decisions and influencing their outcome; the geographic consequences of these decisions; geopolitics.

GEO 4502 Economic Geography (4 credits) PR: GEO 2400 or CI. The spatial organization of economic production, consumption, and exchange systems.

GEO 4700 Transportation Geography (4 credits) PR: GEO 2400 and GEO 3164 or CI. General concepts related to the movement of goods and people, with particular emphasis on spatial principles and urban transportation problems and planning.

URP 4052 Urban and Regional Planning (4 credits) PR: GEO 2400, GEO 3602. The geographic foundations of the modern city, metropolitan development, and the trend toward megalopolis. Examined are the political problems of conflicting jurisdictions at the local, county, state, national, and international levels.

History

AMH 3423 Modern Florida (4 credits) An historical survey of Florida from the territorial period to the modern era. An examination of the social, political, and economic changes occurring in Florida between 1821 and the 1980s.

AMH 3500 American Labor History (4 credits) A study of American workers from the colonial period to the present. Examines the changing nature of work, its effects on workers (including minorities and women), and their responses as expressed in strikes, unions, and political action.

AMH 3530 Immigration History (4 credits) A study of the composition and character of the "American" people with emphasis on the period from 1840s to the 1920s. Examines old world backgrounds of immigrants and their responses to the new world's social, economic and political conditions.

AMH 3572 African American History since 1865 (3 credits) A survey of African American history, with an emphasis on North America, from 1865 to the present. Topics include reconstruction, World War I, World War II, and the Civil Rights Movement.

Political Science

POS 2112 State and Local Government and Politics (3 credits) Analysis of the structure and function of state and local governments, of the social and political influences that shape them, and of the dynamics of their administrative processes.

POS 3182 Florida Politics and Government (3 credits) A study of Florida political culture, political parties and elections, the legislative, executive, and judicial systems, and policy patterns.

POS 5155 Issues in Urban Government and Politics (3 credits) Selected issues and topics in Urban Government and politics.

Public Administration

PAD 3003 Introduction to Public Administration (3 credits) Examination of organizational behavior and change, policy process, public management, financial administration, and personnel management from the perspective of public and social delivery.

PAD 4144 Nonprofit Organizations and Public Policy (3 credits) Role and importance of third sector (voluntary) organizations in American society; focus on public policy through service in a voluntary organization.

PAD 4204 Public Financial Administration (3 credits) Analysis of problems in the growth and development of public budgetary theory and Federal budgetary innovations.

PAD 5333 Concepts and Issues in Public Planning (3 credits) PR: URP 4050 or URP 6056, GS or Sr. Analysis of basic concepts, issues, and strategies of planning, policy determination, collection of information, and decision-making.

PAD 5807 Urban and Local Government Administration (3 credits) GS or Sr. Analysis of the role of the administrator at the municipal level, the division of functions, policy formation, alternative governmental structures, effects on the administrative process.

Social Work

SOW 3210 American Social Welfare System (3 credits) A general education introductory course which provides students with a framework for understanding the historical development of American social welfare, its value base, and its response to minorities, women, children, the elderly, and the disabled.

Sociology

SYD 3700 Racial and Ethnic Relations (3 credits) Comparative study of interracial relations, social tensions, attitudes, and modes of adjustment in various areas of the world.

SYO 3120 Sociology of Families (3 credits) With a goal to understand American families in the present, this course will examine variations in family types by social class, race, ethnicity, and historical era. Exploration of current controversies about how families should be organized and about

what they should do for their members as well as social policies related to families.

SYO 3530 Poverty, Inequality and Stratification (3 credits) Introduction to one of the most common features of modern society, social inequality. A survey of perspectives to explain the causes of inequality and reasons for its persistence.

SYP 4111 Identity and Community (3 credits) This course is a sociological examination of the meanings of identity in the post-modern era. Topics will include the characteristics of identity at the levels of individuals, institutions, culture, and the processes of identity construction and change.

SYP 4420 Consumer Culture (3 credits) PR: SYG 2000 or CI. The exploration of how Americans' purchasing behavior connects to larger historical shifts in our economy, including disenchantment, alienation, inequality, and the rise of the credit card society.

SYP 4510 Sociological Aspects of Deviance (3 credits) The examination of the social construction of deviance: how deviance is defined, implications of deviance designations. Applications of theories of deviance to questions such as motivations of deviants and implications of criminal justice processing of deviants.

SYP 4530 Sociology of Juvenile Delinquency (3 credits) Sociological issues in defining delinquency; the nature of adolescence and delinquency; sociological theories of the causes of delinquency; types and consequences of social control applied to delinquents.

IV. INTERNSHIPS (1 of the following can be substituted as an ELECTIVE)

CCJ 4940 Internship for Criminal Justice Majors (3 credits) PR: Senior standing, CCJ 3024, CCJ 3610, CCJ 3621. S/U only. No more than 9 hours of CCJ 4940 will be accepted toward the elective hours required for the major. The internship will consist of placement with one or more of the agencies comprising the criminal justice system. This course will enable the students to gain meaningful field experience related to their future careers. The three-hour block of credit will require a minimum of ten hours of work per week during a fall or spring term, fifteen hours per week in summer, within the host agencies in addition to any written work or reading assignments. See requirements for the B.A. degree in Criminology for the number of hours required.

IDS 4942 Community Internship (3 credits) PR: CEL Program approval. Repeatable up to 8 credit hours. To provide students with a community internship experience.

IDS 4956 International Community Internship (3 credits) PR: CEL Program approval. To provide students with an international community internship experience. Repeatable up to 8 credits.

POS 4941 Field Work (3 credits) PR: 3.0 average in Political Science and CI. Opportunity for students to obtain practical experience as aides to agencies of government and political parties.

SYA 4949 Sociological Internship (3 credits) PR: Senior or graduate standing in Sociology plus CI. Supervised placement in community organization or agency for a minimum of 10 hours of volunteer work per week, and a weekly seminar on applying sociological skills and methods in the placement setting.

Globalization Track (student selects 24 credits from the following courses):

ARC 4784 The City (3 Credits) This course examines the history of the city, as both idea and reality, with a particular focus on Western cities, and the 20th century. The course is open to undergraduates and students in the Graduate Architecture Program.

COM 4022 Health Communication, (3 Credits) Application of communication theory and research to the health context including provider-patient communication, health information campaigns, and health beliefs and behavior. Special attention to the value issues in health communication.

ECN/ECO 3703 International Economics (3 Credits) Role of international trade in the U.S. economy. Gains from trade, balance of payments, exchange rate determination, balance of payments stability, and international commercial policy.

EGN 3615 Engr econ Social/global Impltn-WebCast (3 Credits) Presents basic economic models used to evaluate engineering activities and an understanding of the social and ethical implications of financial decisions in a multicultural environment through lectures, case studies and current readings.

GEO 4372 Global Conservation (3 Credits) The distribution, exploitation, and conservation of physical and human resources, ecology.

HSC 4933 Special Topics in Public Health (1-6 Credits) Content will be governed by student demand and instructor interest.

INR 3955 Overseas Studies (1-6 Credits) A program of individual or group research in a foreign country.

INR 4931 Selected Topics (1-4 Credits) Interdisciplinary studies with course content dependent on student demand and instructor's interest.

ISM 4382 Global Information Systems (3 Credits) Role of information technology in global business organizations and challenges in building information systems to enable global operations.

SLS 3930 Selected Topics in Student Leadership (1-4 Credits) Course content will depend upon the interest of the faculty member and student demand.

SSE 4380 Globalization & Multicultural Perspectives in Education (3 Credits) Examination of the major issues surrounding global and multicultural perspectives in education. Available to non-Education majors.

WST 4930 Selected Topics (1-4 Credits) Study in special areas such as Women and Work, Reproductive Law, Women and Health.

Hospitality Management (18-24 credit hours required)

HFT 3005   Introduction to Hospitality and Tourism (3 credits) An overview of the hospitality industry, including all of its related fields: restaurant; lodging; meetings, conventions and expositions. Also featured are the applications of the general marketing, human resources, leadership, and management.

HFT 3231   Introduction to Food Production Management

HFT 3423   Hospitality Information Systems (3 credits) PR: ISM 3011, HFT 3005 The study of management information systems in the hospitality management industry. The students will evaluate software and hardware computer systems and application software being used in the hospitality industry and develop selection strategies.

HFT 3503   Hotel Marketing and Sales (3 credits) PR: MAR 3023 Principles of marketing and sales and practical application in hospitality marketing philosophies; the marketing mix; product differentiation; corporate travel market; and the association, convention, and trade show market.

HFT 4221   Human Resources Management (3 credits) PR: HFT 3005, MAR 3023 Designed to educate new managers and supervisors in the complex issues involved in a comprehensive human resource program and its importance to hotel and restaurant business. Workmen's Compensation, ADA, training, unions, EEO and discrimination issues.

HFT 4253   Lodging Management (3 credits) PR: HFT 3005, MAN 3025 Principles, practices, and procedures of managerial functions as they relate to the operation of hotels. Training, conflict resolution, total quality management, crisis management, employee empowerment and service standards are focus of team building.

HFT 4945   Advanced Internship (3 credits) PR: HFT 3005 Coordinated hospitality training combines practical experience with didactic academic analysis. Principles, theory and standard practices applied to operational situations. S/U only.

E.   ***Describe briefly the anticipated delivery system for the proposed program as it may relate toresources e.g., traditional delivery on main campus; traditional delivery at branches or centers; or nontraditional instruction such as instructional technology (distance learning), self-paced instruction, and external degrees. Include an assessment of the potential for delivery of the proposed program through collaboration with other universities, both public and private. Cite specific queries made of other institutions with respect to the feasibility of shared courses utilizing   distance learning technologies, and joint-use facilities for research or internships.***

A majority of courses required to fulfill the area of emphasis for the proposed BGS program will be offered initially on the USF Tampa campus. However, a significant number of general education and elective courses are presently accessible in alternative formats. Because potential BGS students are of nontraditional age, it will be advantageous to deliver a majority of courses remotely and via distance technology. Educational Outreach at the University of South Florida provides institution-wide support for distance learning faculty, students, courses, and classrooms. As faculty increasingly access these resources and services, it is anticipated within the next few years that most of the BGS curriculum will be available via distance learning.

V.   *Assessment of Current and Anticipated Faculty*

   A.   *Use DCU Table 4 to provide information about each existing faculty member who is expected to participate in the proposed program by the fifth year. Append to the table the number of master's theses directed, number of doctoral dissertations directed, and the number and type of professional publications for each faculty member.*

   DCU Table 4A shows the assignment of the program director (.25 assignment), the only faculty member specifically assigned to the proposed BGS program. Participation by additional faculty in the program will initially be informal and unassigned in the form of teaching and service on program advisory committees. BGS students will enroll in regularly scheduled courses taught by faculty with departmental assignments.

   B.   *Also, use DCU Table 4 to indicate whether additional faculty will be needed to initiate the program, their faculty code (i.e., A, B, C, D, or E as detailed in the lower portion of Table One), their areas of specialization, their proposed ranks, and when they would be hired. Provide in narrative the rationale for this plan; if there   is no need for additional faculty, explain.*

   No new courses or faculty will be added to accommodate students from the BGS program. Students will fill available seats in courses currently offered at USF.

   The program advisory committee will also participate in the initial phase of the program. The committee will meet once a semester for status reports and to provide general oversight for the program. Administrative work will be performed by Metro Initiatives staff. Faculty representatives may be consulted on an individual basis about specific issues. The composition of the advisory committee and a representative list of participating faculty are provided in Table 4A.

   C.   *Use DCU Table One to estimate each existing and additional faculty member's workload (in percent person-years) that would be devoted to the proposed program by the fifth year of implementation, assuming that the program is approved. (Note: this total will carry over to DCU Table Four's fifth year summary of faculty positions.)*

   See Table 4

VI.   *Assessment of Current and Anticipated Resources*

   A.   *In narrative form, assess current facilities and resources available for the proposed program in the following categories:*

      1.   *Library volumes (Provide the total number of volumes available in this discipline and related fields.*

         The University of South Florida Library System volume count on June 30, 2006 was 2,231,897. At that time, Tampa Library held 1,551,886 volumes. To determine that portion of the volume count which directly supports the Bachelor of General Studies curriculum, the library analyzed course titles and descriptions in each of the five Areas of Emphasis and created a corresponding list of Library of Congress keywords and subject headings. In turn, each keyword and heading was cross-mapped to the appropriate Library of Congress call number or call number range. The number of titles in each call number and call number range was computed utilizing the

Aleph Online Public Access Catalog and its online predecessor, NOTIS/LUIS. Table 1 lists the five Areas of Emphasis, relevant call number ranges, and number of titles in each range.

2. ***Serials (Provide the total number available in this discipline and related fields, and list those major journals which are available at your institution.)***

Tampa Library subscribes to a total of 27,509 print and online serials and periodicals. Paid subscriptions number 22,222. Subscriptions available at no charge to the library, including those which are open access or obtained from government agencies, number 5,287. Approximately 8,000 of Tampa Library's paid subscriptions are cover-to-cover full-text electronic journals. Selective full-text electronic journals number around 17,000. Print only subscriptions number 2,800. Table 2 lists Tampa Library's separately invoiced print and online subscriptions and follows the same call number schema used to determine collection counts for the five Areas of Emphasis. Note: Online e-journals which patrons access through bundled publisher journal packages and aggregators such as Science Direct (Elsevier), Blackwell Synergy, Academic Search Premier, Project Muse, Cambridge Journals Online, Sage Journals Online, and JSTOR are not included in Table 2. Journal coverage in the aforementioned packages and aggregators can be accessed through the publications tab found on each database's home page.

Other Library Resources

Databases

USF Libraries subscribes to 500 subject and multidisciplinary databases. The range of subjects covered is expansive, with particular depth in medicine, science, social sciences, and technology. Coverage in some databases is limited to bibliographic access, while other databases deliver both access and full-text documents. The following is a small sampling of databases beneficial to the General Studies undergraduate:

Multidisciplinary Databases	**Subject Databases**
Academic Search Premier	Sociological Abstracts
Lexis/Nexis	Access UN
CQ Researcher	GenderWatch
Web of Science	Environmental Sciences & Pollution Mgt
Expanded Academic ASAP	Criminal Justice Abstracts

Subject guides for forty-one disciplines can be accessed through *Research Help* on the USF Libraries webpage at www.lib.usf.edu. Designed to meet the needs of both novice and the more advanced researcher, each subject guide lists the key online article databases, statistical sources, reference works, and selected websites for that discipline. Additionally, users can directly access the full range of electronic resources for a discipline through the *Databases by Title/Subject* link off the *Resources* page.

Newspapers

Tampa Library subscribes to an array of Florida and national newspapers, both print and electronic. Databases such as Lexis/Nexis and Access World News provide full-text access to

more than 600 U.S and 700 international newspapers, with archival access extending back to the early nineties. Proquest Historical Newspapers provides researchers with searchable, comprehensive full-text access to the *New York Times* and *Wall Street Journal*. The library archives all issues of the *Tampa Tribune* and the *St. Petersburg Times* on microfilm.

Electronic Books

Electronic books provide users with a reliable means for remotely accessing many of the library's key/classic monographs and texts. Unlike Google Scholar, which limits access to selected passages from the books in their digital archive, Tampa Library's many e-book packages give users nearly unlimited searchable, cover-to-cover access to hundreds of thousands of academic titles. *NetLibrary* and *Greenwood Digital Collection* are among the most popular of the e-book packages, providing searchable, full-text access to a diverse, undergraduate-focused collection of nearly 50,000 up-to-date titles. *Gale Eighteenth Century Online Collection, Early American Imprints*, *United States Serials Set Online*, and the newly purchased *Early English Books Online* afford the scholar full-text searchable access to 300,000 diverse, hard-to-find books, broadsides, documents, and ephemera of historical significance.

Reference Tools and Reference Services

Reference assistance at Tampa Library is available at service desks in the Information Commons, Periodicals Room, and Media Resources. Live assistance from a Reference Librarian is also available by telephone and through online chat services and email. Staffing consists of nine FTE Reference &   Instruction librarians who staff the Information Commons Desk and deliver most of the walk-up reference service and undergraduate level information literacy instruction. An additional seven FTE Research Services & Collections librarians, who possess subject and discipline credentials, are assigned to provide an array of advanced research services and information literacy instruction primarily to upper division undergraduates, graduate students, and faculty.

The reference service point in the Information Commons is staffed 107 hours a week during fall and spring semester, and 97 hours during the summer term. Research Services & Collections librarians are available by appointment for term paper assistance, government documents service, and advanced database search instruction. Academic Computing renders technical assistance to patrons utilizing proprietary software loaded on the 150 pc workstations in the Information Commons and its adjacent Collaborative Workspace.

Print reference resources are comprehensive and include all of the important dictionaries, encyclopedias, directories, handbooks, atlases, bibliographies, legal and business sources, indexes, and abstracts. Reference Collection holdings number approximately 44,000 volumes. The retrospective print Reference Collection is housed in the basement annex, while a smaller collection of the most heavily used and up-to-date print resources is shelved in the Information Commons for easy access by staff and patrons. Together, the two collections occupy 13,000 linear feet of shelving.

Print continues to lose ground to electronic as patrons demand more online access to library resources, including reference materials. At present, patrons can access more than 300 basic reference tools by selecting *Reference Resources* under the *Resources* page on the library's website.   Efforts are underway to shift as much of the print reference collection as possible to

online. Tampa Library's acquisition of *McGraw-Hill Encyclopedia of Science and Technology, ValueLine, Morningstar, Gale Virtual Reference Library, ReferX*, and *Encyclopedia Judaica*, to name a few, is indicative of the shift in academic libraries of print reference to electronic access.

Information Literacy Instruction

Faculty may request customized library instruction sessions for individual classes. Although the resources covered in a library instruction session vary according to discipline, students, in general, learn how to access and evaluate library materials pertinent to their research topics. Some instructional sessions are taught at a basic level, with emphasis on developing familiarity with library resources and services and use of the online catalog to locate books, while advanced sessions tend to focus more on the use of subject specific databases, design of search strategy, RefWorks, and critical analysis of sources. Consultation with a Research Services & Collections subject librarian delivers all of the benefits of an advanced library instruction session in a one-on-one setting. Consultations are open to students at all levels and in all disciplines. Online information literacy classes for distance learners utilizing Elluminate software can be arranged through Reference & Instruction.

Please see Appendix _____ for a complete and detailed listing.

3. ***Describe classroom, teaching laboratory, research laboratory, office, and any other type of space, which is necessary and currently available for the proposed program***

   The University has adequate facilities for use by students in the proposed program. The BGS will be served by existing classrooms and offices at USF. Advising and administration of the program will be conducted in Educational Outreach/Metro Initiatives. Members of the faculty steering committee will reside in their respective academic departments.

4. ***Equipment, focusing primarily on instructional and research requirements***

   The BGS program will not require additional or specialized equipment. To meet the technology needs of students, USF currently has available several open-access computer labs on the Tampa campus. Moreover, the USF Tampa Library provides computer labs, public internet PCs, open access student computer lab and electronic post office, networked and CD-ROM databases.

5. ***Fellowships, scholarships, and graduate assistantships (List the number and amount allocated to the academic unit in question for the past year.)***

   As this proposal is for an undergraduate program, these types of financial assistance are not provided. Students will be eligible for the usual sources of undergraduate scholarships and financial aid. Educational Outreach/Metro Initiatives is currently making application to a private foundation for scholarships for what the foundation terms "reentry" students.

6. ***Internship sites if appropriate***

   N/A

B. *Describe additional facilities and resources required for the initiation of the proposed program (e.g., library volumes, serials, space, assistantships, specialized equipment, other expenses, OPS time, etc.). If a new capital expenditure for instructional or research space is required, indicate where this item appears on the university's capital outlay priority list. The provision of new resources will need to be reflected in the budget table (DCU Table Four), and the source of funding indicated. DCU Table Four only includes 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. It is expected that high enrollment programs in particular would necessitate increased costs in non- I&R activities.*

No additional facilities or resources are required to initiate the proposed program.

ACCOUNTABILITY

VII.   *Assessment of Need and Demand*

    A. *What national, state, or local data support the need for more people to be prepared in this program at this level? (This may include national, state, or local plans or reports that support the need for this program; demand for the proposed program which has emanated from a perceived need by agencies or industries in your service area; and summaries of prospective student inquiries.) Indicate potential employment options for graduates for the program. If similar programs (either private of public) exist in the state, provide data that support the need for an additional program. Summarize the outcome of communication with such programs.*

BGS program is designed to serve the rapidly growing needs of the region and state for quality educational opportunities for place-bound students who desire to progress in their careers and broaden Their capabilities through completion of a bachelor's degree. In 2006, over 1,000,000 people living in the 7-county USF service area list "some college" as their highest educational attainment level. This number is expected to rise in the next 5 years (*Demographicsnow* 2006). The local/regional impact of the Bachelor of General Studies degree on these place-bound prospective students would be significant, providing these residents with the opportunity to complete a bachelor's degree locally within a reasonable and flexible timeframe.

The BGS promotes students' career interests, serves local and regional employers' workforce needs, and meets university and BOG requirements for the baccalaureate degree. The BGS program provides place-bound students the opportunity to increases their employment options and opportunities. It also serves local and regional employers by offering educational advancement and workforce development for their place-bound employees.

    B. *Use the appropriate DCU Table Three (A for Baccalaureate, B for Graduate) to indicate the number of students (headcount and FTE) you expect to major in the proposed program during each of the first five years of implementation, categorizing them according to their primary sources. In the narrative following Table Three, the rationale for enrollment projections should be provided and the estimated headcount to FTE ratio explained. If, initially, students within the institution are expected to change majors to enroll in the proposed program, describe the shifts from disciplines, which will likely occur.*

TBD

C. ***For all programs, indicate what steps will be taken to achieve a diverse student body in this program. Please create a place for signature at the end of section (VII)(C) and have your university's Equal Opportunity officer read, sign, and date this section of the proposal.***

The University of South Florida is committed to the principle of equal education and employment opportunities without regard to race, color, marital status, sex, religion, national origin, disability, age, Vietnam or disabled veteran's status as provided by law and in accordance with the University's respect for personal dignity.

USF programs are built upon core values that promote diversity within the faculty and students. The BGS program is designed to educate mid-career professionals who will enhance the economic development of the Tampa Bay region.

Our strategies in recruitment of students are organized to attract students representing diverse populations. Recruitment efforts will include information sessions at locations convenient to students, visits to employers, education fairs, and other similar venues. It is anticipated that students enrolled in the BGS program will constitute a diverse population with respect to age, gender, and race/ethnicity.

_____   _____
Dr. Marvin T. Williams, Associate Vice President   Date
Diversity and Equal Opportunity Affairs

VIII. Budget

A. ***Assuming no special appropriation for initiation of the program, how would resources within the institution be shifted to support the new program?***
Based on the anticipated number of students entering the BGS program over the first five years, no special appropriation or allocation will be needed. Currently all courses being offered by the area of concentrations can accommodate the projected number of students entering the BGS program and degree programs within the discipline areas.

B. ***Use DCU Table Four to display dollar estimates of both current and new resources for the proposed program for the first and the fifth years of the program. In narrative form, identify the source of both current and any new resources to be devoted to the proposed program. If other programs will be negatively impacted by a reallocation of resources for the proposed program, identify the program and provide a justification.***

Create

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

Educational Outreach/Metro Initiatives is currently making application to a private foundation for scholarships for what the foundation terms "reentry" students. Also, it is anticipated that many BGS

students will be supported through employer educational benefits and similar tuition payment mechanisms.

D. *For graduate level programs, 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) and 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).*

N/A

E. *Describe any other projected impacts on related programs, such as required courses in other departments.*

N/A

IX. Productivity

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 headcounts in major or service courses, degrees granted, external funding attracted; as well as qualitative indicators of excellence.

Courses for the area of concentrations and general education requirements are part of the academic units' regular academic work. Productivity profiles of departments participating in the proposed program are provided in **Appendix ___.**

X. Access – 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.*

N/A

B. *List any program prerequisites, and provide assurance that they are the same as the standardized prerequisites for other such degree programs within the SUS. If they are not, provide a rationale for a request for exception to the policy of standardized prerequisites. NOTE: Typically, all lower division course requirements 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.*

No standard prerequisites exist for current SUS bachelor of general studies programs.

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 community college transfer students are not disadvantaged by the limited access status. NOTE: The policy and criteria for limited access are identified in Rule 6C-*

6.001 (11) (e) and (f).

N/A

D. ***Provide evidence that community college articulation has been addressed and ensured, especially with those community colleges that are direct feeder schools.***

The BGS will be house in Undergraduate Studies and administered in cooperation with Educational Outreach. No specific academic unit is associated with the proposed degree. The Office of Undergraduate Studies is responsible for the community college articulation at USF. While the proposed program is not designed specifically for community college-A. A. transfer students, such students will be admitted to the program if they meet the additional admission requirements for the programs.

E. ***If the proposed program is an AS to BS capstone, ensure that it adheres to the guidelines approved by the ACC for such programs, as set forth in Rule 6A-10.024. List the prerequisites if any, including the specific AS degrees which may transfer into the program.***

N/A

DCU TABLE ONE
FACULTY PARTICIPATION IN PROPOSED DEGREE PROGRAM BY FIFTH YEAR

| Faculty CODE | Faculty Name or "New Hire" | Academic Discipline/Specialty | Rank | (For Existing Faculty Only) | | Initial Date for Participation in Proposed Program | 5th Year Workload in Proposed Program (Portion of Person-year) |
				Contract Status (Tenure status or equivalent)	Highest Degree Held		
A	Lagretta T. Lenker	Higher Ed/English	Fac. Adm.	Non-tenure	Ph.D.	8/07	25%

Faculty CODE	Corresponding Faculty Position Category in TABLE 3 for the Fifth Year	Proposed Source of Funding for Faculty	TOTAL 5th Year Workload by Budget Classification
A	Current General Revenue	Existing Faculty – Regular Line	25%
B	Current General Revenue	New Faculty – To be Hired on Existing Vacant Line	
C	New General Revenue	New Faculty – To be Hired on a New Line	
D	Contracts and Grants	Existing Faculty – Funded on Contracts and Grants	
E	Contracts and Grants	New Faculty – To Be Hired on Contracts and Grants	
		Overall Total for 5th Year	25%

Revised 8/8/03

DCU TABLE THREE-A
NUMBER OF ANTICIPATED MAJORS FROM POTENTIAL SOURCES*

BACCALAUREATE DEGREE PROGRAM										

ACADEMIC YEAR	YEAR 1		YEAR 2		YEAR 3		YEAR 4		YEAR 5	
Source of Students (Non-Duplicated Count in Any Given Year)*	HC	FTE	HC	FTE	HC	FTE	HC	FTE	HC	FTE
Upper-level students who are transferring from other majors within the university***										
Students who initially entered the university as FTIC students and who are progressing from the lower to the upper level**										
Florida community college transfers to the upper level**	10	4.5	20	9	30	13.5	40	18	50	22.5
Transfers to the upper level from other Florida colleges and universities**	10	4.5	20	9	30	13.5	40	18	50	22.5
Transfers from out of state colleges and universities**	10	4.5	20	9	30	13.5	40	18	50	22.5
Other (Explain)**										
TOTAL	30	13.5	60	27	90	40.5	120	54	150	67.5

*   **List projected yearly cumulative ENROLLMENTS instead of admissions.**   Revised 8/8/03
** **Do not include individuals counted in any PRIOR category in a given COLUMN.**
*** **If numbers appear in this category, they should go DOWN in later years.**

DCU TABLE THREE-B
NUMBER OF ANTICIPATED MAJORS FROM POTENTIAL SOURCES*

GRADUATE DEGREE PROGRAM										

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

*   **List projected yearly cumulative ENROLLMENTS instead of admissions.**
** **Do not include individuals counted in any PRIOR category in a given COLUMN.**
*** **If numbers appear in this category, they should go DOWN in later years.**

DCU TABLE FOUR
COSTS FOR PROPOSED PROGRAM

INSTRUCTION & RESEARCH	FIRST YEAR				FIFTH YEAR			
	General Revenue		Contracts & Grants	Summary	General Revenue		Contracts & Grants	Summary
	Current	New			Current	New		
POSITIONS (Person-years)								
Faculty	.10			.10	*.25	*	*	*.25
A & P	.10			.10	.10			.10
USPS	.10			.10	.10			.10
TOTAL	.30			.30	.45			.45

* Cells should relate directly to faculty numbers in Table 2

SALARY RATE								
Faculty	9,000			9,000	30,618			30,618
A & P	5,292			5,292	5,715			5,715
USPS	3,276			3,276	3,538			3,538
TOTAL	17,568			17,568	39,871			39,871

I & R EXPENSES								
Salaries and Benefits								
Other Personnel Services								
Expenses								
Operating Capital Outlay								
Electronic Data Processing								
Library Resources								
Special Categories								
TOTAL I & R								