

APPENDIX C

UNIVERSITY OF NORTH CAROLINA

REQUEST FOR AUTHORIZATION TO ESTABLISH A NEW DEGREE PROGRAM

***INSTRUCTIONS:** Please submit five copies of the proposal General Administration. Each proposal should include a 2-3 page executive summary. The signature of the Chancellor is required. Proposals will be submitted electronically after January 1, 2010.*

Date: March 11, 2011

Constituent Institution: Fayetteville State University

CIP Discipline Specialty Title: Interdisciplinary Studies

CIP Discipline Specialty Number: 24.0101 Level: B X M ___ 1st Prof ___ D ___

Exact Title of the Proposed Degree: Bachelor of Science in Professional Studies

Exact Degree Abbreviation (e.g. B.S., B.A., M.A., M.S., Ed.D., Ph.D.): B.S.

Does the proposed program constitute a substantive change as defined by SACS? Yes ___ No X

a. Is it at a more advanced level than those previously authorized? Yes ___ No X

b. Is the proposed program in a new discipline division? Yes ___ No X

Proposed date to establish degree program (allow at least 3-6 months for proposal review: *month*
August *year* 2011)

Do you plan to offer the proposed program away from campus *during the first year of operation*?
Yes ___ No X

If so, complete the form to be used to request establishment of a distance education program and submit it along with this request.

i. DESCRIPTION OF THE PROGRAM

A. Describe the proposed degree program (i.e., its nature, scope, and intended audience).

The proposed Bachelor of Science in Professional Studies (B.S.P.S) is an interdisciplinary degree program that enables students to develop 21st-century skills, such as critical thinking, written and oral communication skills, knowledge of global cultures, and other related skills and knowledge that will prepare them for leadership roles and professional success in the global economy. At the same time, the program provides students the opportunity to develop an individualized program of specialized knowledge and skills consistent with their personal interests, professional goals, and previous experience. As an interdisciplinary program that utilizes existing resources, the B.S.P.S. will require no additional funding for implementation.

The B.S.P.S is designed to provide a pathway to degree completion for various groups of students such as the following:

- Students who have achieved postsecondary success by completing an associate's degree, but find it difficult to apply the credits to a traditional undergraduate degree.
- Adult learners – which comprise 40%-45% of FSU students – who frequently seek a more flexible degree than the traditional programs offered at FSU and most higher education institutions.
- Students whose personal and professional interests and goals are not met fully by an existing degree program.
- Students who wish to seek to explore questions and problems from a perspective informed by more than one traditional academic discipline.
- Students who have accumulated a significant number of credit hours at various institutions without earning a degree. Many military personnel and their dependents, because of frequent transfers, often find themselves in this situation. With FSU's proximity to Fort Bragg, this program would be especially beneficial to these students.

B. List the educational objectives of the program.

Graduates of the Bachelor of Science in Professional Student will

1. Present original written and spoken communications that display the organization, clarity, documentation, and persuasiveness, and other attributes that are essential for effective leadership in multiple professional settings.
2. Construct reasonable and effective arguments using various forms of evidence drawn from multiple sources to address practical problems and issues that arise in multiple professional settings.
3. Interpret, assess, and apply effectively statistical concepts and data in addressing practical problems and issues that arise in multiple professional settings.
4. Deepen their appreciation of the diversity of cultures, belief systems, and values to enable them to interact effectively and work cooperatively with diverse peoples in multiple professional settings.
5. Offer ethically-defensible solutions to the problems and issues that emerge in multiple professional settings.
6. Employ technical skills and synthesize advanced knowledge to solve problems in their respective areas of specialization and concentration.
7. Evaluate information, data, and ideas from multiple sources to develop solutions to problems that are unique to the student's areas of specialized study.

This program is consistent with findings regarding the needs of business. In a December 2006 survey conducted on behalf of the Association of American Colleges and Universities (AAC&U), business leaders affirmed that providing a combination of specialized skills and general skills should be the main objective for colleges and universities, 56% of respondents preferred a balance between specialized and general skills and knowledge, compared to only 22% and 11% that preferred specialized education or general education, respectively. The combination of applied knowledge and skills, general education requirements, and upper division courses provided by the B.S.P.S. will enable students to achieve a good balance of specialized and general education.

The B.S.P.S. also focuses on skills and knowledge that, according to business leaders, should receive greater emphasis by universities in preparing students for success in the global

economy. In the same survey cited above, the percentage of business leaders who cited each of the following as needing greater emphasis is indicated below:

- Oral and written communication skills – 73%
- Critical thinking and analytical reasoning skills – 73%
- Global issues and developments and their implications for the future – 72%
- Ability to solve complex problems – 64%
- Ability to work with numbers and statistics – 60%
- A sense of integrity and ethics – 56%

The B.S.P.S. also responds to recommendations of the UNC Tomorrow Report regarding global readiness, which include oral and written communication skills, critical thinking, analytical reasoning, and global awareness. To achieve these goals, all B.S.P.S. students will complete 21 hours of course work that will include courses in logic, ethics, statistics, advanced composition, two elective courses that enhance global awareness, and a capstone course in leadership and communication.

C. Describe the relationship of the program to other programs currently offered at the proposing institution, including the common use of: (1) courses, (2) faculty, (3) facilities, and (4) other resources.

Because this is an interdisciplinary program that utilizes existing resources, faculty, facilities and other resources, this program requires no new funding. All of the required courses have been established; qualified faculty members are available to teach all courses. Library resources are in place. The major impact of this program will be the more efficient uses of existing resources to develop graduates prepared for success in multiple professional settings.

D. Describe any explorations of collaborative offering of this program and the results of those explorations.

This program has been planned in collaboration with Fayetteville Technical Community College (FTCC). A dual enrollment agreement, which will enable FTCC move seamlessly from FTCC to FSU, has already been developed. (See Attachment.) This agreement can easily be revised for other NC community colleges. These agreements serve an important goal of this program, namely, to provide a useful pathway to degree completion for many students.

II. JUSTIFICATION FOR THE PROGRAM-NARRATIVE STATEMENT

A. Describe the proposed program as it relates to:

1. the institutional mission and strategic plan and response to UNC Tomorrow

The design of the proposed B.S.P.S. fits well with the mission and strategic plan of FSU. FSU's Mission Statement:

Fayetteville State University (FSU) is a public comprehensive regional university that promotes the educational, social, cultural, and economic transformation of southeastern North Carolina and beyond. The primary mission of FSU is to provide students with the highest quality learning experiences that will produce global citizens and leaders as change agents for shaping the future of the State. Awarding degrees at the baccalaureate and master's levels, and the doctorate in educational leadership, FSU offers programs in teacher education, the arts and sciences, health professions, business and economics, and unique and emerging fields. FSU is an

institution of opportunity and diversity. Committed to excellence in teaching, research, scholarship, and service, the university extends its services and programs to the community, including the military, and other educational institutions throughout North Carolina, the nation, and the world.

This proposed program serves this mission in several important ways. The program “promotes the educational, social, cultural, and economic transformation of southeastern North Carolina and beyond” by enabling adult learners to earn a baccalaureate degree that focuses specifically on 21st-century skills. These graduates will have skills and knowledge that meet the needs of many types of employers; they will be able to assume leadership roles in business and society; and many will become innovators and entrepreneurs who can help transform the region.

The proposed program supports the recommendations of UNC Tomorrow and the FSU Strategic Plan, 2009 – 2014. The core requirements of the major focus explicitly on global readiness skills, including written and oral communication skills, critical thinking, and leadership skills. By expanding access to higher education for adult learners, the B.S.P.S. will enable more North Carolina citizens to earn baccalaureate degrees. Moreover, the program promotes collaborations and partnerships with North Carolina Community Colleges.

The proposed program supports the goal of both UNC and FSU to increase the number of transfer students from community college by providing a pathway to a baccalaureate degree for students with transfer credits from multiple institutions or who have earned associate degrees. The program also provides an alternative for students whose interests and professional goals cannot be met fully by existing degree programs or who seek to explore questions and issues from a perspective that combines multiple perspectives. The combination of technical and specialized courses, along with the core professional core courses, will prepare graduates for success in many professions work effectively in a variety of organizations and businesses.

2. student demand

An online survey about this program was conducted in the spring semester 2010. Students and faculty at Fayetteville State University and Fayetteville Technical Community College were invited to participate. The survey yielded 147 respondents, of whom 128 (87%) identified themselves as students, 17 (12%) as advisors, and 2 (1%) as prospective employers.

In response to the question, “Will this program support the success the graduates in multiple roles in many different professions?” 135 of 146 (92%) responded “yes.”

In response to the question, “Will you consider enrolling in this program, advising others to enroll in this program, or hiring a graduate from this program?” 111 of 145 (77%) responded “yes.”

In response to the question, “Will this program provide a useful pathway to a four-year degree for students who may not otherwise have such an opportunity?” 133 of 146 (92%) responded “yes.”

3. societal need (For graduate, first professional, and baccalaureate professional

programs, cite manpower needs in North Carolina and elsewhere.)

One of the greatest needs in North Carolina is to increase the number of adults who hold a baccalaureate degree. The Lumina Foundation quotes a recent analysis of occupation data and workforce trends in North Carolina by the Georgetown University Center on Education and the Workforce, which shows that by 2018, 59 percent of North Carolina's jobs will require postsecondary education by 2018. One strategy for developing the college-educated workforce essential for the state's future prosperity, the Lumina Foundation suggests, is to help adult learners with some college credit to earn a degree. The B.S.P.S. provides a useful pathway to a degree for these students. If increasing the number of college graduates is important for North Carolina as a whole, it is especially so for FSU's service region. In Cumberland and surrounding counties, the percentage of adults with a higher education degree ranges from 19% to 33%, which is lower than the percentage for the state (37%) and the nation (38%).

Source: http://www.luminafoundation.org/state_data/north_carolina_more.html accessed on February 15, 2011.

- 4. impact on existing undergraduate and/or graduate academic programs of your institution. (e.g., Will the proposed program strengthen other programs? Will it stretch existing resources? How many of your programs at this level currently fail to meet Board of Governors' productivity criteria? Is there a danger of proliferation of low-productivity degree programs at the institution?)**

The B.S.P.S. will not have a negative impact on existing programs at FSU because it serves student population that would not be able to complete other degree programs without extensive additional course work. Since the program relies exclusively on existing courses, it will supplement enrollment in many different areas. In view of the uniqueness of this program, we have no other degree program that would enable us to project potential enrollment. Based on feedback from community colleges, we are confident that this program will be attractive to community college graduates with an A.A.S. degree. Moreover, the B.S.P.S. will enable transfer students with a significant number of transfer hours to apply their credits toward a degree and thereby reduce their chances of being charged the tuition surcharge, which is now 50% for hours over 140. The B.S.P.S. will also be an attractive alternative for adult learners who desire a program that can be adapted to their individual academic and professional goals. With their focus on 21st-century skills, the core requirements will ensure that all graduates have marketable skills for employment or further study.

B. Discuss potential program duplication and program competitiveness.

- 1. Identify similar programs offered elsewhere in North Carolina. Indicate the location and distance from the proposing institution. Include a) public and b) private institutions of higher education.**
- a. According to the UNC-GA website, a number of the UNC campuses offer undergraduate degree programs in Interdisciplinary Studies, Multidisciplinary Studies, Liberal Studies, or Special Studies. All of these programs provide alternative degree paths for students for whom existing degree programs do not meet their intellectual or professional goals. These programs are listed below.

University	CIP Code	Program
UNCA	240101	Interdisciplinary Studies
WSSU	240101	Interdisciplinary Studies
UNCG	240101	Special Programs in Liberal Studies
NCAT	240101	Liberal Studies
WCU	240101	Special Studies
UNC CH	240101	Interdisciplinary Studies
ECU	240101	Multidisciplinary Studies
NCSU	240101	Interdisciplinary Studies
ASU	240101	Interdisciplinary Studies

- b. Private institutions – A number of private colleges and universities in North Carolina have largely adopted the concept of offering students the opportunity to create their own interdisciplinary degree program.

University	Name of Program
Bennett College	Interdisciplinary Studies
Brevard College	Interdisciplinary Studies
Catawba College	Interdisciplinary Studies
Davidson College	Interdisciplinary Studies
Duke University	Interdisciplinary Studies
Wake Forest University	Interdisciplinary Studies
Greensboro College	Interdisciplinary Studies
Guilford College	Interdisciplinary Studies
High Point University	Interdisciplinary Studies
Lees-McRae College	Interdisciplinary Studies
Meredith College	Interdisciplinary Studies
Pfeiffer University	Interdisciplinary Studies
Salem College	Interdisciplinary Studies
Warren Wilson College	Interdisciplinary Studies
Wingate College	Interdisciplinary Studies

2. **Indicate how the proposed new degree program differs from other programs like it in the University. If the program duplicates other UNC programs, explain a) why is it necessary or justified and b) why demand (if limited) might not be met through a collaborative arrangement (perhaps using distance education) with another UNC institution. If the program is a first professional or doctoral degree,**

compare it with other similar programs in public and private universities in North Carolina, in the region, and in the nation.

The FSU proposed B.S.P.S. is similar to programs at other UNC institutions in that it provides flexibility, especially to adult learners, addresses the professional and personal goals of students that are not met by existing programs, and provides a means for degree completion for community college A.A.S. degree recipients. The BA in Liberal Studies at North Carolina A&T, for example, provides eight concentrations and is tailored to meet students' unique needs and enables them to explore many disciplines and career areas. The interdisciplinary studies program at Winston Salem State University serves adult students, in particular, who seek a broad, more flexible degree program to help them to advance or become more established in their careers, to meet requirements for an advanced degree, or to improve their understanding of the world around them. At East Carolina University, the BA in Industrial Technology is designed specifically for students who have completed an A.A.S. degree at a community college. At Appalachian State University, students may choose the Individually-Designed concentration and work with an adviser to select courses that integrate several areas of study to achieve their academic goals. Students can also choose a pre-designed interdisciplinary major concentration in American Studies, Environmental Policy and Planning, Internet Studies, Labor Studies, or Liberal Studies: Modern. North Carolina State University offers an interdisciplinary Self-Design major program exists to allow undergraduate students to design a major in an area of academic interest that crosses disciplinary boundaries

The prevalence of these programs at other UNC institutions is evidence of a need for a flexible program that can serve students' career and personal goals.

Yet, FSU's proposed program is unique and distinctive because of its focus on global readiness skills and knowledge in the core requirements. All students, regardless of area of emphasis, will develop professional skills by completing courses in of logic, ethics, statistics, two courses in global cultures, and a capstone course in leadership and communication. The program will provide university-level instruction in an area of emphasis that builds upon the knowledge base developed in the associate degree.

The B.S.P.S., moreover, meets the needs of students who must attend an institution in close geographical proximity to their place of residence. Many prospective students are residents of Cumberland or adjacent Counties and attended a nearby community and because of proximity. Such students are more likely to complete a degree if they can do so in proximity to their homes. The B.S.P.S. will also enhance FSU's service to military personnel and their dependents, many of whom seek to attend an institution in close proximity to Fort Bragg. Such students often attend various institutions and accumulate academic credits that cannot easily be applied to more traditional degree program. The B.S.P.S. will provide a means for applying their credits toward a degree that will enhance their professional skills and knowledge.

The strong and positive relationship FSU has developed with North Carolina Community Colleges, especially Fayetteville Technical Community College (FTCC), provides another important reason for its approval. Fayetteville State University has established numerous dual enrollment agreements with these institutions. This agreement is extremely helpful to students looking to transfer to a four-year degree program. We also have community college counselors who regularly visit North

Carolina community colleges to recruit and advise students wishing to transfer. We also offer teleconferencing and face-to-face courses on some community college campuses to better meet the needs of students.

C. Enrollment (baccalaureate programs should include only upper division majors, juniors and seniors).

Use the format in the chart below to project your enrollment in the proposed program for four years and explain the basis for the projections:

In the nine other UNC institutions which offer programs similar to the BSPS, the number of degrees conferred has increased from 220 in 2006-07 to 299 in 2009-10. (Source UNC General Administration website on “Enrollment and Degrees Conferred.”) The number of degrees conferred indicates that interdisciplinary programs of this type serve a need. Moreover, Fayetteville Technical Community College has confirmed that the BPS will provide a very good opportunity for their graduates. The increased number of military personnel will also likely find the BPS an attractive degree program. Based on these factors it is reasonable to estimate enrollment as identified below.

	Year 1 (2011- 12)	Year 2 (2012 - 2013)	Year 3 (2013 - 2014)	Year 4 (2014 - 2015)
Full-time	5	10	15	20
Part-time	10	20	30	40
TOTALS	15	30	45	60

Please indicate the anticipated steady-state headcount enrollment after four years:

Full-time 20 Part-time 50 Total 70

SCH production (upper division program majors, juniors and seniors *only*, for baccalaureate programs).

Use the format in the chart below to project the SCH production for four years. Explain how SCH projections were derived from enrollment projections (see UNC website for a list of the disciplines comprising each of the four categories).

The chart below is based on full time students taking 15 credit hours and part time students taking 9 credit hours. It is estimated that 75% of student credit hours will be in category I, with the remainder in category 2.

Year 1	Student Credit Hours

Program Category	UG	Masters	Doctoral
Category I	126		
Category II	39		
Category III			
Category IV			

Year 2	Student Credit Hours		
Program Category	UG	Masters	Doctoral
Category I	255		
Category II	75		
Category III			
Category IV			

Year 3	Student Credit Hours		
Program Category	UG	Masters	Doctoral
Category I	375		
Category II	120		
Category III			
Category IV			

Year 4	Student Credit Hours		
Program Category	UG	Masters	Doctoral
Category I	500		
Category II	160		
Category III			

Category IV			
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III. PROGRAM REQUIREMENTS AND CURRICULUM

A. Program Planning

- 1. List the names of institutions with similar offerings regarded as high quality programs by the developers of the proposed program.**

The planners reviewed the programs at UNC institutions as high quality examples of interdisciplinary programs for the purpose of ensuring that the program has unique and distinctive features.

- 2. List other institutions visited or consulted in developing this proposal. Also discuss or append any consultants' reports, committee findings, and simulations (cost, enrollment shift, induced course load matrix, etc.) generated in planning the proposed program.**

This proposed program has undergone significant revisions as a result of reviews of other programs and feedback from community college colleagues, students, and faculty. Programs at the following universities were reviewed while developing earlier versions of the proposal: Wayne State University, Ohio University, University of Nebraska at Omaha, University of North Carolina Greensboro, North Carolina A&T, Western Carolina University, and Appalachian State University. We have worked especially closely with Fayetteville Technical Community College in developing this proposal.

A number of items were considered in the review of other programs. The number of total courses required was considered along with the number of Areas of Emphasis. Also under consideration was a program that gives the student the freedom to shape their own learning experience. Finally, consideration was given to accommodation of both the number of transfer credits and the diversity of those credits. The required core of the B.S.P.S. was established based on the findings of the UNC Tomorrow Report.

B. Admission. List the following:

- 1. Admissions requirements for proposed program (indicate minimum requirements and general requirements).**

Applicants must meet all requirements for admission to Fayetteville State University and must have a GPA of 2.0 to be admitted and retained in the B.S.P.S. program.

- 2. Documents to be submitted for admission (listing or sample)**

For admission to Fayetteville State University, applicants must submit:

- FSU application for admission with \$35.00 application fee.
- submission of an official copy of the high school transcript;
- submission of SAT scores (first-time students only)
- an official transcript for each college or university attended (for transfer students)
- personal statement.

C. Degree requirements. List the following:

1. **Total hours required.** 123
General Education: 45
Core Courses for the Major: 21
Concentration for the Major: 42
Electives (at the 300- or 400-level): 15
2. **Proportion of courses open only to graduate students to be required in program (graduate programs only)**

NA

3. **Grades required**

A minimum GPA of 2.0 is required for admission and retention into this program.

4. **Amount of transfer credit accepted**

60 credits will normally be the maximum transferred from a community college; The maximum credits transferred from a four-year institution will normally be 90.

5. **Other requirements (e.g. residence, comprehensive exams, thesis, dissertation, clinical or field experience, "second major," etc.)**

Students must earn a minimum GPA of 2.0 to complete the degree.

All graduates must meet the residency requirement, which requires student to earn the last 25% of the credits toward the degree at FSU.

6. **Language and/or research requirements**

None

7. **Any time limits for completion**

None

D. List existing courses by title and number and indicate (*) those that are required. Include an explanation of numbering system. List (under a heading marked "new") and describe new courses proposed.

**Bachelor of Science in Professional Studies (B.S.P.S.)
 Program Requirements, 123 Credits**

University College Core Curriculum - 45 Credits

UNIV 101-102/110	Freshman Seminar/University Studies ¹	2
PHIL 110	Critical Thinking ²	3

ENGL 110-120	English Composition I and II	6
SPEE 200	Introduction to Speech	3
MATH 123	College Algebra or higher level	3
MATH	Elective	3
Natural Sciences	Two courses with laboratory for each	8
Social Sciences	One course	3
Humanities/Fine Arts	One courses	3
Physical Education	Two activity courses or Health Education	2
Restricted electives	Three courses from social sciences, humanities and fine arts, or foreign languages	9
	Total	45

¹For transfer students with 30 or more transfer credits, UNIV 110 (2 credits) is waived, thus increasing free electives.

²For students with 60 or more transfer credits or an Associate's degree, UNIV 110 (2 credits) and PHIL 110 (3 credits) are waived, thus increasing free electives.

Major Requirements – 78 Credits

Core Requirements for the Major – 21 Credits

PHIL 220	Introduction to Logic or approved equivalent	3
STAT 202	Basic Probability and Statistics or approved equivalent	3
ENGL 341	Advanced Composition or approved equivalent	3
PHIL 320	Ethics or approved equivalent	3
Global Awareness	Two 300- or 400-level courses that promote global awareness	6
MGMT 490	Communication and Leadership – capstone course	3
	Total	21

Concentration – 42 Credits

Student will develop a concentration in consultation with an advisor to meet the student's prior experience and professional goals and interests. A concentration will usually fit one of the following designs. **All proposed concentrations must be approved by the BS in Professional Studies Advisory Committee.**

- a. Combination of existing programs – A student, with guidance from a faculty advisor, combines two existing majors or minors to develop a program that meets a personal or professional interest.
- b. Thematic – A student, with guidance from a faculty advisor, develops a set of courses from multiple disciplines linked thematically that enable the student to pursue an area of interest that is not addressed effectively by any existing major or combination of majors/minors.
- c. Applied/Technical – For students who have earned an associate's degree, a maximum of 42 credits (with a grade of C or better) will apply to the concentration requirement. Students who propose

this concentration will work with an advisor to ensure that the restricted electives below complement and reinforce the area of applied/technical skills.

Restricted Electives – 15 Credits at the 300- and 400 level

Other Program Requirements:

1. At least 45 credits in the program must be earned at the 300- or 400-level at FSU. (Approval to waive this requirement may be made for students pursuing applied/technical concentration by the BSPS Advisory Committee.) Note: It may be impossible to ensure AAS transfer students earn 45 credits at 300-400 level; hence this provision.
2. Student must earn a C or better in all classes that serve major requirements, to include electives.
3. Students will receive transfer credits only for courses in which they earned a final grade of C or better; transfer credit will not be awarded for developmental/remedial courses.
4. For students who have earned an associate's degree, a maximum of 60 credits will be applied to the program. These credits will be applied to the core curriculum and the concentration. Additional transfer credits may be awarded with approval from the B.S. in Professional Studies Advisory Committee.

IV. FACULTY

- A. List the names of persons now on the faculty who will be directly involved in the proposed program. Provide complete information on each faculty member's education, teaching experience, research experience, publications, and experience in directing student research, including the number of theses and dissertations directed for graduate programs. The official roster forms approved by SACS can be submitted rather than actual faculty vita.**

In view of the interdisciplinary nature of this program, it will be administered through the University College. Advisors in the Transfer and Advisement Center, housed within University College, will advise students in the program, both those who are dually enrolled and students in their first semester at FSU. The B.S. in Professional Studies Coordinating Committee, comprised from faculty from each school/college, will monitor the progress and advise the dean of university college. The members of the committee are:

Dr. Carolyn Jewell, Assistant Professor of Business Education (SACS faculty roster attached)
Dr. Trela Anderson, Assistant Professor of English (SACS faculty roster attached)
Dr. Jose Franco-Rodriguez, Associate Professor of Spanish (SACS faculty roster attached.)
Dr. Patrick Larkin, Associate Professor of Finance (SACS faculty roster attached)
Dr. Gregory Rich, Professor of Philosophy (SACS faculty roster attached.)
Dr. Bee Yew, Assistant Professor of Management (SACS faculty roster attached.)

Representative faculty who will teach core courses for the major.

Dr. Yufang Bao, Assistant Professor of Mathematics (Statistics) (SACS roster attached)
Dr. Gregory Rich, Professor of Philosophy (Logic and Ethics) (SACS faculty roster attached)
Dr. Radoslav Nickolov, Associate Professor of Mathematics, (Statistics) (SACS roster attached)
Dr. Sonya Brown, Assistant Professor of English, (Advanced Composition) (SACS roster attached)
Dr. Blanche Radford-Curry, Professor of Philosophy, (Ethics) (SACS faculty roster attached)

- B. Estimate the need for new faculty for the proposed program over the first four years. If the teaching responsibilities for the proposed program will be absorbed in part or in whole by the present faculty, explain how this will be done without weakening existing programs.**

No new faculty will be needed for this program in the first four years. The program will help boost enrollment in courses that are already taught on a regular basis at FSU.

- C. If the employment of new faculty requires additional funds, please explain the source of funding.**

NA

- D. Explain how the program will affect faculty activity, including course load, public service activity, and scholarly research.**

With the exception of increased enrollment in already existing individual courses, this program will have no significant impact on faculty activity.

V. LIBRARY

- A. Provide a statement as to the adequacy of present library holdings for the proposed program.**

As an interdisciplinary program, the B.S.P.S. requires no new library resources. Existing library holdings for current programs are adequate for this program.

- B. State how the library will be improved to meet new program requirements for the next five years. The explanation should discuss the need for books, periodicals, reference material, primary source material, etc. What additional library support must be added to areas supporting the proposed program?**

The strengthening of library resources for other programs will be sufficient to support the growth of the B.S.P.S. program.

- C. Discuss the use of other institutional libraries**

Through the UNC Coastal Carolina Library Consortium, students in the B.S.P.S. program will be able to utilize the resources of UNC-Pembroke and UNC-Wilmington as well as those of FSU. Through inter-library loan resources, students will be able to access resources from many different libraries in the state.

VI. FACILITIES AND EQUIPMENT

- A. Describe facilities available for the proposed program.**

FSU has sufficient classroom space for classes and offices for faculty. Some courses will require computer lab usage. FSU has sufficient computer laboratory space to accommodate student needs.

- B. Describe the effect of this new program on existing facilities and indicate whether they will be adequate, both at the commencement of the program and during the next decade.**

All current facilities will be adequate for the program, both at its commencement and during the next decade.

- C. Discuss any information technology services needed and/or available**

Blackboard and other web resources will be utilized for the majority of the courses. FSU already has sufficient resources to serve this program.

- D. Discuss sources of financial support for any new facilities and equipment**

The program can be supported fully through existing facilities and equipment.

VII. ADMINISTRATION

Describe how the proposed program will be administered, giving the responsibilities of each department, division, school, or college. Explain any inter-departmental or inter-unit administrative plans. Include an organizational chart showing the "location" of the proposed new program.

In view of the interdisciplinary nature of this program, it will be administered through the University College. Advisors in the Transfer and Advisement Center, housed within University College, will advise students in the program, both those who are dually enrolled and students in their first semester at FSU. The B.S. in Professional Studies Coordinating Committee, comprised from faculty from each school/college, will monitor the progress and advise the dean of university college.

VIII. ACCREDITATION

Indicate the names of all accrediting agencies normally concerned with programs similar to the one proposed. Describe plans to request professional accreditation. If the proposed new degree program is at a more advanced level than those previously authorized or if it is in a new discipline division, was SACS notified of a potential "substantive change" during the planning process? If so, describe the response from SACS and the steps that have been taken to date with reference to the applicable procedure.

NA

IX. SUPPORTING FIELDS

Are other subject-matter fields at the proposing institution necessary or valuable in support of the proposed program? Is there needed improvement or expansion of these fields? To what extent will such improvement or expansion be necessary for the proposed program?

X. ADDITIONAL INFORMATION

Include any additional information deemed pertinent to the review of this new degree program proposal.

XI. BUDGET

Provide estimates (using the attached form) of the additional costs required to implement the program and identify the proposed sources of the additional required funds. *Use SCH projections (section II.C.) to estimate new state appropriations through enrollment increase funds.* Prepare a

budget schedule for each of the first four years of the program, indicating the account number and name for all additional amounts required. Identify EPA and SPA positions immediately below the account listing. New SPA positions should be listed at the first step in the salary range using the SPA classification rates currently in effect. Identify any larger or specialized equipment and any unusual supplies requirements.

For the purposes of the second and third year estimates, project faculty and SPA position rates and fringe benefits rates at first year levels. *Include the continuation of previous year(s) costs in second and third year estimates.*

Additional state-appropriated funds for new programs may be limited and in recent years have been almost non-existent. Except in exceptional circumstances, institutions should request such funds for no more than three years (e.g., for start-up equipment, new faculty positions, etc.), at which time enrollment increase funds should be adequate to support the new program. Therefore it will be assumed that requests (in the "New Allocations" column of the following worksheet) are for one, two, or three years unless the institution indicates a continuing need and attaches a compelling justification. However, funds for new programs are more likely to be allocated for limited periods of time if available at all.

SUMMARY OF ESTIMATED ADDITIONAL COSTS FOR PROPOSED PROGRAM

INSTITUTION Fayetteville State University DATE February 15, 2011

Program (CIP, Name, Level) 24.0101, Professional Studies (undergraduate)

Degree(s) to be Granted B.S. Program Year 2011-12

ADDITIONAL FUNDS REQUIRED - BY SOURCE

	Reallocation of Present Institutional Resources	Enrollment Increase Funds	Federal Other (Identify)	New Allocations	Total
101 Regular Term Instruction					
1210 SPA Regular Salaries (Identify positions)	\$ _____ (_____) (_____)	\$ _____ (_____) (_____)	\$ _____ (_____) (_____)	\$ _____ (_____) (_____)	\$ _____ (_____) (_____)
1310 EPA Academic Salaries 50% Release time for Coordinator	\$ <u>37,600</u> (_____) (_____)	\$ _____ (_____) (_____)	\$ _____ (_____) (_____)	\$ _____ (_____) (_____)	\$ _____ (_____) (_____)
1810 Social Security	\$ <u>2,876</u>	\$ _____	\$ _____	\$ _____	\$ _____
1820 State Retirement	\$ <u>4,286</u>	\$ _____	\$ _____	\$ _____	\$ _____
1830 Medical Insurance	\$ <u>2,465</u>	\$ _____	\$ _____	\$ _____	\$ _____
2000 Supplies and Materials (Identify)	\$ _____ (_____) (_____)	\$ _____ (_____) (_____)	\$ _____ (_____) (_____)	\$ _____ (_____) (_____)	\$ _____ (_____) (_____)
3000 Current Services (Identify)	\$ _____ (_____) (_____)	\$ _____ (_____) (_____)	\$ _____ (_____) (_____)	\$ _____ (_____) (_____)	\$ _____ (_____) (_____)
4000 Fixed Charges (Identify)	\$ _____ (_____) (_____)	\$ _____ (_____) (_____)	\$ _____ (_____) (_____)	\$ _____ (_____) (_____)	\$ _____ (_____) (_____)
5000 Capital Outlay (Equipment)(Identify)	\$ _____ (_____)	\$ _____ (_____)	\$ _____ (_____)	\$ _____ (_____)	\$ _____ (_____)

	(_____)	(_____)	(_____)	(_____)	(_____)
	(_____)	(_____)	(_____)	(_____)	(_____)
TOTAL - Regular Term Instruction	\$_____	\$_____	\$_____	\$_____	\$_____

151 Libraries

(Identify accounts)	\$_____	\$_____	\$_____	\$_____	\$_____
	(_____)	(_____)	(_____)	(_____)	(_____)
	(_____)	(_____)	(_____)	(_____)	(_____)
	(_____)	(_____)	(_____)	(_____)	(_____)
	(_____)	(_____)	(_____)	(_____)	(_____)
TOTAL – Libraries	\$_____	\$_____	\$_____	\$_____	\$_____
TOTAL ADDITIONAL COSTS	\$ <u>47,227</u>	\$_____	\$_____	\$_____	\$_____

Note: Accounts may be added or deleted as required.

I. EVALUATION PLANS

All new degree program proposals must include an evaluation plan which includes: (a) the criteria to be used to evaluate the quality and effectiveness of the program, (b) measures to be used to evaluate the program), (c) expected levels of productivity of the proposed program for the first four years of operation (number of graduates), (d) the names, addresses, e-mail addresses, and telephone numbers of at least three persons (six reviewers are needed for graduate programs) qualified to review this proposal and to evaluate the program once operational, and (e) the plan and schedule to evaluate the proposed new degree program prior to the completion of its fifth year of operation once fully established.

PROGRAM EVALUATION FORMAT

- A. Criteria to be used to evaluate the proposed program:
 1. Number of students enrolled in program will be at least equivalent to projected enrollment.
 2. Number of graduates will be at least equivalent to projected number in proposal.
 3. Retention and graduation rates of students will exceed the average for the university
 4. Student surveys will show levels of student satisfaction and engagement that exceed averages for the university
 5. Students will demonstrate through multiple assessments that they are achieving the learning outcomes of the program.
 6. Graduates are employed in professional positions at levels at least equivalent to with other degree programs.
 7. Graduates report on surveys that the B.S.P.S. prepared them well for their profession or graduate school.
 8. Employers express high levels of satisfaction with graduates from the program.

- B. Measures to be used to evaluate the program:
1. Enrollment
 2. Graduates
 3. Retention and graduation rates
 4. Student Surveys – Graduating Senior Survey, the National Survey of Student Engagement
 5. Learning outcomes assessment, including the Collegiate Learning Assessment
 6. Employment rates of graduates
 7. Alumni surveys
 8. Employers’ surveys

- C. Projected productivity levels (number of graduates):

<u>Level</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>TOTALS</u>
B	0	2	5	8	15
M	_____	_____	_____	_____	_____
I/P	_____	_____	_____	_____	_____
D	_____	_____	_____	_____	_____

(Key: B-Bachelor's, M-Master's, I/P-Intermediate or Professional, D-Doctoral)

- D. Recommended consultant/reviewers: Names, titles, addresses, e-mail addresses, and telephone numbers. May not be employees of the University of North Carolina.

Dr. Helen Gift, Coordinator of Integrated Studies Major
 Brevard College
 Brevard, North Carolina
 828-884-8319
hgift@brevard.edu

Dr. Barbara Tansey
 Vice President for Academic and Student Services
 Fayetteville Technical Community College
 Fayetteville, North Carolina
 910-678-8307
tanseyb@faytechcc.edu

Mr. Marcus Cox
 Fayetteville Market President
 Bank of America
 421 Fayetteville Street
 Raleigh, NC 27601

- E. Plan for evaluation prior to fifth operational year
1. Fayetteville State University has established a process for annual planning and assessment, “Operational Plans and Assessment Reports (OPARS).” This process

includes setting goals, assessing the extent to which goals have been achieved, and using results for improvement. As part of the annual OPAR process, the program will be evaluated on the basis of number of majors, number of graduates, retention and graduation rates, student surveys, learning outcomes assessments, and feedback from graduates and employers of graduates.

2. The number of majors and graduates will be reviewed each year to determine if enrollment and graduates are consistent with projections offered in this proposal. If not, a plan for increasing enrollment will be implemented.

II. **REPORTING REQUIREMENTS**

Institutions will be expected to report on program productivity after one year and three years of operation. This information will be solicited as a part of the biennial long-range planning revision.

Proposed date of initiation of proposed degree program: August 2011

This proposal to establish a new degree program has been reviewed and approved by the appropriate campus committees and authorities.

Chancellor: _____