

BACCALAUREATE PROPOSAL APPLICATION

Form No. BAAC-02

Section 1007.33(5)(d), Florida Statutes (F.S.), and Rule 6A-14.095, Florida Administrative Code (F.A.C.), outline the requirements for Florida College System baccalaureate program proposals. The completed proposal form, incorporated in Rule 6A-14.095, F.A.C., Site Determined Baccalaureate Access, shall be submitted by the college president to the chancellor of the Florida College System at ChancellorFCS@fldoe.org.

CHECKLIST

The proposal requires completion of the following components:

- ☐ Institution Information
- ☐ Program summary
- ☐ Program description
- ☐ Workforce demand, supply, and unmet need
- ☐ Student costs: tuition and fees
- ☐ Enrollment projections and funding requirements
- ☐ Planning process
- ☐ Program implementation timeline
- ☐ Facilities and equipment specific to program area
- ☐ Library and media specific to program area
- ☐ Academic content
- ☐ Program termination
- ☐ Supplemental materials

FLORIDA COLLEGE SYSTEM INSTITUTION INFORMATION

Institution Name.	Tallahassee State College
Institution President.	Jim Murdaugh, PhD

PROGRAM SUMMARY

1.1	Program name.	Management Analytics
1.2	Degree type.	☐ Bachelor of Science ☒ Bachelor of Applied Science
1.3	How will the proposed degree program be delivered? (check all that apply).	☐ Face-to-face (F2F) (Entire degree program delivered via F2F courses only) ☐ Completely online (Entire degree program delivered via online courses only) ☒ Combination of face-to-face/online (Entire degree program delivered via a combination of F2F and online courses)
1.4	Degree Classification of Instructional Program (CIP) code (6-Digit).	30.7102
1.5	Anticipated program implementation date.	Spring 2026
1.6	What are the primary pathways for admission to the program? Check all that apply.	☒ Associate in Arts (AA) ☒ Associate in Science (AS) ☐ Associate in Applied Science (AAS) If you selected AS/AAS, please specify the program: A.S. in Business
1.7	Is the degree program a STEM focus area?	☐ Yes ☒ No
1.8	List program concentration(s) or track(s) (if applicable).	Click or tap here to enter text.

PROGRAM DESCRIPTION

2.1 This section will serve as an **executive summary of this proposal**. We recommend providing an abbreviated program description including but not limited to: the program demand current supply, and unmet need in the college's service district; primary pathways to program admission; overview of program curriculum; career path and potential employment opportunities; and average starting salary. Throughout the proposal, please include in-text references to the supplemental materials for reviewers to reference. We encourage approximately 500 words for a sufficient description.

Tallahassee State College proposes a Bachelor of Applied Science degree in Management Analytics to address a regional workforce need for skilled professionals in data-driven decision-making and strategic business operations. The Tallahassee region is experiencing a growing demand for professionals skilled in management analytics, driven by the increasing reliance on data-informed decision-making across public, private, and nonprofit sectors. According to the Florida Department of Commerce, management analyst roles are listed as high-skill, high-wage occupations in regional demand for 2025–2026. Despite this need, there is a limited supply of local bachelor's degree programs focused on management analytics, creating a clear gap in the talent pipeline.

According to the Florida Department of Commerce's 2025-2026 Regional Demand Occupations List, several occupations aligned with this degree are in high demand within the College's service district including Management Analysts, Operations Research Analysts and Financial Analysts. All three occupations are considered high skill and high wage. The average salaries for these positions range from approximately \$38,147 to \$60,032. The current supply of qualified professionals does not meet the regional demand with a total unmet need of 550 graduates per year. This program is designed to address that gap. (see Tables 3.1.1-3.1.4)

The primary pathways to admission will be the completion of an Associate of Arts (AA) or Associate of Science (AS) degree, allowing for a seamless transition for students from existing programs such as Business Administration. Students will also be able to transition from the AS in Accounting Technology or Data Science. This structure supports upward mobility and aligns with the College's mission to serve local workforce needs.

The program curriculum and content are developed in full compliance with Florida Statutes, including Section 1007.25, which outlines requirements for general education, civic literacy, and curriculum standards. The curriculum is aligned with the statewide course numbering system and avoids content prohibited under current legislative guidelines. Furthermore, the curriculum emphasizes both analytical and leadership competencies. Students engage in hands-on learning through case studies, simulations, and project-based assignments designed to mirror real-world challenges.

Graduates will be prepared for careers in:

- Management Consulting
- Operations Research
- Financial Analysis

By offering this program, Tallahassee State College will help meet a critical workforce need while providing students with a pathway to high-wage, high-growth careers that contribute to the economic vitality of the region.

WORKFORCE DEMAND, SUPPLY, AND UNMET NEED

3.1 Describe the workforce demand, supply, and unmet need for graduates of the program that incorporates, at a minimum, the shaded information from Sections 3.1.1 to 3.1.4. For proposed programs without a listed Standard Occupational Classification (SOC) linkage, provide a rationale for the identified SOC code(s). If using a SOC that is not on the CIP to SOC crosswalk, please justify why the SOC aligns with the baccalaureate program.

Graduates of the Bachelor of Applied Science in Management Analysis at Tallahassee State College (TSC) will be prepared for a wide range of high demand careers in the fields of management consulting, operations research, and financial analysis. This degree will prepare graduates specifically for employment in target occupations with average salaries for these positions range from approximately \$38,147 to \$60,032 (see Tables 3.1.1 and 3.1.1).

The Florida Department of Commerce reports a workforce outlook locally for careers in the occupations for management analytics, operations research, and financial analytics to have 550 job openings. The total annualized salary is \$49,254. (Table 3.1.1).

Currently, neither Florida State University nor Florida A&M University offers a bachelor's degree specifically focused on management analysis, leaving a gap in the local talent pipeline. The total unmet need is 550 graduates per year in TSC's service district as illustrated in tables 3.1.1-3.1.4.

The proposed program will equip students with technical and analytical skills needed to succeed in emerging business roles that combine data science, strategic planning, and operational efficiency. The curriculum aligns with the SOC codes listed above, which are included in the CIP-to-SOC crosswalk and reflect the competencies developed through the program. The proposed Bachelor of Applied Science in Management Analytics will directly address this workforce need by equipping students with the analytical, strategic, and leadership skills essential for success in today's data-driven economy.

DEMAND: FLORIDA DEPARTMENT OF ECONOMIC OPPORTUNITY (DEO) EMPLOYMENT PROJECTIONS

3.1.1 The Excel spreadsheet below is set up with predefined formulas. To activate the spreadsheet, right click within the spreadsheet, go to "Worksheet Object", and then "Open". To exit, save any changes and exit out of the spreadsheet. Alternatively, double click anywhere on the table. To exit the spreadsheet, single click anywhere outside of the table.

CLICK [HERE](#) FOR INSTRUCTIONS FOR COMPLETING THE DEMAND SECTION

Occupation			Number of Jobs				Salary		Education Level	
Name/Title	SOC Code	County/ Region	2024	2032	**Level Change	***Total Job Openings	Average Hourly Wage	Annualized Salary	FL	BLS
Management Analysts	13-1111	5	6613	6465	-2.24	4060	23.55	\$ 48,984	B	B
Financial and Investment Analysts	13-2051	5	322	324	0.62	164	29.15	\$ 60,632	B	B
Operations Research Analysts	15-2031	5	385	377	-2.08	175	18.34	\$ 38,147	B	B
								\$ -		
								\$ -		
								\$ -		
								\$ -		
								\$ -		
								\$ -		
								\$ -		
								\$ -		
					Total	550	\$ 23.68	\$ 49,254		

*Please replace the “Base Year” and “Projected Year” headers with the years reflected in the projections portal (e.g., Base Year is 2019, Projected Year is 2027).

**Please note that the “Level Change” column in Table 3.1.1 corresponds to the “Percent Growth” employment projections data produced by the DEO.

***Please note that the “Total Job Openings” columns is preset to be divided by 8.

DEMAND: OTHER ENTITY INDEPENDENT OF THE COLLEGE – (LIST NAME OF OTHER ENTITY HERE)

3.1.2 The Excel spreadsheet below is set up with predefined formulas. To activate the spreadsheet, right click within the spreadsheet, go to “Worksheet Object”, and then “Open”. To exit, save any changes and exit out of the spreadsheet. Alternatively, double click anywhere on the table. To exit the spreadsheet, single click anywhere outside of the table.

Occupation			Number of Jobs				Salary		Education Level	
Name/Title	SOC Code	County/ Region	*Base Year	*Projected Year	Level Change	Total Job Openings	Average Hourly Wage	Annualized Salary	FL	BLS
								\$ -		
								\$ -		
								\$ -		
								\$ -		
								\$ -		
								\$ -		
								\$ -		
								\$ -		
								\$ -		
								\$ -		
								\$ -		
					Total	0				

*Please replace the “Base Year” and “Projected Year” headers with the corresponding years reported.

SUPPLY: NATIONAL CENTER FOR EDUCATION STATISTICS, IPEDS

3.1.3 The Excel spreadsheet below is set up with predefined formulas. To activate the spreadsheet, right click within the spreadsheet, go to “Worksheet Object”, and then “Open”. To exit, save any changes and exit out of the spreadsheet. Alternatively, double click anywhere on the table. To exit the spreadsheet, single click anywhere outside of the table.

CLICK [HERE](#) FOR INSTRUCTIONS FOR COMPLETING THE SUPPLY SECTION: If institutions do not have data available for completers in the service district, please report statewide data. You may note these are statewide figures.

Program		Number of Degrees Awarded					
Institution Name	CIP Code	*Most Recent Year	*Prior Year 1	*Prior Year 2	*Prior Year 3	*Prior Year 4	5-year average or average of years available if less than 5-years
The TSC Service district does not have an institution that awards a bachelors in this field	30.7102	0	0	0	0	0	0
	Total	0	0	0	0	0	0

*Please replace the “Most Recent Year” through “Prior Year 4” headers with the corresponding years reported.

ESTIMATES OF UNMET NEED

3.1.4 The Excel spreadsheet below is set up with predefined formulas. To activate the spreadsheet, right click within the spreadsheet, go to “Worksheet Object”, and then “Open”. To exit, save any changes and exit out of the spreadsheet. Alternatively, double click anywhere on the table. To exit the spreadsheet, single click anywhere outside of the table.

CLICK [HERE](#) FOR INSTRUCTIONS FOR COMPLETING THE ESTIMATES OF UNMET NEED SECTION: If institutions do not have data available for completers in the service district, please report statewide data. You may note these are statewide figures.

	Demand	Supply		Range of Estimated Unmet Need							
	(A)	(B)	(C)	(A-B)	(A-C)						
	Total Job Openings	Most Recent Year	5-year average or average of years available if less than 5 years	Difference	Difference						
FloridaCommerce Total	550			550	550						
Other Totals				0	0						

3.2 Describe any other evidence of workforce demand and unmet need for graduates as selected by the institution, which may include qualitative or quantitative data and information not reflected in the data presented in Sections 3.1.1 to 3.1.4, such as local economic development initiatives, emerging industries in the area, or evidence of rapid growth.

The evidence presented throughout this proposal supports a significant unmet need for graduates with expertise in management analytics in the Tallahassee region and beyond. The proposed Bachelor of Applied Science in Management Analysis at Tallahassee State College is designed to meet this demand by preparing students for emerging careers in high-growth sectors that increasingly rely on data-driven decision-making.

As Florida's capital, Tallahassee is home to numerous government agencies and organizations that require robust management analytics to improve operations and enhance strategic planning. Knowli Data Science, a Tallahassee-based consulting firm, provides advanced analytics and decision support to both public and private sector clients, including Medicaid programs and federal benefit systems. Knowli Data has provided a letter of support to show the need for the program as well as to support the hiring of TSC graduates.

The Greater Tallahassee Chamber of Commerce, in partnership with the Office of Economic Vitality (OEV), has launched strategic initiatives to position Tallahassee as "Florida's Capital for Business." <https://www.talchamber.com/talent2030/> These efforts aim to attract employers in healthcare, construction, and transportation, and emphasize the need for a highly educated workforce with analytical and technical skills.

3.3 If the education level for the occupation identified by the Florida Department of Economic Opportunity (DEO) or the Bureau of Labor Statistics (BLS) presented in Sections 3.1.1 to 3.1.2 is below or above the level of a baccalaureate degree, provide justification for the inclusion of that occupation in the analysis.

All of the occupations identified by Florida's DEO correspond to the Bachelor's degree as displayed in Sections 3.1.1.

3.4 Describe the career path and potential employment opportunities for graduates of the program.

Students entering the Bachelor of Applied Science in Management Analysis program at Tallahassee State College will typically hold an Associate in Arts (AA) or Associate in Science (AS) degree, providing a clear and accessible pathway for academic and career advancement. The program is designed to build on foundational knowledge and equip students with specialized skills in data analytics, strategic planning, and operational management. Students will also be able to begin their academic program as early as high school by enrolling in general education courses that lead towards the AA or AS degree through dual enrollment.

Graduates of the proposed program will be well-prepared for careers in both public and private sections. Common job titles include:

- Management Analysts
- Operations Research Analysts
- Financial Analysts

The Florida Department of Commerce reports a workforce outlook for the Tallahassee State College service district with a total of 550 job openings. These roles are classified as high-skill, high-wage occupations, with average salaries for these positions ranging from approximately \$38,147 to \$60,032 (see Tables 3.1.1 and 3.1.1).

Graduates will also be particularly competitive for positions as a:

- Business Analyst
- Operations Analyst
- Marketing Analyst
- Data Analyst
- Data Manager
- Supply Chain Analyst
- Management Consultant
- Operations Manager
- Financial Analyst

The program's emphasis on analytical and strategic skills will ensure that graduates are equipped to meet the evolving demands of employers across industries. By offering both face-to-face modalities, the proposed program supports all learners and contributes to a robust local talent pipeline.

STUDENT COSTS: TUITION AND FEES

4.1 The Excel spreadsheets in Sections 4.1 - 4.3 are set up with predefined formulas. To activate the spreadsheet, right click within the spreadsheet, go to "Worksheet Object", and then "Open". To exit, save any changes and exit out of the spreadsheet. Alternatively, double click anywhere on the table. To exit the spreadsheet, single click anywhere outside of the table.

Complete the following table by entering the anticipated cost for a baccalaureate degree (tuition and fees for lower-division and upper-division credit hours) at the proposing FCS institution.

Tuition & Fees for lower division:	\$	100.83	87	\$	8,772
Tuition & Fees for upper division:	\$	128.53	33	\$	4,241
Tuition & Fees (Total):			120	\$	13,014

☐ Select if the program will be designated such that an eligible student will be able to complete the program for a total cost of no more than \$10,000 in tuition and fees. If selected, please indicate below how the institution will make up any difference above \$10,000 (e.g., institutional scholarships).

Click or tap here to enter text.

4.2 Complete the following table with the estimated cost for a baccalaureate degree (tuition and fees) at each state university in the college's service district or at each state university operating on a site in the college's service district. If the institution does not provide the tuition cost per credit hour, please provide the cost information provided on the institution's website. Please complete this section even if institutions in the service district do not offer the same or a comparable baccalaureate program.

Institution Name	Cost per credit hour (Tuition & Fees)	Number of credit hours	Total cost
Florida State University	\$ 215.55	120	\$ 25,866
Florida A&M University	\$ 151.18	120	\$ 18,142
			\$ -
			\$ -
			\$ -

4.3 Complete the following table with the estimated cost for a baccalaureate degree (tuition and fees) at each nonpublic institution in the college's service district or at each nonpublic institution operating on a site in the college's service district. If the institution does not provide the tuition cost per credit hour, please provide the cost information provided on the institution's website. Please complete this section even if institutions in the service district do not offer the same or a comparable baccalaureate program.

Institution Name	Cost per credit hour (Tuition & Fees)	Number of credit hours	Total cost
Keiser University	\$ 825.00	120	\$ 99,000
			\$ -
			\$ -
			\$ -
			\$ -

PROJECTED BACCALAUREATE PROGRAM ENROLLMENT

5.1 To activate the Excel spreadsheet, right click within the spreadsheet, go to “Worksheet Object”, and then “Open”. To exit, save any changes and exit out of the spreadsheet. Alternatively, double click anywhere on the table. To exit the spreadsheet, single click anywhere outside of the table.

Complete the following table by entering the projected enrollment information for the first four years of program implementation. Unduplicated headcount enrollment refers to the actual number of students enrolled. Full-time equivalent (FTE) refers to the full-time equivalent of student enrollment.

		2026	2027	2028	2029
5.2	Unduplicated headcount enrollment:	40	60	80	100
5.3	Program Student Credit Hours (Resident)	600	1200	1200	1200
5.4	Program Student Credit Hours (Non-resident)	0	0	0	0
5.5	Program FTE - Resident (Hours divided by 30)	20	40	40	40
5.6	Program FTE - Non-resident (Hours divided by 30)	0	0	0	0
5.7	Total Program FTE	20	40	40	40

PROJECTED DEGREES AND WORKFORCE OUTCOMES

6.1 The Excel spreadsheet below is set up with predefined formulas. To activate the spreadsheet, right click within the spreadsheet, go to “Worksheet Object”, and then “Open”. To exit, save any changes and exit out of the spreadsheet. Alternatively, double click anywhere on the table. To exit the spreadsheet, single click anywhere outside of the table.

Complete the following table by entering the projected number of degrees awarded, the projected number of graduates employed, and the projected average starting salary for program graduates for the first four years of program implementation. Please note the “Year 1” column in the “Count of Degrees Awarded” row (6.2) is not likely to have any graduates taking into account length of time to degree completion.

		Year 1	Year 2	Year 3	Year 4
6.2	Count of Degrees Awarded	0	30	50	60
6.3	Number of Graduates Employed	N/A	25	45	55
6.4	Average Starting Salary	N/A	\$ 50,000	\$ 50,000	\$ 50,000

REVENUES AND EXPENDITURES

7.1 The Excel spreadsheet below is set up with predefined formulas. To activate the spreadsheet, right click within the spreadsheet, go to “Worksheet Object”, and then “Open”. To exit, save any changes and exit out of the spreadsheet. Alternatively, double click anywhere on the table. To exit the spreadsheet, single click anywhere outside of the table.

Complete the following table by entering the projected program expenditures and revenue sources for the first four years of program implementation.

		2026	2027	2028	2029
7.2	Program Expenditures:	\$ 63,558.45	\$ 116,401.54	\$ 120,857.60	\$ 125,221.90
7.2.1	Instructional Expenses	\$ 53,558.45	\$ 111,401.54	\$ 115,857.60	\$ 120,221.90
7.2.2	Operating Expenses	\$ 10,000.00	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00
7.2.3	Capital Outlay	\$ -			
7.3	Revenue:	\$ 77,118.00	\$ 154,236.00	\$ 154,236.00	\$ 154,236.00
7.3.1	Upper Level - Resident Student Tuition Only	\$ 77,118.00	\$ 154,236.00	\$ 154,236.00	\$ 154,236.00
7.3.2	Upper Level - Nonresident Student Fees				
7.3.3	Upper Level - Other Student Fees				
7.3.4	Florida College System Program Funds				
7.3.5	Other Sources				
7.4	Carry Forward:				
7.4.1	Total Funds Available	\$ 77,118.00	\$ 154,236.00	\$ 154,236.00	\$ 154,236.00
7.4.2	Total Unexpended Funds (carry forward)	\$ 13,559.55	\$ 37,834.46	\$ 33,378.40	\$ 29,014.10

*Please replace the “Year 1” through “Year 4” headers with the corresponding years reported.

ENROLLMENT PROJECTIONS AND FUNDING REQUIREMENTS

8.1 Provide a narrative justifying the estimated program enrollments and outcomes as they appear in Sections 5.1 – 6.1.

The estimated program enrollments and outcomes presented in Sections 5.1 to 6.1 are based on a combination of institutional data, regional workforce demand, and trends observed in related academic programs. Specifically, the projections reflect:

- Historical enrollment and completion data from existing feeder programs at Tallahassee State College such as the Associate of Science in Business Administration and Accounting Technology. These programs have consistently produced graduates seeking advancement in analytics and management roles.
- Labor market analysis showing sustained demand for management analysts across Tallahassee and the broader North Florida region, as support by job postings and employer outreach.

Enrollment in Tallahassee State College's current baccalaureate degree programs ranges from 20 students in the Elementary Education program to 120 students in the Business Management program. The initial enrollment estimate reflects a conservative projection based on current student interest and capacity. The anticipated doubling of enrollment from year one to year two is informed by historical trends in new program adoption, where awareness and advising efforts typically lead to increase student uptake. Continued growth into year three and four is expected as the program becomes more established and as partnerships with local employers and agencies expand.

The graduate estimates in Section 6.1 are aligned with typical retention and completion rates observed in similar upper-division programs.

8.2 Provide a brief explanation of the sources and amounts of revenue that will be used to start the program as well as expenditures as they appear in Section 7.1.

The only anticipated expenditures include program faculty. We anticipate adding one new faculty member for the first year with one additional new faculty added for the second year. Instruction costs in years 3 and 4 are to cover the cost of adjunct faculty as well as possible salary increases. Additional funds may be needed to market this new program, but those expenditures can be absorbed through existing college budgets.

PLANNING PROCESS

9.1 Summarize the internal planning process. In timeline format, please describe the steps your institution took in completing the internal review and approval of the baccalaureate program. For example, summarize actions taken by the academic department proposing the degree, any non-academic departments, the college-wide curriculum committee, the college president, the Board of Trustees and any other areas.

Multiple meetings have taken place for the internal planning process. The meetings are documented below:

Activity	Date	Attendees	Description of Activity
Executive Team Meeting	Nov 8, 2023	President, Executive Team Members	Reviewed the workforce demand. Discussed degree planning.
Faculty Forum	Nov 30, 2023 Jan. 4, 2024	All Faculty, Deans, Associate Deans, Provost	Reviewed the workforce demand. Discussed degree planning. Gathered input from faculty.
Business, Industry & Technology Division Meeting	Jan 4, 2024	Faculty	Reviewed the workforce demand. Discussed degree planning. Gathered input from faculty. Discussed degree planning, course development, and skills that are needed.
Degree Planning Committee	Jan 4, 2024 Jan 11, 2024 Feb 5, 2024	Accounting faculty, Dean and Associate Dean for Business, Industry and Technology, Provost and Curriculum Team	Degree planning and course development.
Academic Planning Committee Meeting	Nov 12, 2024	Faculty, Deans, Associate Vice Presidents	New Program Proposal Presentation and voting.
Board of Trustees Meeting	Jan 21, 2025	TSC Board of Trustees Meeting	Finalized proposal for approval

[Click or tap here to enter text.](#)

9.2 Summarize the external planning process with the business and industry community. In timeline format, please describe your institution's interactions and engagements with external stakeholders, including but not limited to industry advisory boards meetings, discussions with advisory committees, briefings from local businesses, consultations with employers, and conducting paper and online surveys.

Tallahassee State College collaborated with business and industry communities in a number of ways including meetings with the local Tallahassee Chamber of Commerce, business advisory boards, and consultations with local employers.

Activity	Date	Attendees	Description of Activity
Leadership Meeting FSU Provost, FAMU Provost, and TSC Provost	July 21, 2023	Provost Clark (FSU) Provost Watson (FAMU) and Provost Stringer (TSC)	Regular meeting with the Provost to provide updates of new programs.
Business A.S. Degree Advisory Committee Meeting	Feb 15, 2024	Business faculty and Advisory Committee Members	Reviewed the workforce demand. Discussed support for TSC's proposed BAS in Audit and Compliance Management & BAS in Management Analytics. Discussed degree planning, course development, and skills that are needed.
Leadership Meeting with FAMU Provost and TSC Provost	July 29, 2024	Provost Watson (FAMU) and Provost Stringer (TSC)	Regular meeting with the Provost.
Leadership Meeting with FSU Provost and TSC Provost	Sept. 4, 2024	Provost Clark (FSU) and Provost Stringer (TSC)	Regular meeting with the Provost. Discussed support for TSC's proposed BAS in Audit and Compliance Management & BAS in Management Analytics
Leadership Meeting with FSU Provost and TSC Provost	Nov 4, 2024	Dr. Amy Guerett (FSU) and Provost Stringer (TSC)	Meeting to discuss further curriculum collaborations on TSC's proposed BAS in Audit and Compliance Management & BAS in Management Analytics

9.3 List external engagement activities with public and nonpublic postsecondary institutions. This list shall include meetings and other forms of communication among external postsecondary institutions regarding evidence of need, demand, and economic impact.
9.3.1 Public Universities in College's Service District
Date(s): July 2024 and September 2024 Institution(s): Florida State University and Florida A&M University Activity Descriptions and Outcomes: Met to discuss and explore offering the Management Analytics bachelor's degree based on local and regional workforce demand. Solicited support for TSC to offer a BAS degree in this specific area to fill the gap. Discussed that both universities had programs in accounting and the focus of their accounting programs were not focused on management analytics positions. Discussed that there was an increasing need to fill the workforce demand gap. TSC received verbal support. TSC followed up in October 2024 for official letters of support.
9.3.2 Regionally Accredited Institutions in College's Service District
Date(s): Click or tap here to enter text. Institution(s): Click or tap here to enter text. Activity Descriptions and Outcomes: Click or tap here to enter text.
9.3.3 Institutions outside of College's Service District (If applicable)
Date(s): Click or tap here to enter text. Institution(s): Click or tap here to enter text. Activity Descriptions and Outcomes: Click or tap here to enter text.

PROGRAM IMPLEMENTATION TIMELINE		
10.1	Indicate the date the notice was initially posted in APPRiSe.	January 2025
10.2	Indicate the date of District Board of Trustees approval.	January 2025
10.3	Indicate the date the Notice of Intent (NOI) was submitted to DFC.	January 2025
10.4	Indicate the date the completed proposal was submitted to DFC.	June 2025
10.5	Indicate the date the proposal is targeted for State Board of Education (SBOE) consideration. Please note that from the date the DFC receives the finalized proposal, the Commissioner has 45 days to recommend to the SBOE approval or disapproval of the proposal. Please take into account the date you plan to submit the proposal in accordance with the next SBOE meeting.	September 2025
10.6	Indicate the date the program is targeting for SACSCOC approval (if applicable).	December 2025
10.7	Indicate the date the program is targeting initial teacher preparation program approval (if applicable).	Click or tap here to enter text.
10.8	Indicate the targeted date that upper-division courses are to begin.	Spring 2026

FACILITIES AND EQUIPMENT SPECIFIC TO PROGRAM AREA

11.1 Describe the existing facilities and equipment that the students in the program will utilize.

Tallahassee State College offers a main campus within the city of Tallahassee, a Center for Innovation, the Florida Public Safety Institute, the Ghazvini Center for Healthcare Education, the Wakulla Environmental Institute, and two service centers in Gadsden and Wakulla counties. The main campus, comprised of eight different academic buildings, is the proposed location to house the Management Analytics program. The main campus also offers academic support buildings for the Library and Learning Commons respectively. In the Learning Commons, students may receive tutoring and academic success coaching, attend workshops and study reviews, and receive other helpful resources. There are no specialized facilities or equipment needed for this program other than those facilities that already exist. All classroom buildings on the main campus are equipped with smart classroom technologies including a projector and speakers. For online course offerings, the College is supported by TSC Online, a team dedicated to ensuring that students, faculty, and administration receive support and resources for Canvas and other online learning modalities. Finally, TSC is in the process of constructing a new makerspace to be housed within the library.

11.2 Describe the new facilities and equipment that will be needed for the program (if applicable).

The existing facilities and equipment located on Tallahassee State College's main campus are shared among academic divisions and programs unless there is a program need for specific resources.

LIBRARY AND MEDIA SPECIFIC TO PROGRAM

12.1 Describe the existing library and media resources that will be utilized for the program.

The [Tallahassee State College Library](#) is a comprehensive academic resource for students. The services provided include an "Ask a Librarian" feature, citation assistance, and research appointments. Other features of the main campus Library are study rooms, access to printing services, research guides, databases, and information literacy resources. The Library is equipped with tablets, laptops, headsets, webcams, and computer stations for student and faculty use. Librarians offer information literacy sessions to classes and provide embedded academic support as requested by faculty.

Existing TCC Library business databases will be utilized including ERIC (EBSCO), Business Insights, Regional Business News, and Entrepreneurship. In addition, the library has several refereed journals to aid in researching topics in business more in depth. Other databases and research guides can be found here: <https://tsc.fl.libguides.com/>

Discipline-specific learning resources have been identified for the Business Administration, B.A.S. program. The referred journals listed below are a sample of available resources for students:

- The Secured Lender (National Commercial Finance Association)
- BizEd (AACSB International)
- Business Education Digest (National Association of Teacher Educators of Business Education)
- Decision Analysis (Online)
- Enterprise Information Systems
- Journal of Applied Management Studies
- Journal of Business and Management
- Journal of Business Economics
- Journal of Business, Society, and Government
- Academy of Banking Studies Journal
- American Banker
- Financial Markets and Portfolio Management
- International Review of Accounting, Banking, and Finance
- Journal of Applied Financial Research
- Money Management
- Wall Street Journal

A complete listing can be found here: [Business & Economics Refereed Journals](#)

12.2 Describe the new library and media resources that will be needed for the program (if applicable).

NA

ACADEMIC CONTENT

13.1 List the admission requirements for the proposed baccalaureate program and describe the process for each admission pathway as reported in section 1.6, including targeted 2+2 agreements, academic GPA, test scores, fingerprints, health screenings, background checks, signed releases, and any other program requirements (as applicable).

Admission requirements are listed below:

- Acceptance to Tallahassee State College as a degree-seeking student with all required admissions documents such as residency received by the TSC admissions navigator team.
- Conferred Associate of Arts degree from a regionally accredited institution OR Conferred Associate of Science degree in Business Management from a regionally accredited institution.

Students will be required to submit a separate application for this degree program after receiving the AA or AS degree. The application will be submitted to and reviewed by the College prior to the student beginning the program.

13.2 What is the estimated percentage of upper-division courses in the program that will be taught by faculty with a terminal degree?

The estimated percentage is that 25% of the upper-division courses will be taught by faculty with terminal degrees. To satisfy Southern Association of Colleges and Schools (SACS-COC), 3.5.4 at least 25% of the course hours in each major at the baccalaureate level must be taught by faculty members with a terminal degree. In most cases, the terminal degree is an earned doctorate or its equivalent. The College will seek to hire faculty who possess a doctorate degree to teach in the program.

13.3 What is the anticipated average student/teacher ratio for each of the first three years based on enrollment projections?

Year 1	Year 2	Year 3
20:1	25:1	30:1

13.4 What specialized program accreditation will be sought, if applicable? What is the anticipated specialized program accreditation date, if applicable?

NA

13.5 If there are similar programs listed in the Common Prerequisites Manual (CPM), list the established common prerequisites courses by CIP code (and track, if any).

The most related programs by CIP code are Data Analytics (30.7101), Data Science and Analytics (30.0601), and Business Analytics (30.7102). For all majors: Students are strongly encouraged to select required lower division electives that will enhance their general education coursework and that will support their intended baccalaureate degree program. Students should consult with an academic advisor in their major degree area. For Management Analytics majors: General education courses will be determined by the college or university where the student is currently earning the Associate in Arts or baccalaureate degree and will be published in the institution's existing catalog and delineated in the Statewide Course Numbering System.

13.6 Describe any proposed revisions to the established common prerequisites for this CIP (and track, if any).

☐ My institution does not anticipate proposing revisions to the common prerequisite manual.

☒ My institution does anticipate proposing revisions to the common prerequisite manual, as summarized below.

TSC is proposing a new track, Track 2, for 30.7102 in the Common Prerequisites Manual. Track 2 will be based on the premise that Tallahassee's economy includes a mix of government agencies, education institutions, healthcare systems, and nonprofits, all of which increasingly rely on data-driven decision-making. Employers in the region seek candidates who can: Analyze operational data, improve organizational efficiency, communicate insights effectively, use tools like Excel, SQL, and Python based on the job advertisements listed on Indeed.com. The major difference between Track 1 and 2 is the level of mathematics needed for this degree. Students will be able be exposed to optimization and a business-focused calculus with practical applications in decision making and resource allocation. Track 2 for the Common Prerequisite Manual will include the following courses: STA 2023 (Introduction to Statistics), MAC 2233 (Calculus for Business), ECO 2023 (Principles of Microeconomics), ECO 2013 (Principles of Macroeconomics, CGS 2100 (Applications for Business), COP 1000 (Introduction to Programming), BUL 2241 (Law, Public Policy, Negotiation and Business).

13.7 The Excel spreadsheets below are set up with predefined formulas. To activate the spreadsheet, right click within the spreadsheet, go to “Worksheet Object”, and then “Open”. To exit, save any changes and exit out of the spreadsheet. Alternatively, double click anywhere on the table. To exit the spreadsheet, single click anywhere outside of the table.

For each primary pathway identified in Section 1.6, list all courses required once admitted to the baccalaureate program by term, in sequence. Include credit hours per term and total credits for the program. Please note what courses fulfill general education (ge), program core (pc), elective requirements (elec), and what courses apply to concentrations (conc), if applicable, by including the provided abbreviations in parentheses following each course title.

13.7.1	Program of Study for Students with A.A. Degree	
Term 1	Course Title	Credit Hours
MAN3583	Project Management (pc)	3
ISM3011	Intro to Information Systems Management (pc)	3
CAP3755	Tools for Data Science (pc)	3
STA 2041	Data Analysis and Statistical Modeling (pc)	3
	Total Term Credit Hours	12
Term 2	Course Title	Credit Hours
MAN4535	Business Process Analysis (pc)	3
MNA4521	Quality Assurance and Evaluation (pc)	3
IDC3180	Contemporary Issues in Data Science (pc)	3
CTS2433	SQL Database Design and Programming (pc)	3
	Total Term Credit Hours	12
Term 3	Course Title	Credit Hours
PHI3681	Ethics, Data, and Technology (pc)	3
Elective-lower level	CAI prefix or GEB prefix (elec)	3
	Total Term Credit Hours	6
Term 4	Course Title	Credit Hours
MAN4329	Business Analytics in HR Management (pc)	3
MAN4504	Operational Decision Making (pc)	3
IDC2114	Data Visualization Techniques (pc)	3
CTS2450	Intro to Business Intelligence (elec)	3
	Total Term Credit Hours	12
Term 5	Course Title	Credit Hours
MAN4720	Strategic Management (pc)	3
MAN4952	Senior Capstone Project (pc)	3
CTS2455	Data Modeling and Logical Design (pc)	3
Elective-lower level	CAI prefix (elec)	3
	Total Term Credit Hours	12
Term 5	Course Title	Credit Hours
Elective-lower level	MAN or MNA or CAI prefix (elec) (lower	3
Elective-lower level	MAN or MNA or CAI prefix (elec)	3
	Total Term Credit Hours	6
	Program Total Credit Hours	60

13.7.2	Program of Study for Students with A.S. Degree	
Term 1	Course Title	Credit Hours
ENC 1102	General Education Communications (ge)	3
General Ed Science	General Education Science (ge)	3
General Ed Social Science	General Education Social Science (ge)	3
General Ed Math	General Education Math (ge)	3
	Total Term Credit Hours	12
Term 1	Course Title	Credit Hours
MAN3583	Project Management (pc)	3
ISM3011	Intro to Information Systems Management (pc)	3
CAP3755	Tools for Data Science (pc)	3
General Ed Humanities	General Education Humanities (ge)	3
	Total Term Credit Hours	12
Term 2	Course Title	Credit Hours
MAN4535	Business Process Analysis (pc)	3
MNA4521	Quality Assurance and Evaluation (pc)	3
IDC3180	Contemporary Issues in Data Science (pc)	3
CTS2433	SQL Database Design and Programming (pc)	3
	Total Term Credit Hours	12
Term 3	Course Title	Credit Hours
PHI3681	Ethics, Data, and Technology (pc)	3
	Total Term Credit Hours	3
Term 4	Course Title	Credit Hours
MAN4329	Business Analytics in HR Management (pc)	3
MAN4504	Operational Decision Making (pc)	3
IDC2114	Data Visualization Techniques (pc)	3
STA 2041	Data Analysis and Statistical Modeling (pc)	3
	Total Term Credit Hours	12
Term 5	Course Title	Credit Hours
MAN4720	Strategic Management (pc)	3
MAN4952	Senior Capstone Project (pc)	3
CTS2455	Data Modeling and Logical Design (pc)	3
	Total Term Credit Hours	9
	Program Total Credit Hours	60

13.8 Indicate whether the program is being proposed as a limited or restricted access program.

- ☐ Limited Access
☐ Restricted Access
☒ N/A

Provide additional information (e.g., enrollment capacity, admissions requirements, etc.) if the program is being proposed as a limited or restricted access program.

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PROGRAM TERMINATION

14.1 Provide a plan of action if the program is terminated in the future, including teach-out alternatives for students.

In the event the program is to be terminated, a proposal would be presented to the college's Academic Planning Committee (APC) for review and consideration. If the APC finds viable cause to proceed with a termination, the proposal would be submitted to the TSC District Board of Trustees. Upon the approval of the board, the college would contact all students currently enrolled in the program and offer any alternative academic pathways of relevance or develop a Teachout plan to allow the students to complete their academic progression.

SUPPLEMENTAL MATERIALS

15.1 Summarize any supporting documents included with the proposal, such as meeting minutes, survey results, letters of support, and other supporting artifacts. Throughout the proposal, please include in-text references to the supplemental materials for reviewer reference.

Tallahassee State College has received letters of support from both Florida State University and Florida A&M University. The College has also received a letter of support from Knowli which is a Data Science industry in Tallahassee.

15.2 List any objections or alternative proposals for this program received from other postsecondary institutions. If objections or alternative proposals were received, institutions are welcome to submit a rebuttal and include any necessary supporting documentation.

N/A