

Program Change Request

New Proposal

Date Submitted: 03/12/25 2:27 pm

Viewing: : **Liberal Studies: Global Perspectives, BLS**

Last edit: 03/12/25 2:27 pm

Changes proposed by: Jessica Followell

In Workflow

1. U Program Review

2. Gen Ed Review

3. 1580-LAS_A Head

4. KV Dean

5. University Librarian

6. COTE Programs

7. Provost

8. Senate EPC

9. Senate

10. U Senate Conf

11. Board of Trustees

12. IBHE

13. HLC

14. DMI

Approval Path

1. 11/06/24 11:17 am
Donna Butler
(dbutler): Approved
for U Program
Review

2. 11/06/24 11:35 am
Gretchen Pein
Baloun (pein):
Approved for 1580
Head

3. 12/12/24 3:15 pm
Stephen Downie
(sdownie):
Approved for KV
Dean

4. 12/13/24 12:01 pm
Tom Teper (tteper):
Approved for
University Librarian

5. 12/13/24 1:21 pm

Suzanne Lee
(suzannel):
Approved for COTE
Programs

6. 12/16/24 1:33 pm
Brooke Newell
(bsnewell):
Approved for
Provost

7. 02/27/25 10:01 am
Barbara Lehman
(bjlehman):
Approved for
Senate EPC

8. 03/07/25 1:57 pm
Barbara Lehman
(bjlehman): Rollback
to Initiator

9. 03/14/25 12:00 pm
Donna Butler
(dbutler): Approved
for U Program
Review

10. 03/14/25 1:53 pm
Melissa Steinkoenig
(menewell):
Approved for Gen
Ed Review

11. 03/17/25 10:49 am
Gretchen Pein
Baloun (pein):
Approved for 1580-
LAS_A Head

12. 03/17/25 2:07 pm
Stephen Downie
(sdownie):
Approved for KV
Dean

13. 03/18/25 11:17 am
Claire Stewart
(clairest): Approved
for University

Librarian
14. 03/18/25 10:41 pm
Suzanne Lee
(suzannel):
Approved for COTE
Programs
15. 03/19/25 8:07 am
Brooke Newell
(bsnewell):
Approved for
Provost

Proposal Type

Proposal Type: Concentration (ex. Dietetics)

Administration Details

Official Program Name Liberal Studies: Global Perspectives, BLS

Diploma Title Bachelor of Liberal Studies

Sponsor College Liberal Arts & Sciences

Sponsor Department LAS Administration

Sponsor Name Kristen Sackley

Sponsor Email sackley2@illinois.edu

College Contact Stephen R. Downie

College Contact
Email

sdownie@illinois.edu

College Budget Officer Michael Wellens

College Budget Officer Email wellens@illinois.edu

If additional stakeholders other than the Sponsor and College Contacts listed above should be contacted if questions during the review process arise, please list them here.

Stephen R. Downie, Kristen Sackley, Jessica Followell

Does this program have inter-departmental administration?

No

Effective Catalog Term

Effective Catalog Term	Fall 2025
Effective Catalog	2025-2026

Proposal Title

Proposal Title (either Establish/Revise/Eliminate the Degree Name in Program Name in the College of XXXX, i.e., Establish the Bachelor of Science in Entomology in the College of Liberal Arts and Sciences, include the Graduate College for Grad Programs)

Establish the Concentration in Global Perspectives in the Bachelor of Liberal Studies in Liberal Studies in the College of Liberal Arts and Sciences

Does this proposal have any related proposals that will also be revised at this time and the programs depend on each other? Consider Majors, Minors, Concentrations & Joint Programs in your department. Please know that this information is used administratively to move related proposals through workflow efficiently and together as needed. Format your response like the following "This BS proposal (key 567) is related to the Concentration A proposal (key 145)"

The Concentration proposal (key 1266) is related to the Liberal Studies Major proposal (key 1246) and the BLS Bachelor of Liberal Studies Degree proposal (key 1245). It is also related to the Health and Society Concentration proposal (key 1269) and the Management Studies Concentration proposal (key 1270).

Program Justification

Provide a brief justification of the program, including highlights of the program objectives, and the careers, occupations, or further educational opportunities for which the program will prepare graduates, when appropriate.

The College of Liberal Arts and Sciences (LAS) proposes developing and implementing a concentration, Global Perspectives, in a new major, Liberal Studies, in a new degree, Bachelor of Liberal Studies. This online degree completion program aligns with the University's Next 150 Strategic Plan for expanded access to higher education and the LAS 2021-2025 Strategic Plan to create innovative online learning experiences.

In 2022, EduVentures identified the top fields adult learners were interested in. The BLS's Concentrations (including this proposed Global Perspectives Concentration) were strategically designed to align with these areas and meet growing industry demand. The Global Perspectives Concentration provides students with a comprehensive understanding of global issues from a variety of disciplinary perspectives. In addition to the learning outcomes for the BLS major, students in the Global Perspectives Concentration will:

- 1) Develop a critical understanding of global issues: Students will be able to critically analyze complex global issues from multiple perspectives, including historical, environmental, social, cultural, political, and economic dimensions.
- 2) Communicate effectively about global challenges: Students will be able to effectively communicate their understanding of global issues to diverse audiences, both orally and in writing. They will be able to use evidence, reasoning, and persuasive language to support their arguments and engage in thoughtful discussions.

See below how each course in the Global Perspectives Concentration curriculum connects to these learning outcomes.

ESE 320: Water Planet, Water Crisis

In this course, students develop a deep, critical understanding of global water issues by examining factors like water scarcity, pollution, and resource management from environmental, economic, and social perspectives. They explore water crises' complex implications on different cultures and regions, analyzing solutions through historical, technological, and policy lenses.

ESE 467: Multimedia Environmental Communications

This course equips students to understand and communicate global environmental issues in a compelling and culturally sensitive manner. By critically examining how multimedia platforms can shape environmental awareness, students analyze the social and cultural influences on environmental perspectives worldwide.

GLBL 340: Global Health: Policy & Governance

In this course students critically engage with the complex global health landscape, focusing on the political, economic, and social dimensions that drive health disparities worldwide. The

course encourages students to examine global health challenges, considering the influence of policy and governance on health outcomes.

HIST 311: Global History of Intelligence

This course allows students to critically explore the historical, political, and cultural factors that have shaped global intelligence systems. They analyze intelligence's role in global security and its impact on international relations, building a nuanced perspective on how these practices address or intensify global issues.

SOC 364: Impacts of Globalization

In this course, students gain a comprehensive understanding of globalization by exploring its multifaceted impacts on society, culture, and the environment. They analyze the forces driving globalization, examining its benefits and drawbacks from multiple perspectives. This course equips them to critically analyze and engage others in thoughtful discussions on the global interconnectedness shaping today's world.

Graduates of the Global Perspectives Concentration will be prepared for a wide range of careers including working for organizations or government agencies that address global challenges and human rights issues, working in educational institutions to promote intercultural competence, and working in multinational corporations where global perspectives are essential to success.

Curriculum Development Process: Governance and Collaboration

The development of the BLS curriculum followed a thorough and collaborative governance process within the College of LAS, engaging various levels of leadership and faculty expertise. This process was critical in ensuring that the major meets both academic standards and the needs of its target audience.

Pre-Conversations Before Investment for Growth (IFG) Proposal: Prior to submitting the formal IFG grant proposal, a series of pre-conversations were held with stakeholders across campus to gather input. These conversations allowed for early identification of potential challenges and opportunities for innovation.

LAS Dean Venetria Patton, Associate Dean for Curricula & Academic Policy, and the Associate Dean for Technology & Online Learning: These leaders played an essential role in shaping the online delivery model and ensuring the program aligns with academic principles, policies, and overall mission of the College of LAS. Their guidance helped ensure that the program utilizes technology effectively while maintaining high academic standards and access for this unique population.

LAS Associate Dean for Finance and Resource Planning & budget staff: The LAS financial team worked closely with program developers to make sure that the program is financially sustainable. This involved creating a budget model that supports program growth while keeping

sustainable. This involved creating a budget model that supports program growth while keeping tuition affordable for adult learners.

BLS Advisory Committee: A dedicated advisory committee was formed to guide the development of the program. This committee comprised of 16 members, including teaching and tenure-line faculty, administrators, and staff, provided recommendations on curriculum design, admissions policies, and student support strategies.

Departmental Chairs and Professors: Input from faculty across various disciplines was crucial in designing a cross-disciplinary curriculum. Faculty members contributed to course selection, ensuring that the core courses align with the NACE competencies and prepare students for interdisciplinary problem-solving. The BLS Director, Kristen Sackley, presented to over 35 academic departments and support units across campus. These meetings included department heads/chairs, director of undergraduate studies, executive officers, and deans.

LAS Courses and Curricula Committee (LAS CCC): This is a standing committee of the College of LAS overseen by the Associate Dean for Curricula and Academic Policy. The Committee is made up of faculty members who serve staggered two-year terms and represent the eight LAS electoral groups. The Committee also includes four additional members with full voting rights: undergrad student, graduate student, academic professional, and specialized faculty. The Committee meets approximately every two weeks throughout the semester, reviewing all new and revised LAS courses and new LAS programs on behalf of the College.

The eight LAS electoral groups represent the following areas:

Group I: Classics, History, Philosophy, and Religion

Group II: English, African American Studies, American Indian Studies, Asian American Studies, Gender and Women's Studies, and Latina/Latino Studies

Group III: Comparative and World Literature, East Asian Languages and Cultures, French and Italian, Germanic Languages & Literatures, Linguistics, Slavic Languages & Literatures, and Spanish and Portuguese

Group IV: Anthropology, Communication, Political Science, and Sociology

Group V: Economics, and Psychology

Group VI: School of Integrative Biology, School of Molecular and Cellular Biology

Group VII: School of Earth, Society and Environment, and the School of Chemical Sciences

Group VIII: Astronomy, Mathematics, and Statistics

LAS Dean's Cabinet and LAS Executive Committee: The LAS Dean's Cabinet receives proposals for new and significantly revised curricula and further evaluates proposals for any fiscal implications. The Dean's Cabinet is made up of 15 members, including the Associate Deans of Social and Behavioral Sciences and Area Centers, Humanities and Interdisciplinary Programs, and Life and Physical Sciences. The proposals are then reviewed by the LAS Executive Committee. The Executive Committee is made up of faculty members elected for two-year staggered terms and advises the Dean on proposals pertaining to programs, departments, and

other units.

Cross-Campus Support: The BLS program has received letters of support from Deans of all other campus colleges and units, including: Carle Illinois College of Medicine (CIMED), College of Agricultural, Consumer & Environmental Sciences (ACES), College of Applied Health Sciences (AHS), College of Education (EDUC), College of Fine & Applied Arts (FAA), College of Law (LAW), College of Liberal Arts & Sciences (LAS), College of Media, College of Veterinary Medicine (VetMed), Gies College of Business (BUS), Graduate College, Grainger College of Engineering (GCOE), School of Social Work (SSW), School of Information Sciences (iSchool), School of Labor and Employment Relations (LER), and the University Library. These letters support the overall vision and structure of the BLS program.

Students will complete at least 40 upper division hours through the required core and concentration coursework.

1. BLS core coursework that counts toward upper division hours:

ECON 300 (3 hours), ADV 370 (3 hours), BADM 310 (3 hours), EPOL 310 (4 hours), CMN 326 (3 hours), BTW 380 (3 hours), LEAD 440 (2 hours), PHIL 442 (3 hours), GER 455 (3 hours), LEAD 470 (2 hours)

= 29 upper division hours

2. Global Perspectives Concentration coursework that counts toward upper division hours:

ESE 320 (3 hours), ESE 467 (3 hours), GLBL 340 (3 hours), HIST 311 (3 hours), SOC 364 (3 hours)

= 15 upper division hours

For those courses in the Global Perspectives Concentration that list course prerequisites, instructors have acknowledged in their support letters that, if necessary, they will provide supplemental resources for those students requiring review of materials.

Note: LAS 103, ADV 120, ECON 300, and GER 455 have been approved, effective Fall 2025, and will show as course not found until the Academic Catalog rolls to the next Academic Year, in early 2025. See CIM Course approval documents in the Program of Study section.

Instructional Resources

Will there be any reduction in other course offerings, programs or concentrations by your department as a result of this new program/proposed change?

No

Does this new program/proposed change result in the replacement of another program?

No

Does the program include other courses/subjects outside of the sponsoring department impacted by the creation/ revision of this program? If Yes is selected, indicate the appropriate courses and attach the letter of support/ acknowledgement.

Yes

Courses outside of the sponsoring department/interdisciplinary departments:

ESE 320 - Water Planet, Water Crisis
ESE 467 - Multimedia Environmental Comms
GLBL 340 - Global Health: Policy & Govern
HIST 311 - Global History of Intelligence
SOC 364 - Impacts of Globalization
ACE 240 - Personal Financial Planning
ADV 120 - Consumer Data and Society
ADV 370 - Sales and the Consumer
BADM 310 - Mgmt and Organizational Beh
BTW 380 - Global Business Communication
CMN 211 - Business and Professional Comm
CMN 326 - Mass Media and the Audience
ECON 300 - Everyday Economics
EPOL 310 - Race and Cultural Diversity
LEAD 440 - Interpersonal Intelligence
LEAD 470 - Leading Prof Orgs & Comm
PHIL 442 - The AI Revolution
PS 201 - US Racial & Ethnic Politics
STAT 100 - Statistics
GER 455 - Multilingual Europe

Please attach any
letters of support/
acknowledgement
for any
Instructional
Resources.
Consider faculty,
students, and/or
other impacted
units as
appropriate.

[Letter of Support_ACE.pdf](#)
[Letter of Support_STAT.pdf](#)
[Letter of Support_SOC.pdf](#)
[Letter of Support_PS.pdf](#)
[Letter of Support_PHIL.pdf](#)
[Letter of Support_LEAD.pdf](#)
[Letter of Support_GLBL.pdf](#)
[Letter of Support_ESE.pdf](#)
[Letter of Support_EPOL.pdf](#)
[Letter of Support_ECON.pdf](#)
[Letter of Support_CMN.pdf](#)
[Letter of Support_ADV.pdf](#)
[Letter of Support_BADM.pdf](#)
[Letter of Support_ENGL.pdf](#)
[Letter of Support_GER.pdf](#)
[Letter of Support_HIST.pdf](#)

[PrereqConsideration_CMN.pdf](#)

[PrereqConsideration_SOC.pdf](#)

[PrereqConsideration_GLBL.pdf](#)

Program Features

Academic Level Undergraduate

Is this program part of an ISBE approved licensure program?

No

Will specialized accreditation be sought for this program?

No

Additional concentration notes (e.g., estimated enrollment, advising plans, etc.)

Concentrations in the BLS program will likely not be evenly pursued. Based on adult learner interest and industry demand, 10% of enrolled BLS students will select the Global Perspectives Concentration (60% Management Studies and 30% Health and Society).

Does this program prepare graduates for entry into a career or profession that is regulated by the State of Illinois?

No

Program of Study

Provide detailed information (course rubrics, numbers, and credit hours) of how a student could obtain 40 credit hours of upper-division coursework.

Students will complete at least 40 upper division hours through the required core and concentration coursework.

1. BLS core coursework that counts toward upper division hours:

ECON 300 (3 hours), ADV 370 (3 hours), BADM 310 (3 hours), EPOL 310 (4 hours), CMN 326 (3 hours), BTW 380 (3 hours), LEAD 440 (2 hours), PHIL 442 (3 hours), GER 455 (3 hours), LEAD 470 (2 hours)

= 29 upper division hours

2. Global Perspectives Concentration coursework that counts toward upper division hours:

ESE 320 (3 hours), ESE 467 (3 hours), GLBL 340 (3 hours), HIST 311 (3 hours), SOC 364 (3 hours)

= 15 upper division hours

Attach Program of Study related information here.

[LAS 103 Course Fully Approved.pdf](#)
[ADV 120 Course Fully Approved.pdf](#)
[ECON 300 Course Fully Approved.pdf](#)
[GER 455 Course Fully Approved.pdf](#)
[Sample Sequence_ Global Perspectives Concentration.docx](#)

Catalog Page Text - Overview Tab

Catalog Page Overview Text

The Global Perspectives Concentration provides students with a comprehensive understanding of global issues from a variety of disciplinary perspectives. Students will develop critical thinking skills, effective communication abilities, and the ability to analyze complex global challenges and propose innovative solutions.

Statement for
Programs of Study
Catalog

Graduation Requirements

Minimum hours required for graduation: 120 hours.
Minimum Overall GPA: 2.0

University Requirements

Minimum of 40 hours of upper-division coursework, generally at the 300- or 400-level. These hours can be drawn from all elements of the degree. Students should consult their academic advisor for additional guidance in fulfilling this requirement.
The university and residency requirements can be found in the [Student Code](#) (§ 3-801) and in the [Academic Catalog](#).

General Education Requirements

Follows the [campus General Education \(Gen Ed\) requirements](#). Some Gen Ed requirements may be met by courses required and/or electives in the program.

Composition I	4-6
Advanced Composition	3
fulfilled by BTW 380 , EPOL 310	
Humanities & the Arts (6 hours)	6
Natural Sciences & Technology (6 hours)	6
Social & Behavioral Sciences (6 hours)	6
fulfilled by PS 201 ; and one other course approved as Social & Behavior Sciences	
Cultural Studies: Non-Western Cultures (1 course)	3
Cultural Studies: US Minority Cultures (1 course)	3
fulfilled by PS 201 , EPOL 310	

Cultural Studies: Western/Comparative Cultures (1 course)	3
Quantitative Reasoning (2 courses, at least one course must be Quantitative Reasoning I)	6-10
fulfilled by STAT 100 ; and one other course approved as Quantitative Reasoning I or II	
Language Requirement (Completion of the third semester or equivalent of a language other than English is required)	0-15

Major Requirements

Required Core Courses		44
ACE 240	Personal Financial Planning	3
ADV 120	Consumer Data and Society	3
ADV 370	Sales and the Consumer	3
BADM 310	Mgmt and Organizational Beh	3
BTW 380	Global Business Communication	3
CMN 211	Business and Professional Communication	3
CMN 326	Mass Media and the Audience	3
ECON 300	Everyday Economics for Non-Majors	3
EPOL 310	Race and Cultural Diversity	4
GER 455	Multilingual Europe	3
LAS 103	BLS Online Student Success	0
LEAD 440	Interpersonal Intelligence for Professional Success	2
LEAD 470	Leading Professional Organizations and Communities	2
PHIL 442	The AI Revolution	3
PS 201	US Racial & Ethnic Politics	3
STAT 100	Statistics	3
Global Perspectives Concentration		15
ESE 320	Water Planet, Water Crisis	3
ESE 467	Multimedia Environmental Communications	3
GLBL 340	Global Health: Policy & Governance	3
HIST 311	Global History of Intelligence	3
SOC 364	Impacts of Globalization	3

Free electives

Free electives to bring total to 120 hours

Total Hours120

Program Relationships

Corresponding
Program(s):

Corresponding Program(s)
Liberal Studies, BLS

Program Regulation and Assessment

Plan to Assess and Improve Student Learning

Illinois Administrative Code: 1050.30(b)(1)(D) Provision is made for guidance and counseling of students, evaluations of student performance, continuous monitoring of progress of students toward their degree objectives and appropriate academic record keeping.

Student Learning Outcomes

Students will demonstrate proficiency in written and oral communication, expressing ideas clearly in various formats and for diverse audiences.

Students will learn to inspire, cooperate, and motivate others to achieve shared goals. Students will understand the importance of obtaining feedback from others and understanding other perspectives.

Students will demonstrate the ability to learn independently, make inquiries, think critically, discover solutions, and integrate knowledge across both similar and varied areas liberal arts. Students will analyze complex problems, identify relevant information, formulate creative and effective solutions, and demonstrate critical thinking skills in addressing real-world challenges.

Students will understand the importance of using data and gain the ability to effectively acquire, analyze and interpret data. Students will be able to effectively convey complex data insights to diverse audiences across various industries.

Students will broaden their global and disciplinary knowledge, enhancing their understanding of the world around them. Students will demonstrate awareness, attitudes and skills required to equitably engage and include people from different local and global cultures.

Students will be able to integrate knowledge and approaches from multiple disciplines, recognizing the interconnectedness of ideas and applying a holistic understanding to real-world challenges. Students will be equipped with the skills to adapt to evolving challenges and new contexts, demonstrating a commitment to continuous learning and personal development.

In addition to these major learning outcomes, students in the Global Perspectives Concentration will:

Develop a critical understanding of global issues: Students will be able to critically analyze complex global issues from multiple perspectives, including historical, environmental, social, cultural, political, and economic dimensions.

Communicate effectively about global challenges: Students will be able to effectively communicate their understanding of global issues to diverse audiences, both orally and in writing. They will be able to use evidence, reasoning, and persuasive language to support their arguments and engage in thoughtful discussions.

Describe how, when, and where these learning outcomes will be assessed.

Describe here:

We will review courses in the BLS curriculum to ensure they align with the program's learning outcomes. Individual instructors will assess student performance and course effectiveness through various means, including course-embedded projects, presentations, and exams. Adjustments and changes to lectures, assignments, course projects, and course emphasis will be based on student performance on specific outcomes. Additionally, students will contribute to the evaluation process by offering feedback on instructor performance and course effectiveness via ICES evaluations.

To maintain academic standards, each student is required to uphold a minimum GPA of 2.0 per semester to avoid placement on academic warning. Furthermore, students must not remain on academic warning for more than two consecutive semesters to prevent consideration for dismissal from the program. Any student who attains a GPA below 1.0 during a semester faces dismissal. Additionally, a minimum cumulative GPA of 2.0 is necessary for graduation. Advisors are crucial in monitoring student performance and progress and providing personalized mentoring and support.

To further inform program evaluation, we will utilize a range of assessment data, including:

- Enrollment figures disaggregated by gender, geography, URM status, concentration, and academic year
- Student performance metrics (course grades, GPA, etc)
- Retention rates and the average time taken to complete the degree
- Feedback from graduating students and alums via surveys

Identify faculty expectations for students' achievement of each of the stated student learning outcomes. What score, rating, or level of expertise will signify that students have met each outcome? Provide rating rubrics as necessary.

To maintain academic standards, each student is required to uphold a minimum GPA of 2.0 per semester to avoid placement on academic warning. Furthermore, students must not remain on academic warning for more than two consecutive semesters to prevent consideration for dismissal from the program. Any student who attains a GPA below 1.0 during a semester faces dismissal. Additionally, a minimum cumulative GPA of 2.0 is necessary for graduation. Advisors are crucial in monitoring student performance and progress and providing personalized mentoring and support.

To ensure students achieve learning outcomes, faculty will monitor student progress through various assessments aligned with each course's specific goals. Faculty will utilize rubrics to clearly define student expectations. Faculty can also collaborate with instructional designers to guarantee their assessments accurately measure learning outcomes.

Explain the process that will be implemented to ensure that assessment results are used to improve student learning.

BLS advisors will monitor individual students' academic performance. They will notify, engage, and support students who land on academic warning. The BLS Team will conduct regular program reviews, incorporating assessment data alongside faculty and student feedback. The team will identify any specific areas to enhance student learning. This could involve gaps in particular skills, knowledge areas, or learning outcomes.

Program
Description and
Requirements
Attach Documents

Delivery Method

This program is
available:

Online Only - The entire program is delivered online, students are not required to come to campus.

Describe the use of this delivery method:

The BLS program is entirely online. Courses will be delivered through the Canvas learning management system. Students can take all their classes online, allowing them to remain in their current location and job to complete the degree. There are online courses for all major requirements and all general education requirements. All participating departments and units have committed to offer their courses online and to reserve a designated number of seats specifically for BLS students.

Enrollment

Number of Students in Program (estimate)

Year One Estimate

5

5th Year Estimate (or when fully
implemented)

20

Budget

Will the program or revision require staffing (faculty, advisors, etc.) beyond what is currently available?

Yes

Please explain/
describe:

In addition to the Director who is already in place, the BLS program budget allows for hiring of 2 academic advisors, 1 coordinator and 1 assistant director specifically for BLS students in the

first 5 years of the program to accommodate expected enrollment and increased need for student services and programming.

Additional Budget
Information

Attach File(s)

Financial Resources

How does the unit intend to financially support this proposal?

The College of LAS received an FY23 funded Investment for Growth. The IFG will enable us to initially fund the BLS program; funds have been used for the salaries of administrative staff and student services. IFG funds are also providing stipends for instructors and course development specialists to develop new or modify existing online courses in the BLS Program.

Revenue generated through student tuition will cover additional expenses, further course development/production, and operational costs.

Will the unit need to seek campus or other external resources?

Yes

If yes, please provide a summary of the sources and an indication of the approved support.

The College of LAS received an FY23 funded Investment for Growth. The IFG will enable us to initially fund the BLS program; funds have been used for the salaries of administrative staff and student services. IFG funds are also providing stipends for instructors and course development specialists to develop new or modify existing online courses in the BLS Program.

Revenue generated through student tuition will cover additional expenses, further course development/production, and operational costs.

Attach letters of
support

Faculty Resources

Please address the impact on faculty resources including any changes in numbers of faculty, class size, teaching loads, student-faculty ratios, etc.

The current faculty will be adequate to provide instruction. The departments included in the proposed curriculum currently have the capacity to address the expected relatively minor increases in enrollments due to this program. No additional support is needed at this time. Should demand for the courses exceed expectations and more sessions of the courses need to be offered, additional faculty may need to be hired to maintain an appropriate teacher-student ratio.

Library Resources

Describe your proposal's impact on the University Library's resources, collections, and services. If necessary please consult with the appropriate disciplinary specialist within the University Library.

Given the projected size and growth of the program (currently estimated at 50 students per year, with a max size between 200-300 students) as well as the course of study, Library collections, resources, and services are anticipated to be sufficient to support this program.

The new online Bachelor of Liberal Studies (BLS) program is expected to bring additional students to use the University Library's collections and services. However, the projected volume of students is not anticipated to make a large enough impact to necessitate additional library resources. The program's curriculum heavily relies on existing undergraduate-level courses from the College of LAS and other campus partners that correspond to areas already well-supported by the current collections and services. The library's level of on-demand research help, consultation services, and teaching and learning support currently have capacity to meet the increased demands anticipated by the launch of this program.

We've consulted with Tom Teper (Associate Dean & Associate University Librarian) and David Ward (Director of Library Teaching & Learning and Undergraduate Services Coordinator) regarding the Library System's capacity. They feel as though the Library is well positioned from a collections standpoint. However, they acknowledge the ongoing campus growth and online program expansion will put pressure on library resources beyond collections, such as staffing to provide teaching, learning, and research support. This is particularly pertinent to this program as online students do not currently pay the Library/IT fee that is assessed to all on-campus students. The BLS team will maintain close communication with David Ward as the program develops to ensure the library remains informed and supported.

HLC Section

Credit Hours

Existing or repackaged curricula (Courses	Number of Credit	111	Percent of Total:
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from existing inventory of courses):	Hours:	93	
Revised or redesigned curricula (Courses for which content has been revised for the new program):	Number of Credit Hours:	0	Percent of Total:
		0	
New curricula (Courses developed for the new program that have never been offered):	Number of Credit Hours:	9	Percent of Total:
		7	
Total Credit Hours of the Program:	Number of Credit Hours:	120	Percent of Total:
		100	

New Faculty Required

Will new faculty expertise or new faculty members be needed to launch this program?

No

Please explain existing coverage: The current faculty will be adequate to provide instruction. The departments included in the proposed curriculum currently have the capacity to address the expected relatively minor increases in enrollments due to this program. No additional support is needed at this time. Should demand for the courses exceed expectations and more sessions of the courses need to be offered, additional faculty may need to be hired to maintain an appropriate teacher-student ratio.

Additional Funds

Will the proposed program require a large outlay of additional funds by the institution?

No

Institutional Funding

Please explain institutional funding for proposed program:

The College of LAS received an FY23 funded Investment for Growth. The IFG will enable us to initially fund the BLS program; funds have been used for the salaries of administrative staff and student services. IFG funds are also providing stipends for instructors and course development specialists to develop new or modify existing online courses in the BLS Program.

Revenue generated through student tuition will cover additional expenses, further course development/production, and operational costs.

EP Documentation

EP Control Number EP.25.049

Attach Rollback/

Approval Notices

Non-EP Documentation

U Program Review

Comments

Rollback

Documentation and

Attachment

DMI Documentation

Attach Final [U Program Review Comments KEY 1266 Liberal Studies Global](#)
Approval Notices [Perspectives, BLS 9 17 2024.docx](#)
[U Program Review Comments KEY 1266 Liberal Studies Global](#)
[Perspectives, BLS 10 10 2024.docx](#)
[U Program Review Comments KEY 1266 Liberal Studies Global](#)
[Perspectives, BLS 11 6 2024.docx](#)

Banner/Codebook
Name

Program Code:

Minor Code	Conc Code	Degree Code	Major Code
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Senate Approval
Date

Senate Conference
Approval Date

BOT Approval Date

IBHE Approval Date

HLC Approval Date

DOE Approval Date

Effective Date:

Program Review Comments	Brooke Newell (bsnewell) (09/17/24 10:18 am): U Program Review Comments attached in the DMI Documentation section. Brooke Newell (bsnewell) (09/17/24 10:39 am): Rollback: Rolled back per request of sponsors Brooke Newell (bsnewell) (10/10/24 8:41 am): U Program Review Comments are attached in
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the DMI Documentation section

Stephen Downie (sdownie) (10/24/24 3:37 pm): Rollback: Per sponsor's request.

Brooke Newell (bsnewell) (11/06/24 8:02 am): U Program Review Comments are attached in the DMI Documentation Section.

Brooke Newell (bsnewell) (01/22/25 10:26 am): Updated CIM-P form with required prompts in line with sponsor proposal, post CIM-P revision

Barbara Lehman (bjlehman) (03/07/25 1:57 pm): Rollback: As discussed at the Senate Executive Committee (SEC) meeting on Monday, March 3, 2025, SEC recommended that the BLS proposals (EP.25.047-051) be returned to the sponsors. SEC requested the BLS proposals not include an exception to reduce the language other than English (LOTE) requirement.