

New Proposal

Date Submitted: 03/12/25 2:29 pm

Viewing: : Liberal Studies: Management Studies, BLS

Last edit: 03/12/25 2:29 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 11:18 am  
Donna Butler  
(dbutler): Approved for U Program Review
- 2. 11/06/24 11:36 am  
Gretchen Pein  
Baloun (pein): Approved for 1580 Head
- 3. 12/12/24 3:16 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 10:45 am  
Barbara Lehman  
(bjlehman):  
Approved for  
Senate EPC

8. 03/07/25 1:58 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 1:54 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 2:09 pm  
Stephen Downie  
(sdownie):  
Approved for KV  
Dean

13. 03/18/25 11:16 am  
Claire Stewart  
(clairest): Approved  
for University

Librarian  
14. 03/18/25 10:42 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: Management Studies, 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

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Effective Catalog Term	Fall 2025
Effective Catalog	2025-2026

## Proposal Title

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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 Management Studies 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)"

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

## Program Justification

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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, Management Studies, 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 Management Studies Concentration) were strategically designed to align with these areas and meet growing industry demand. The Management Studies Concentration provides students with a strong foundation in management fundamentals, leadership, and organizational behavior. Through coursework in areas such as sales, organizational communication, and leadership and management, students develop the critical thinking, problem-solving, and communication skills necessary for success in today's competitive workplace. In addition to the learning outcomes for the BLS major, students in the Management Studies Concentration will:

1) Demonstrate critical thinking and problem-solving skills: Students will be able to analyze organizational problems, identify key issues, and develop effective solutions. They will be able to evaluate alternative approaches, assess potential risks and benefits, and make informed decisions in a variety of management contexts.

2) Apply concepts to real-world situations: Students will have a solid understanding of core management principles, such as leadership, organizational behavior, strategic planning, and employee management. They will be able to apply these concepts to real-world business situations and analyze the impact of management decisions on organizational performance.

See below how each course in the Management Studies Concentration curriculum connects to a learning outcome.

#### CMN 212 - Intro to Organizational Communication

In this course students develop critical thinking and problem-solving skills by analyzing communication challenges within organizations and identifying effective strategies for improvement. Students will learn to evaluate alternative communication approaches and consider their risks and benefits. This course also equips students to apply core management concepts, such as leadership and organizational behavior, to real-world communication issues, enabling them to assess how effective communication strategies can enhance organizational performance.

#### EPOL 474 - Diversity in the Workplace

This course engages students in identifying and addressing organizational challenges related to

diversity and inclusion. They learn to critically analyze issues such as bias, equity, and representation, developing strategies to create more inclusive environments. The course emphasizes applying management principles to real-world diversity challenges, allowing students to understand the impact of inclusive practices on employee morale and organizational performance. Students will build skills to make informed, impactful decisions that promote workplace diversity.

#### LER 300 - Workers, Unions, and Politics

In this course students explore the complex relationships between employees, unions, and management. They develop problem-solving skills by analyzing conflicts and identifying strategies for negotiation and compromise. The course also enables students to apply concepts like strategic planning and organizational behavior to real-world labor scenarios, examining how decisions related to unionization and policy can impact organizational stability and performance. Students will learn to make informed decisions that consider the interests of both workers and organizations.

#### ADV 320 - Sales Management

In this course students will gain a broad understanding of managing sales within organizations. Students will examine conceptual and methodological issues related to the management of sales within organizations. Students will review, analyze, and develop solutions for organizational issues, with specific emphasis on identifying key problems and offering recommendations. This process fosters critical thinking and problem-solving by challenging students to assess real-world scenarios, evaluate potential risks and benefits, and provide informed solutions.

#### LEAD 425 - Leading Teams

This course helps students enhance their critical thinking and problem-solving abilities by analyzing team dynamics and identifying strategies to address common challenges in teamwork. They assess the benefits and risks of different leadership styles and develop solutions to optimize team performance. This course also emphasizes applying management concepts like employee management and strategic planning to real-world team settings, allowing students to understand the impact of effective team leadership on overall organizational success.

#### LEAD 427 - Human-Centered Organizational Leadership & Management

In this course students learn to apply critical thinking to develop solutions focused on employee well-being and organizational goals. They evaluate leadership and management approaches that prioritize the human aspect within organizations, assessing the risks and benefits of these approaches. Students will learn to apply principles of human-centered leadership, learning how decisions that consider employee needs can improve morale, productivity, and organizational outcomes.

Graduates of the Management Studies Concentration will be prepared for a wide range of

Graduates of the Management Studies Concentration will be prepared for a wide range of careers in business and management, including consulting services, marketing, and management/supervisory work in various industries and organizations. Additionally, graduates may also choose to pursue further education opportunities like a Master's degree in business administration (MBA), finance, marketing, or human resources management.

#### 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 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 in the program 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. Management Studies Concentration coursework that counts toward upper division hours:

EPOI 474 (3 hours), LER 300 (3 hours), choose 2: ADV 320 (3 hours), LEAD 425 (3 hours), LEAD 427 (2 hours)

= 11-12 upper division hours

For those courses in the Management Studies 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

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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:

LER 300 - Workers, Unions, and Politics

EPOI 474 - Diversity in the Workplace

CMN 212 - Intro to Organizational Comm

LEAD 425 - Leading Teams

LEAD 427 - Human-centrd Org Lead & Mgmt

ADV 320 - Sales Management

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 \\_PS.pdf](#)  
[Letter of Support \\_PHIL.pdf](#)  
[Letter of Support \\_LEAD.pdf](#)  
[Letter of Support \\_EPOL.pdf](#)  
[Letter of Support \\_ECON.pdf](#)  
[Letter of Support \\_CMN.pdf](#)  
[Letter of Support \\_ADV.pdf](#)  
[Letter of Support \\_LER.pdf](#)  
[Letter of Support \\_BADM.pdf](#)  
[Letter of Support \\_ENGL.pdf](#)  
[Letter of Support \\_GER.pdf](#)  
[PrereqConsideration \\_CMN.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, 60% of enrolled BLS students will select the Management Studies Concentration (30% Health and Society and 10% Global Perspectives).

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

No

## Program of Study

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

Students in the program 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. Management Studies Concentration coursework that counts toward upper division hours:

EPOL 474 (3 hours), LER 300 (3 hours), choose 2: ADV 320 (3 hours), LEAD 425 (3 hours), LEAD 427 (2 hours)

= 11-12 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 Management Studies.docx](#)

## Catalog Page Text - Overview Tab

Catalog Page Overview Text

The Management Studies Concentration provides students with a strong foundation in business fundamentals, leadership, and organizational behavior. Through coursework in areas such as sales, organizational communication, and leadership and management, students develop the critical thinking, problem-solving, and communication skills necessary for success in today's competitive business environment.

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 <a href="#">BTW 380</a> , <a href="#">EPOL 310</a>	
Humanities & the Arts (6 hours)	6
Natural Sciences & Technology (6 hours)	6
Social & Behavioral Sciences (6 hours)	6
fulfilled by <a href="#">PS 201</a> ; 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 <a href="#">PS 201</a> , <a href="#">EPOL 310</a>	
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 <a href="#">STAT 100</a> ; 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

<b>Required Core Courses</b>		<b>44</b>
<a href="#">ACE 240</a>	Personal Financial Planning	3
<a href="#">ADV 120</a>	Consumer Data and Society	3
<a href="#">ADV 370</a>	Sales and the Consumer	3
<a href="#">BADM 310</a>	Mgmt and Organizational Beh	3
<a href="#">BTW 380</a>	Global Business Communication	3
<a href="#">CMN 211</a>	Business and Professional Communication	3

<a href="#"><u>CMN 326</u></a>	Mass Media and the Audience	3
<a href="#"><u>ECON 300</u></a>	Everyday Economics for Non-Majors	3
<a href="#"><u>EPOL 310</u></a>	Race and Cultural Diversity	4
<a href="#"><u>GER 455</u></a>	Multilingual Europe	3
<a href="#"><u>LAS 103</u></a>	BLS Online Student Success	0
<a href="#"><u>LEAD 440</u></a>	Interpersonal Intelligence for Professional Success	2
<a href="#"><u>LEAD 470</u></a>	Leading Professional Organizations and Communities	2
<a href="#"><u>PHIL 442</u></a>	The AI Revolution	3
<a href="#"><u>PS 201</u></a>	US Racial & Ethnic Politics	3
<a href="#"><u>STAT 100</u></a>	Statistics	3
<b>Management Studies Concentration</b>		<b>14-15</b>
<a href="#"><u>CMN 212</u></a>	Intro to Organizational Comm	3
<a href="#"><u>EPOL 474</u></a>	Diversity in the Workplace	3
<a href="#"><u>LER 300</u></a>	Workers, Unions, and Politics	3
Select 2 courses from the following:		5-6
<a href="#"><u>ADV 320</u></a>	Sales Management	3
<a href="#"><u>LEAD 425</u></a>	Leading Teams	3
<a href="#"><u>LEAD 427</u></a>	Human-centered Organizational Leadership and Management	2
<b>Free electives</b>		
Free electives to bring total to 120 hours		
<b>Total Hours</b>		<b>120</b>

### Program Relationships

Corresponding  
Program(s):

Corresponding Program(s)
Liberal Studies, BLS

### Program Regulation and Assessment

**Plan to Assess and Improve Student Learning**

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*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 appreciating 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 of 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 Management Studies Concentration will:

**Demonstrate critical thinking and problem-solving skills:** Students will be able to analyze organizational problems, identify key issues, and develop effective solutions. They will be able to evaluate alternative approaches, assess potential risks and benefits, and make informed decisions in a variety of management contexts.

**Apply concepts to real-world situations:** Students will have a solid understanding of core management principles, such as leadership, organizational behavior, strategic planning, and employee management. They will be able to apply these concepts to real-world business situations and analyze the impact of management decisions on organizational performance.

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	30	5th Year Estimate (or when fully implemented)
120		

## 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

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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

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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

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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.

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## HLC Section

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### Credit Hours

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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.25.051

Attach Rollback/

Approval Notices

Non-EP Documentation

U Program Review

Comments

Rollback

Documentation and

Attachment

DMI Documentation

Attach Final

Approval Notices

[U Program Review Comments KEY 1270 Liberal Studies Management Studies, BLS 9\\_17\\_2024.docx](#)  
[U Program Review Comments KEY 1270 Liberal Studies Management Studies, BLS 10\\_10\\_2024.docx](#)  
[U Program Review Comments KEY 1270 Liberal Studies Management Studies, BLS 11\\_6\\_2024.docx](#)

Banner/Codebook

Name

Program Code:

Minor	Conc	Degree	
Code	Code	Code	Major
			Code

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

the DMI Documentation section

**Stephen Downie (sdownie) (10/24/24 3:38 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 10:27 am):** Updated CIM-P form with required prompts in line with sponsor proposal, post CIM-P revision

**Barbara Lehman (bjlehman) (03/07/25 1:58 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.