

New Proposal

Date Submitted: 03/12/25 2:28 pm

Viewing: : **Liberal Studies: Health and Society, BLS**

Last edit: 03/12/25 2:28 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 10:26 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 2:08 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 10:42 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: Health and Society, 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 Health and Society 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 1269) 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 Global Perspectives Concentration proposal (key 1266) 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, Health and Society, 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 Health and Society Concentration) were strategically designed to align with these areas and meet growing industry demand. The Health and Society Concentration provides students with an understanding of how social, cultural, and environmental factors influence health outcomes. By exploring topics such as global health, public health policy, and the intersection of health and technology, students develop critical thinking skills, effective communication abilities, and an appreciation for the interplay between individuals and their communities. In addition to the learning outcomes for the BLS major, students in the Health & Society Concentration will:

1) Integrate biological, social, and cultural perspectives on health: Students will be able to analyze health issues holistically, considering the interplay of biological, social, and cultural factors. They will be able to apply evolutionary biology, anthropology, sociology, and public health concepts to understand the causes, consequences, and potential solutions to health challenges.

2) Communicate effectively about health issues: Students will be able to communicate effectively about health issues to diverse audiences. They will use evidence, reasoning, and persuasive language to advocate for their positions and engage in productive discussions on health-related topics.

See below how each course in the Health and Society Concentration curriculum connects to a learning outcome.

ANTH 249: Evolution and Human Disease

In this course students explore health issues through a comprehensive lens that integrates evolutionary biology, anthropology, and sociology. By examining how evolutionary processes influence human susceptibility to diseases, students gain insight into the biological and social contexts of health. The course fosters their ability to communicate these insights effectively, equipping them with skills to articulate complex health topics and advocate for public understanding of diseases.

GLBL 340: Global Health: Policy & Governance

This course offers a multidisciplinary approach to global health, where students critically

analyze health issues through social, cultural, and biological perspectives. Focusing on the roles of policy and governance, students assess how structural factors influence health outcomes across populations. Students will develop the ability to communicate their findings persuasively, advocating for policy changes and engaging diverse audiences on the social and biological factors that underpin health disparities worldwide.

GLBL 440: Global Health: Interventions & Evaluations

In this course students learn to assess health interventions by integrating biological, social, and cultural dimensions of health. They will consider the effectiveness of interventions across varied cultural and social contexts and identifying the biological underpinnings of disease. This course will encourage students to present their analyses and recommendations clearly and persuasively to stakeholders, policy-makers, and communities, enabling informed decisions on health interventions.

IB 411: Bioinspiration

This course explores the biological foundations of health-related innovations, examining how insights from biology can inspire solutions to health challenges. Students learn to connect biological principles with public health and societal needs, analyzing how bioinspired technologies can address complex health issues. Students will develop skills to communicate these interdisciplinary ideas effectively, advocating for bioinspired approaches and engaging audiences with scientific evidence that underscores the relationship between biology, health, and societal impact.

HK 302: Disability in American Society

This course provides a comprehensive view of health and disability by integrating social, cultural, and biological perspectives. Students examine how societal attitudes, policy, and biology shape the experiences of individuals with disabilities, gaining a holistic understanding of disability as both a health and social issue. Students will learn to communicate complex concepts effectively, advocating for greater societal inclusion and presenting evidence-based arguments to diverse audiences about the intersection of health, policy, and culture in shaping disability experiences.

Graduates of the Health and Society Concentration will be prepared for a variety of careers that focus on improving health and well-being. Potential career paths include public health, healthcare administration, community health workers, and work with international or government health organizations.

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. Health and Society Concentration coursework that counts toward upper division hours:

GLBL 340 (3 hours), GLBL 440 (3 hours), HK 302 (3 hours), IB 411 (3 hours)
= 12 upper division hours

For those courses in the Health and Society 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:

ANTH 249 - Evolution and Human Disease
GLBL 340 - Global Health: Policy & Govern
GLBL 440 - Global Health: Interven & Eval
HK 302 - Disability in American Society
IB 411 - Bioinspiration
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/

[Letter of Support_ACE.pdf](#)
[Letter of Support_STAT.pdf](#)

acknowledgement	<u>Letter of Support _SIB.pdf</u>
for any	<u>Letter of Support _PS.pdf</u>
Instructional	<u>Letter of Support _PHIL.pdf</u>
Resources.	<u>Letter of Support _LEAD.pdf</u>
Consider faculty,	<u>Letter of Support _HK.pdf</u>
students, and/or	<u>Letter of Support _GLBL.pdf</u>
other impacted	<u>Letter of Support _EPOL.pdf</u>
units as	<u>Letter of Support _ECON.pdf</u>
appropriate.	<u>Letter of Support _CMN.pdf</u>
	<u>Letter of Support _ANTH.pdf</u>
	<u>Letter of Support _ADV.pdf</u>
	<u>Letter of Support _BADM.pdf</u>
	<u>Letter of Support _ENGL.pdf</u>
	<u>Letter of Support _GER.pdf</u>
	<u>PreregConsideration _CMN.pdf</u>
	<u>PreregConsideration _GLBL.pdf</u>

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, 30% of enrolled BLS students will select the Health and Society Concentration (60% Management Studies 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

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. Health and Society Concentration coursework that counts toward upper division hours:

GLBL 340 (3 hours), GLBL 440 (3 hours), HK 302 (3 hours), IB 411 (3 hours)
= 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 Health and Society Concentration.docx](#)

Catalog Page Text - Overview Tab

Catalog Page Overview Text

The Health and Society Concentration provides students with an understanding of how social, cultural, and environmental factors influence health outcomes. By exploring topics such as global health, public health policy, and the intersection of health and technology, students develop critical thinking skills, effective communication abilities, and an appreciation for the interplay between individuals and their communities.

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
fulfilled by ANTH 249 ; and one other course approved as Natural Sciences & Technology	
Social & Behavioral Sciences (6 hours)	6
fulfilled by PS 201 , HK 302	
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

<u>LEAD 440</u>	Interpersonal Intelligence for Professional Success	2
<u>LEAD 470</u>	Leading Professional Organizations and Communities	2
<u>PHIL 442</u>	The AI Revolution	3
<u>PS 201</u>	US Racial & Ethnic Politics	3
<u>STAT 100</u>	Statistics	3
Health and Society Concentration		15
<u>ANTH 249</u>	Evolution and Human Disease	3
<u>GLBL 340</u>	Global Health: Policy & Governance	3
<u>GLBL 440</u>	Global Health: Interventions & Evaluations	3
<u>HK 302</u>	Disability in American Society	3
<u>IB 411</u>	Bioinspiration	3
Free electives		
Free electives to bring total to 120 hours		
Total Hours		120

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 Health and Society Concentration will:

Integrate biological, social, and cultural perspectives on health: Students will be able to analyze health issues holistically, considering the interplay of biological, social, and cultural factors. They will be able to apply evolutionary biology, anthropology, sociology, and public health concepts to understand the causes, consequences, and potential solutions to health challenges.

Communicate effectively about health issues: Students will be able to communicate effectively about health issues to diverse audiences. They will use evidence, reasoning, and persuasive language to advocate for their positions and engage in productive discussions on health-related topics.

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	15	5th Year Estimate (or when fully implemented)
60		

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.25.050

Attach Rollback/

Approval Notices

Non-EP Documentation

U Program Review

Comments

Rollback

Documentation and

Attachment

DMI Documentation

Attach Final [U Program Review Comments KEY 1269 Liberal Studies Health and Society, BLS 9_17_2024.docx](#)
Approval Notices [U Program Review Comments KEY 1269 Liberal Studies Health and Society, BLS 10_10_2024.docx](#)
[U Program Review Comments KEY 1269 Liberal Studies Health and Society, 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 Reviewer **Brooke Newell (bsnewell) (09/17/24 10:18 am):** U Program Review Comments attached in the
Comments 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 3:37 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.