From:	Schroeder, Margaret <m.mohr@uky.edu>
Sent:	Thursday, April 21, 2016 9:23 PM
To:	Brothers, Sheila C; Hippisley, Andrew R
Subject:	Proposed BS Liberal Studies
Attachments:	BLS Proposal, 4_11_16 reduced size.pdf

Proposed New BLS: Liberal Studies

This is a recommendation that the University Senate approve, for submission to the Board of Trustees, the establishment of a new BLS degree: Liberal Studies, in the College of Arts & Sciences.

Best-

Margaret

Margaret J. Mohr-Schroeder, PhD | Associate Professor of STEM Education | COE Faculty Council Chair | SAPC University Senate Committee Chair | University Senator | Secondary Mathematics Program Co-Chair | STEM PLUS Program Co-Chair | Department of STEM Education | University of Kentucky | www.margaretmohrschroeder.com

RESPONSES TO QUESTIONS POSED BY SHEILA BROTHERS

April 11, 2016

1. There are various references throughout to "see proposal" or "see full proposal" (Q2b, 2d, 4d) but I'm not sure what that refers to.

Our proposal includes several parts, including both the required Senate Form and a separate document entitled Bachelor of Liberal Studies degree (Overview). We included the longer prose document because the committee felt that the Senate Form alone did not leave us the space or the opportunity to explain the rationale behind this proposal. References to "see proposal" usually refer to the attached document, and not the form itself.

2. As currently proposed, a student earning the degree will have a diploma that shows the student earned a Bachelor of Liberal Studies with a major in Bachelor of Liberal Studies. That is permissible, but also redundant.

We looked into this, as we agree, it does appear more than a little redundant. However, the architecture of record-keeping at UK appears to require something like this. Although the previous Bachelor of General Studies was listed in the bulletin as "Bachelor of General Studies" (and no major), it was awarded as "Bachelor of General Studies with a major in General Studies". So for bureaucratic, record-keeping purposes we may have to have to list the Bachelor of Liberal Studies as LIST-BLS, as below (that is, Liberal Studies – Bachelor of Liberal Studies). The previous BGS degree was listed in UK records as below: (GEST-BGS means "General Studies – Bachelor of General Studies").

Degree Primary Major College	Degree	Degree Primary Major	Degree Primary Major Abbr
Arts and Scienc..	Bachelor of General Studies	General Studies	GEST-BGS

We also compared current degrees offered in the College of Agriculture, Food, and Environment. These degrees are listed in a similar manner: for example, the Landscape Architecture degree is awarded as "Bachelor of Science in Landscape Architecture with a major in Landscape Architecture":

Degree Primary Major College	Degree	Degree Primary Major	Degree Primary Major Abbr
Ag, Food and Environment	BS in Landscape Architecture	Landscape Architecture	LAAR-BSLA

3. Question 2e refers to A&S's topical studies program (https://www.as.uky.edu/topical-studies). Given the breadth of subjects covered in topical studies (e.g. Community Development; Film, Television & Digital Media; International Law; and Rural Health Studies), it is not clear why a liberal arts degree cannot be included under topical studies. (Both topical studies and the proposed BLS are intended to be flexible programs.)

No, there are significant differences between the proposed BLS degree and the existing Topical Studies major. The BLS program will be unique within UK. The most similar program within the College of Arts

and Sciences would be the Topical Studies major. However, the BLS is proposed as a generalist degree, while in contrast the Topical Studies major, while interdisciplinary, is actually a highly focused major. Although we considered the option of creating a degree program under the umbrella of Topical Studies, the faculty committee ultimately determined that such a solution is unworkable. Topical Studies is the only selective admissions program in the College of Arts and Sciences; our faculty rejected the proposal that Topical Studies should eliminate its selective admissions policy, and faculty also agreed that it would be against the principles of the new degree to require selective admissions. Additional contrasts with the Topical Studies major are: TS is focused on a specific area of studies (e.g. Middle Eastern Studies; Film Studies; Folklore and Mythology), designed by the student in consultation with a faculty advisor, while the BLS will permit a wide range of course options for the student. Within TS, all of the student's coursework for the chosen topic (42 credit hours) must relate to the chosen topic; the BLS only requires focus within a wide range: Humanities, Social Science, Natural Science. The Topical Studies major requires that at least 30 hours must be completed after acceptance into the Topical Studies major; this criteria alone would eliminate many returning students from completing the Topics Studies major if we created the BLS under the Topical umbrella. Finally, the TS major requires a focused senior research project, quite different from the graduation portfolio required for the BLS. In summary, the BLS degree differs from Topical Studies, as it does not require a focused area of study; students are not required to elect this major more than a year in advance of graduation; it does not require a senior research project; and it is not based on selective admissions.

4. Question 2b discusses the objective of providing students with a broad-based knowledge in the liberal arts, but I was unable to find evidence of collaboration with other colleges, such as Fine Arts, Communication and Information, or Agriculture, Food and Environment.

It is typical across higher education for Colleges of Arts and Sciences to represent the home of what is known as the Liberal Arts, especially in large universities that also offer professionalized or pre-professional education in diverse colleges such as Colleges of Engineering, Education, Social Work, and so on. As stated in the UK Bulletin, "The College of Arts and Sciences embodies the liberal arts: the natural science and mathematics, the social sciences, and the humanities. Students augment their knowledge in all three areas by exploring the interconnections among them" (Bulletin p. 128). The College of Arts and Sciences proposes to extend this education in the liberal arts to students pursuing a Bachelors of Liberal Studies degree. This does not imply that students majoring in other colleges cannot pursue a degree understood as a "liberal arts" degree; far from it. Our colleagues in Art History, Communication, Economics, Computer Science, and elsewhere across campus provide strong foundations also in the Liberal Arts. This is recognized indirectly in the requirements for any degree in the College of Arts and Sciences, which include a requirement "Complete at least 90 credit hours in Arts and Sciences courses" (Bulletin p. 131). The footnote on the following page explicitly includes courses from other colleges as acceptable to meeting this requirement[1]. Finally, the proposed degree program

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[1] "3. Courses classified as Arts and Sciences courses for purposes of the 90-hour requirement include all courses offered by the College of Arts and Sciences; all art history courses; all courses in music and theatre appreciation and ART 100 plus the history of music and theatre; ARC 820, ARC 822; TAD 370; all economics courses; all undergraduate courses in the Department of Computer Sciences (CS); all undergraduate courses in the Department of Communication (COM); and all American Sign Language courses officially transferred to the student's UK record." (Bulletin p. 132)

will be housed in the College of Arts and Sciences and does not require any courses from outside the College.

5. Question 2m indicates that the faculty of record will be "Scenario 2," in which the default faculty of record vote to make a subset of its members serve as the faculty of record for a particular degree homed in a particular unit. However, it is not clear in the proposal who the default faculty of record are. There also needs to be explicit mention of how members are added and deleted.

According to the senate definitions, the "The default faculty of record for an undergraduate degree program is the voting faculty body of the educational unit that is homing the program. The default program director is the director of undergraduate studies."
http://www.uky.edu/Faculty/Senate/files/Forms/UNDG_DegPgm/facultyofrecord1.html

Since the program is an interdisciplinary degree housed within the College of Arts and Sciences and drawing from all its departments, we understood this definition to mean that the entire faculty of the College of Arts and Sciences would be by default the faculty of record for this program. As this is obviously unworkable for a College of our size, the committee determined that the working group of the combined Directors of Undergraduate Studies of the College of Arts and Sciences should serve as the designated faculty of record as described in Scenario 2. The DUS group discussed and voted in favor of taking on this responsibility, see signed document dated 11/17/2015. Each DUS is appointed by the chair of their department for a 3 or 4 year term; in addition, the program Director of each degree-granting interdisciplinary program (e.g. International Studies, etc.) also serves as DUS for that degree program and serves on the DUS committee. Program directors, like a DUS, are appointed to a 4 year term by the Dean of the college.

Once the degree is approved, the Dean of the College will form a search committee to advise the Dean on appointing a director of the Bachelor of Liberal Studies. Upon advice of the committee, the Dean will appoint a director for a four year term, to serve at the pleasure of the Dean.

6. Question 5b requests a course map, but I could not find one in the proposal.

This was inadvertently omitted from the proposal, please see document now attached as part of the Assessment Plan in the proposal document.

7. Question 5c requests an assessment plan for the SLOs, but I could not find one in the proposal.

The Assessment plan for the program is found on page 15 of the prose document; page 48/62 in the combined pdf file.

8. Questions 7j and 7p, combined, refer to a minimum of 21 credits at the 300-level or above. I acknowledge having trouble understanding this proposal but it appears that a student could graduate with the BLS without having taken any course(s) at the 400-level or 500-level, which is somewhat unusual from the standpoint of progression of rigor.

This is a misinterpretation of the degree requirements; in fact the degree requires 9 credit hours at the 400-level or above. The question of upper-level course requirements was addressed in a letter to Karen Badger on February 17, 2016. The letter is on page 4 in the combined pdf file. This is also reflected in question 7s and 8b on the Senate form. The answer to 7j has been revised for clarity.

Quoting from that letter:

Concerns were noted about the rigor of the proposed curriculum and degree requirements. To help address these concerns, we have made a change to the proposal. We now require that 30 credit hours be taken at the 300 level or above and 9 credit hours be taken at the 400 level or above. This is consistent with (and often more rigorous than) many majors at the university (e.g., ANT, HSP, HIS, and MCL only specifically require 3 credit hours at 400 level or above; ENG, ENS, GWS, SOC require 6 credit hours at 400 level or above).

For your comparison, we also attach a chart detailing the number of credits at the 400+ level required by a number of different majors across various colleges. You will see from that chart that the required coursework at or above the 400 level is quite variable, but 3 or fewer is not unusual, and 9 or fewer is common indeed. The total number of required credit hours at or above the 300 level is set at 39 (30 at 300- level plus 9 at 400-level) because this is a requirement of the College of Arts and Sciences requirement for all A&S degrees.

9. The Signature Routing Log is blank, which makes it difficult to know which departments and programs inside the college have agreed to participate.

Please see attached document, signed by all current chairs of A&S departments. This was inadvertently omitted by the UGC.
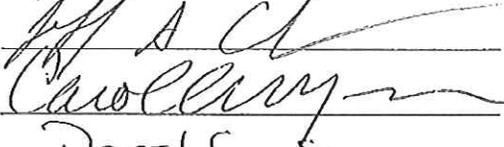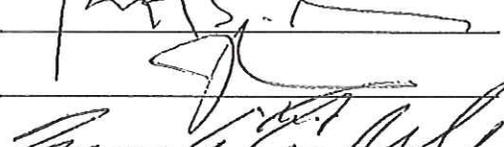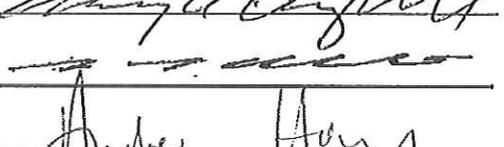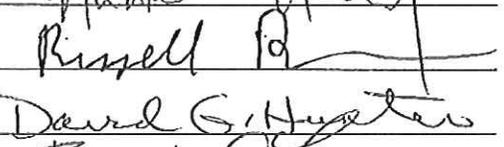
College	Major	400-Level Hours	
		UK Program 400-Level Requirements	
AS	PS	0	
CI	MAS	0	
FA	MUS	0	
AS	ANT	3	capstone
AS	HSP	3	capstone
AS	HIS	3	capstone
AS	INSD	3	capstone
AS	MCL	3	capstone
AG	AGECO	3	
AG	CLD	3	capstone; additional 3 practicum hours
AG	FAM	3	additional 3 internship hours
BE	MKT	3	
AS	ENG	6	
AS	ENS	6	
AS	GWS	6	
AS	SOC	6	
BE	MGT	6	
AS	ECO	9	
AS	GEO	9	
CI	COM	9	
PH	PH	9	
FA	ARTHIS	9	
BE	ECO	9	
BE	FIN	9	
AS	PSY	10	
AS	FLIE	12	
AS	SPA	12	
AS	WRD	12	
BE	ACC	12	
AS	PHI	15	
CI	ISC	15	
HS	HHS	16	
FA	ARTED	17	
AS	LIN	18	
CI	JOU	18	
AG	MAT	18	
SW	SW	27	additional 18 practicum hours

Friday, December 4, 2015

Dear Education Policy Committee and Undergraduate Council,

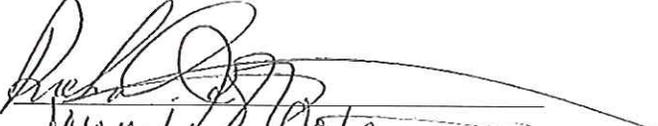As Department Chair and/or Program Director, I approve the creation of a Bachelor of Liberal Studies in the College of Arts and Sciences. I understand that our classes may be used to satisfy the requirements of the BLS degree.

Department	Name	Signature
Anthropology	Chris Pool	
Biological Sciences	Vinnie Cassone	
Chemistry	Mark Meier	
Earth & Environmental Sci.	Dave Moecher	
English	Jeff Clymer	
Gender & Women's Studies	Carol Mason	
Geography	Rich Schein	
Hispanic Studies	Yanira Paz	
History	Tracy Campbell	
International Studies	Sue Roberts	
Linguistics	Andrew Hippisley	
Mathematics	Russell Brown	
MCLLC and FLIE	David Hunter	
Philosophy	Brandon Look	
Physics & Astronomy	Sumit Das	
Political Science	Ernie Yanarella	
Psychology	Bob Lorch	
Sociology	Claire Renzetti	
Writing, Rhet. & Digital Media	Jeff Rice	
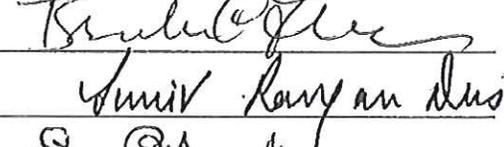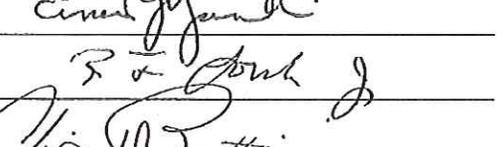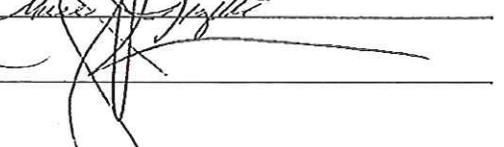
Tuesday, November 17, 2015

Dear Education Policy Committee and Undergraduate Council,

As Director of Undergraduate Studies in the College of Arts and Sciences, I agree to serve as faculty of record for the Bachelor of Liberal Studies.

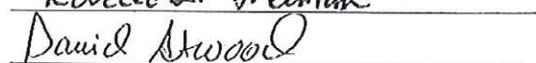| Department	Name	Signature
Anthropology	Richard Jeffries	
Biological Sciences	Jennifer Osterhage	
Chemistry	Arthur Cammers	
Earth & Environmental Sci.	Rebecca Freeman	
Environmental & Sus. Stds.*	David Atwood	
English	Pearl James	
Gender & Women's Studies	Srimati Basu	
Geography	Alice Turkington	
Health Society Pop.*	Carrie Oser/Erin Koch	
Hispanic Studies	Alan Brown	
History	Erik Myrup	
International Studies*	Sue Roberts	
Linguistics*	Andrew Hippisley	
Mathematics	Serge Ochanine	
~~Mathematical Economics*~~	~~Robert Molzon~~	On sabbatical
MCLLC and FLIE*	N. Jeff Rogers	
Philosophy	Alan Perreiah	
Physics & Astronomy	Kwok-wai Ng	
Political Science	Justin Wedeking	
Psychology	Andrea Friedrich	
Sociology	Ed Morris	
Writing, Rhet. & Digital Media*	Brian McNely	
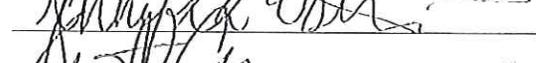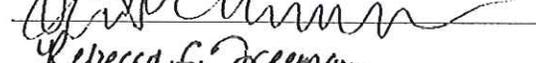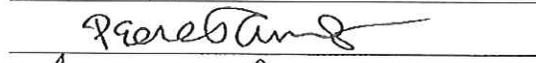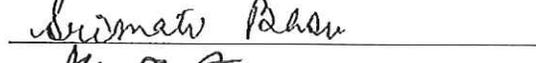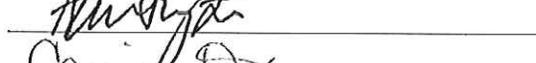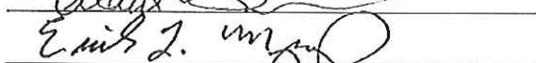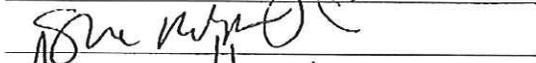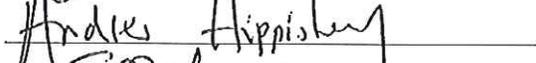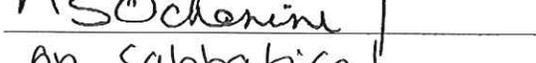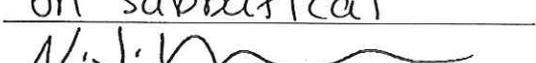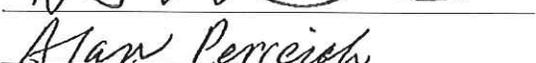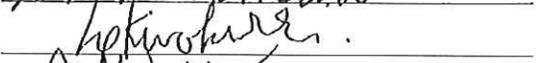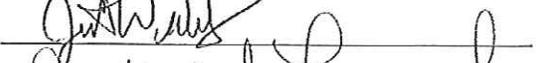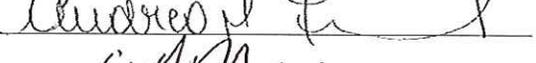
To: Andrew Hippisley, Senate Council Chair

From: Karen Badger, Undergraduate Council Chair

Date: March 31, 2016

Re: Bachelor of Liberal Studies proposal

The Undergraduate Council is forwarding a proposal for the Bachelor of Liberal Studies degree to Senate Council for continued review. This proposal was approved by the UGC on March 29th with agreement that it would move forward with a memo outlining two areas of reservations. As part of the UGC review process, two council discussions took place that resulted in requests for revision that were communicated to the proposers, to which they responded (these letters are attached).

We appreciated the proposers' responses to these queries and requests and the UGC was sufficiently satisfied with the resulting proposal to approve it with the agreement to pass along two areas of concern for additional clarification/discussion.

First, concerns were expressed about the dual purpose of the proposed degree and the two planned student audiences: (1) students who declare this major from the onset at 45 credit hours, and (2) those who return to UK to complete a degree or declare the major with many accumulated earned credit hours. The information provided in the proposal was thought to adequately explain how the integration of material and achievement of student learning outcomes and collection of artifacts (degree portfolio) and reflection would occur for the group of students who declare the major and then progress through required coursework. However, this was thought to not be as clear for those students who declare this major late in their undergraduate careers. These students would be blended with the other targeted group of students and would rely heavily on the WRD capstone course to pull all of the work together and meet graduation requirements (e.g., passing of WRD course and submitting a Degree Portfolio with a reflection tied to Student Learning Outcomes).

Secondly, challenges concerning advising of students in this major was also voiced as an area that could benefit from additional clarification.

Please let us know if you would like to also receive minutes from the discussion that occurred in Council to assist with continued vetting of the proposal.

Dear Anna and Christia,

Thank you for submitting a revision of the BLS proposal and for attending the Undergraduate Council meeting this past Tuesday to answer questions about it. I have outlined key points of the discussions and concerns/recommendations below to assist you in this process.

(1) The Undergraduate Council made the recommendation to include Economics courses among those listed as options for inclusion in the Social Sciences track. We made note that this appeared to be agreeable to you.

(2) The UGC has asked that you include an articulated conceptualization (or mapping) of how studying multiple disciplines can promote students' in learning critical thinking skills and how learning across diverse disciplines is integrated.

(3) The revised proposal clarifies the purpose of the portfolio of artifacts that will be collected from each student and used for program assessment. How students will meet this requirement if they enroll in the BLS degree program later in their academic careers was discussed. The revised proposal stipulates that the WRD 430 instructor will be responsible for working with the students to collect and/or produce artifacts for the portfolio.

    a. Please provide more detail on how this would be accomplished.

    b. Given that the WRD 430 course refers to a portfolio as part of the course the suggestion was made to use a different term in reference to the program level one—UGC members suggested something like an "exit" portfolio or a "degree" portfolio. The proposers and colleagues may also have another term in mind that they find more suitable.

(4) Concerns were expressed by UGC that the proposal appeared to perhaps be overselling the degree (e.g., some of the programs listed at other universities weren't comparable to this one with much focus on what employers desired). In response, you clarified that the proposal represented multiple perspectives within the College regarding the motivation for offering the program and was written in such a way to distinguish this degree from the Bachelor of General Studies degree that had previously been offered at UK. We include this portion of the discussion in case you wish to address this in the proposal in some way for future levels of review.

Thank you again for submitting the revised proposal and for attending the UGC meeting to answer members' questions. Please let me know if you have any questions about these recommendations.

Sincerely,

Karen

From:	Ett, Joanie M
Sent:	Friday, March 04, 2016 4:29 PM
To:	Ett, Joanie M
Subject:	FW: BLS proposal - revised documents

Begin forwarded message:

> **From:** "Bosch, Anna" <anna.bosch@uky.edu>
> **Date:** February 26, 2016 at 1:54:22 PM EST
> **To:** "Badger, Karen" <karen.badger@uky.edu>
> **Cc:** "Brown, Christia S" <christia.brown@uky.edu>
> **Subject: BLS proposal - revised documents**

Dear Karen,

Thanks for meeting with us on February 11 to discuss the revisions to the proposal for a Bachelor of Liberal Studies degree. That conversation was very productive and helpful, and we believe we have taken all your recommendations into consideration as we amended the proposal – please let us know if we have omitted anything!

We hope that you will be able to review these documents, and (again) let us know about any areas of concern, prior to the next Undergraduate Council meeting. Please also let us know how you would like to schedule the next discussions. We certainly understand that the committee would wish to discuss the proposal as a committee; we are happy to attend a future meeting if our presence would be helpful to respond to any outstanding questions.

Attached please find:
1. the revised BLS proposal, incorporating many of the committee's recommendations
2. the revised Senate FORM
3. a letter summarizing our reply to the committee's questions (--probably the most useful document!)
4. an excel sheet providing a sample of majors at UK and the REQUIRED number of credits at or above the 400 level, for comparison
5. a copy of "Graduates' Satisfaction with Bachelor of General Studies Degree" (McKinney 1991) for your reference.
6. a sample syllabus for WRD 430

The summary letter is probably the main document that you will be interested to read before we meet. We look forward to a productive discussion, and we hope to leave that meeting with some confidence that the proposal – as amended - will be supported by the Undergraduate Council.

Thanks again for your help with this important project,
Anna

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Anna Bosch / Associate Dean for Undergraduate Programs / College of Arts & Sciences
241 Patterson Office Tower / University of Kentucky / Lexington, KY 40506-0027 USA
tel: 859-257-1584 / email: bosch@uky.edu

February 17, 2016

Dear Dr. Badger and Undergraduate Council,

We appreciate your feedback regarding our proposal for the Bachelor of liberal Studies degree. We have taken a careful look at the proposal and tried to address your concerns in a revised proposal. Below, let me detail some of the changes we have made.

1. As requested, we have included a syllabus from WRD 430 Advanced Workshop. This should help clarify what exactly students will be doing in their capstone course, although the class materials are purposefully fluid as described by the WRD instructor. In addition, as suggested, a separate section of WRD 430 will be offered for the BLS students. When enrollment is low, other students may be allowed to enroll (to ensure that the class meets minimum enrollment), but the target audience will always be the BLS students. We also now clarify in the proposal that the WRD 430 instructor will collect and grade the portfolios. The WRD 430 instructor will work with the students to create a coherent portfolio.

2. Concerns were noted about the rigor of the proposed curriculum and degree requirements. To help address these concerns, we have made a change to the proposal. We now require that 30 credit hours be taken at the 300 level or above *and* 9 credit hours be taken at the 400 level or above. This is very consistent (and often more rigorous) than many of the majors at the university (e.g., ANT, HSP, HIS, and MCL only require 3 credit hours at 400 level or above; ENG, ENS, GWS, SOC require 6 credit hours at 400 level or above). For your comparison, we also attach a chart detailing the number of credits at the 400+ level required by a number of different majors across various colleges. You will see from that chart that the required coursework at or above the 400 level is quite variable, but 3 or fewer is not unusual, and 9 or fewer is common indeed. The total number of required credit hours about the 300 level is set at 39 (30 at 300- level + 9 at 400-level) because this is the College of Arts and Sciences requirement for their other degrees.

3. The concern about which portfolio was being discussed has been clarified in the text. This was a function of WRD using the term portfolio in their syllabus for a different requirement.

4. The intended audience of students for the BLS is purposefully broad. We expect that the majority of students electing to pursue this degree will be students who have earned many credits and are strategically choosing this means of completing their college degree in a timely manner, or who are returning non-traditional students who elect the BLS as a way to finish the degree somewhat expeditiously. However, the faculty curriculum committee also argued eloquently for the availability of this degree for any student who genuinely prefers to pursue a more generalist path towards a bachelor's degree. We believe the curriculum allows for, and supports, both options. We attach, for your information, a published study reviewing "Graduates' Satisfaction with Bachelor of General Studies Degree" (McKinney 1991; published online 2011), focusing on graduates of a comparable degree from the University of Rhode Island. The study concludes that "the Bachelor of General Studies degree works well for those who choose it. They are satisfied with the degree, and it has allowed them to accomplish their goals" (p.18). It's worthwhile noting that, among the graduates, thirteen students had applied to graduate school and twelve had been accepted and/or were attending.

5. As suggested, and to ensure that students have ample time to explore options for various majors, we have changed the proposal to state that 45 credit hours of coursework must be completed prior to declaring the BLS.

6. We encourage the council to read the sections on Page 2 about the marketability of the degree, already included in the proposal. We also attach links here to several reports. First, here is a link to a recent Brookings study which reviews student debt burdens compared with employment opportunities of graduates. One part of the study reviews the financial benefits of a similar degree, a bachelors of "Liberal Arts and Sciences", compared with a degree in Electrical Engineering for Texas residents and 2004 graduates from Texas public colleges. "Both majors clearly offer a significant average rate of return across all institutions (12 for Liberal Arts and 20 for Electrical Engineering), but depending on which major they choose the student will face a different level of risk in their future earnings." This study concludes that – unsurprisingly – a student's "return on investment" is a factor of both the chosen institution and the chosen major, but overall "on average, this student will face a positive return on her investment, wherever she chooses to go".

In addition, numerous studies produced through the Kentucky Council on Postsecondary Education point to the value of a college degree – particularly as opposed to "some college" or High School/GED diploma; see:
CPE Policy Brief "College Still Pays" (2013)
http://www.cpe.ky.gov/NR/rdonlyres/8DE2CF1E-51A2-4C27-8C2B-41FB126252FE/0/CollegeStillPayspolicybrief.pdf

Comparing college graduates, we know that, on average, a degree in the Humanities or Arts fields may result in lower earnings immediately post-college, but ten years after graduation "majors earning graduates the lowest salaries, such as arts and humanities[1] and social and behavioral sciences, saw the fastest rates of growth ten years after graduation (94 percent growth for majors in liberal arts and humanities and 81 percent growth for majors in social and behavioral sciences)." This same study indicates that college debt is not overly burdensome for Humanities graduates: "while these majors' starting wages may be relatively low initially, they rapidly rise and allow for manageable loan service over time." See: CPE report "Student Loan Debt in Kentucky" (Oct 2015)
http://www.cpe.ky.gov/NR/rdonlyres/D0F42A2C-0ACA-4291-BCDF-61AD61BCBC9E/0/StudentLoanDebtinKentucky.pdf

Thanks again for allowing us the opportunity to improve this proposal; we look forward to the next conversations.

Sincerely,
Christia Spears Brown
Anna Bosch

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[1] The CIP code for a Liberal Arts degree (24) is categorized in CPE publications with other Arts and Humanities degrees, see page 5 of this report: https://kcews.ky.gov/Reports/PSFeedBack/PSFR14_TechnicalNotes.pdf

PROPOSAL FOR NEW UNDERGRADUATE DEGREE PROGRAM

1. *This form has two sections. Section A contains information required by the University Senate and Registrar's office and Section B contains information required by two external entities, the CPE (Council on Postsecondary Education) and SACS-COC (Southern Association of Colleges and Schools Commission on Colleges). Although only Section A is required for University Senate approval, every question must be answered to receive CPE approval. Please write "not applicable" wherever that is the appropriate response, leaving no area blank.*

2. *The CPE requires that a pre-proposal be submitted after a proposed program has achieved approval at the college level. Answers to questions identified with a * by the question number on this form should be used for the CPE's pre-proposal. Such questions are in both Section A and Section B. More information about the CPE's pre-proposal process can be obtained by emailing institutionaleffectiveness@uky.edu.*

3. *Once approved at the college level, your college will send the proposal to the appropriate Senate academic council (HCCC and/or UC) for review and approval. Once approved at the academic council level, the academic council will send your proposal to the Senate Council office for additional review via a committee and then to the Senate for approval. Once approved by the Senate, the Senate Council office will send the proposal to the appropriate entities for it to be placed on an agenda for the Board of Trustees. The contact person listed on the form will be informed when the proposal has been sent to committee and other times as appropriate.*

SECTION A – INFORMATION REQUIRED BY UNIVERSITY SENATE

1. Basic Information: Program Background and Overview

1a	Date of contact with the Director of Institutional Effectiveness (IE): (institutionaleffectiveness@uky.edu)	*1/13/2015*
1b	Home College: *Arts & Sciences*	
1c	Home Educational Unit (school, department, college[1]): *Arts & Sciences*	
1d*	Degree Type (BA, BS, etc.): *BLS*	
1e*	Program Name (Interior Design, Social Work, etc.): *Liberal Studies*	
1f*	CIP Code (provided by Undergraduate Council chair or Institutional Effectiveness): *24.0101*	
1g	Is there a specialized accrediting agency related to this program?	Yes ☐ No ☒
	If "Yes," name:	
1h*	Requested effective date: ☒ Semester after approval. OR ☐ Specific Date[2]: _____	
1i	Anticipated date for granting first degree(s): *2018*	
1j*	Individual responsible for submission of, completion of, and answering questions about the proposal ("contact person"):	
	Name: *Christia Spears Brown*	Email: *christia.brown@uky.edu*	Phone: *257-6827*

2. Program Overview

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[1] Only interdisciplinary undergraduate degrees may be homed at the college level.
[2] Programs are typically made effective for the semester following approval. No program will be made effective unless all approvals, up through and including Board of Trustees and CPE approval, are received.

2a*	Provide a brief description of the proposed program. *(300 word limit)*
	A BLS degree will allow students to design individualized programs of study in the humanities, social sciences, and natural and mathematical sciences; to develop a breadth of knowledge reflective of a true liberal arts education which the hallmark of the College of Arts & Sciences; to develop critical thinking and writing skills; and to synthesize problem-solving strategies. This degree will be beneficial for a wide range of students: students who plan to work in business, technological, cultural, community, and human-service settings; students for whom a highly specialized, structured major is not ideal; and students who have accumulated a substantial number of credit hours across a range of departments. To graduate with a BLS degree, students will complete rigorous upper-division courses with the College of Arts & Science and complete a capstone writing intensive course in which they synthesize and evaluate their previous coursework. Students will also be required to take at least one course that includes laboratory or field experience. Along with the completion of UK Core courses, and the College of Arts and Sciences requirements, students will complete at least 24 credit hours in a specific track: Humanities, Social Sciences, and Natural/Physical/Mathematical Sciences. The overall result is a classic liberal arts education that meets the needs of 21st century students.

2b*	*(similar to 11a)* List the program objectives. These objectives should deal with how students will benefit from the program, both tangibly and intangibly. Give evidence that they will benefit. *(300 word limit)*
	The program objectives are to:
• *Provide students with broad-based knowledge in the liberal arts, reflecting the breadth of the College of Arts & Sciences, that results in their becoming more articulate, analytical, culturally informed, and well-rounded.*
• *Prepare students to contribute to the modern work environment and the larger society (in which both value diversity of perspectives and innovation) and to achieve personal and professional advancement.*
• *Foster in students analytical and decision-making skills, advanced communication skills, and a global perspective.*
• *Meet academic needs of students who wish to pursue a baccalaureate degree in liberal studies and provide a solid foundation for those preparing to pursue further education.*

Graduates with Liberal Studies degrees or majors have better earning potential than many other majors in the Humanities and Social Sciences (see full proposal). In a 2013 survey of employers, nearly all surveyed (93%) say that "a demonstrated capacity to think critically, communicate clearly, and solve complex problems is more important than [a candidate's] undergraduate major." In addition, although many students are prepared and equipped for higher education, they are better served by a generalist, liberal arts education than a specialized major. BLS programs are popular with students, ranking as the 8th most popular of all majors in surveys. For students who do not yet know what they want to specialize in, a BLS degree allows them to develop a breadth of knowledge that will serve their life-long learning goals. For students who have already acquired a substantial number of credit hours, this can also facilitate graduation.
See the full proposal for more details. |

2c*	List the student learning outcomes (SLOs) for the proposed program and include the SLO for the Graduation Composition and Communication Requirement (GCCR). *(300 word limit) (More detailed information will be addressed in a subsequent question.)*
	Students completing the BLS degree will be able to:
1. *Demonstrate sound understanding of content and methodology within the natural sciences, social sciences, and humanities (the three primary fields within the College of Arts & Sciences).*
2. *Think critically and analytically, and draw conclusions from complex information.*
3. *By taking an interdisciplinary perspective, integrate and synthesize a breadth of knowledge, across disciplinary boundaries, and apply that knowledge to a diverse, multicultural society*
4. *Work effectively to solve complex problems using solid research methodologies and ethics.*

	5.	*Communicate effectively in both written and oral formats.*

2d	Describe the rationale and motivation for the program. Give reference to national context, including equivalents in benchmark institutions. *(150 word limit)*
	As described above, there are many benefits for students to pursue a Bachelor of Liberal Studies degree. These degrees are increasingly valued by employers and allow many students to graduate who have accumulated a substantial number of credit hours across the College. We currently do not offer a general, liberal studies degree option. Most of our national benchmarks, as well as most of the universities in Kentucky, offer a similar degree to great success. Data from these benchmarks shows the high student demand for similar degrees. For example, WKU has more than 250 students graduate with this degree per year, and EKU has approximately 230 students per year. See proposal for tables of enrollment at benchmarks. See full proposal for more details.

2e	Describe the proposed program's uniqueness within UK. *(250 word limit)*
	This program is unique within UK. The only other seemingly similar program would be the Topical Studies major. However, Topical Studies is a selective admissions program that is focused on a specific major, albeit a major designed by the student in consultation with a faculty advisor. Except for the electives, all of the student's work must be related to the chosen topic. In addition, the Topical Studies major requires that at least 30 hours must be completed after acceptance into the Topical Studies major. The BLS degree differs from this, as it is not as specific as a Topical Studies major, students are not required to design a major (although they do focus 24 of their credit hours in a track), and it is not based on a selective admissions program. The BLS major is designed to be flexible and broad, and this is unique within UK.

2f	Describe the target audience. *(150 word limit)*
	We expect the target audience to be diverse. Many may be non-traditional students (over age 25) and students returning to college following an absence. Students who have switched majors multiple times are able to utilize past credit while pursuing courses that correspond to changed interests or goals. This degree will have major appeal to students who want to complete their degree but have diverse credits that don't follow the curricula of a traditional major. This degree may also motivate students to come back to school with the knowledge they will be able to graduate after completing the specific requirements.

2g*	Does the program allow for any tracks (a.k.a. options)?	Yes ☐ No ☒
	If "Yes," name the track(s). *(Specific course requirements will be described in a subsequent section.)*	
	Track #1:	
	Track #2:	
	Track #3:	
	Track #4:	
	Track #5:	
	Track #6:	

2h	Does the program <u>require</u> a minor?	Yes[3] ☐ No ☒
	If "Yes," what is the name of the minor?	

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[3] If "Yes," in conjunction with the submission of this form to the home unit, you must also fill out the form for a new minor and submit it to the home unit.

2i	Are necessary resources available for the proposed new program?	Yes X	No
	(A more detailed answer is requested in Section A, part 4.)		

2j	Describe how the proposed program will be administered, including admissions, student advising, retention, etc. *(150 word limit)*
	Students must have complete at least 45 credit hours before declaring this major. Students cannot double or triple major/degree with the BLS degree. Students must maintain an overall GPA of 2.0. Students will have advisors from the College of Arts and Sciences.

2k	Are multiple units/programs collaborating to offer this program?	Yes ☐	No ☒
	If "Yes," please discuss the resource contribution(s) from each participating unit/program. *(150 word limit)* (Letters of support will be addressed in subsequent sections.)		

2l	List all UK programs[4] which the proposed program could be perceived as replicating. Give a rationale for why this is not duplication, or is a necessary duplication. *(250 word limit)*
	The BLS program would not be duplicting any other program at UK. There may be some perceived overlap with Topical Studies. However, as mentioned above, Topical Studies is a selective admissions program that is focused on a specific major, albeit a specific major designed by the student in consultation with a faculty advisor. Except for the electives, all of the student's work must be related to the chosen topic. The BLS degree differs from this, as it is not as specific as a Topical Studies major, students are not required to design a major, and it is not based on a selective admissions program.

2m	The faculty of record is the faculty body responsible for ALL aspects of the program, including courses, credit hours, rigor, changes to the program, etc. Please identify the program's *faculty of record* by choosing ONE of the four scenarios below. For more information on each faculty of record scenario, visit http://www.uky.edu/Faculty/Senate/Forms/UndegDegPgm_Help.html.
	☐ Scenario 1
	OR
	☒ Scenario 2
	OR
	☐ Scenario 3
	OR
	☐ Scenario 4
	If Scenarios 2, 3, or 4 are chosen, please provide describe/list/name the members of the faculty of record and describe the voting rights of members of the faculty of record. Include the process and standards for identifying the program director, as well as adding and deleting members of the faculty of record. *(150 word limit)* : See detailed response in letter dated 4/11/16 (question #5)
	The faculty of record will be the members of the Director of Undergraduate Studies committee. They will have equal voting rights and control over changes and/or additions to the curriculum. The Program Director will be appointed by the Dean of College of A & S, in consultation with the program's advisory board. The Program Director will be appointed for a three-year term, beginning upon final approval of the program.

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[4] You must include a letter of support from any other program's home unit. Please convert the letter to a PDF and append to the end of this form.

2n	Will the program have an advisory board[5]?		Yes ☒	No ☐
	If "Yes," please describe the standards by which the faculty of record will select members of the advisory board, the duration of service on the board, and criteria for removal. *(150 word limit)*			
	The advisory board will be elected for three-year terms by the faculty of record from a slate of candidates nominated by the Dean and that faculty. The two faculty members on the board will be the Associate Dean for Undergraduate Programs and one faculty member from the department offering the required capstone (currently WRD). The outside faculty member will be a faculty member from a benchmark university who serves as Director of their Bachelor of Liberal Studies program. Removal from the board will only occur if the elected official resigns and/or fails to regularly attend/participate in board meetings. In these cases, an election will be held to fill the vacated board seat. The advisory board will meet one time per year.			
	If "Yes," please list below the number of each type of individual (as applicable) who will be involved in the advisory board.			
	2	Faculty within the college who are within the home educational unit.		
		Faculty within the college who are outside the home educational unit.		
		Faculty outside the college who are within the University.		
	1	Faculty outside the college and outside the University who are within the United States.		
		Faculty outside the college and outside the University who are outside the United States.		
		Students who are currently in the program.		
		Students who recently graduated from the program.		
	2	Members of industry.		
		Community volunteers.		
	2	Other. Please explain: *Successful alumni of UK's previous General Studies Degree programs.*		
	7	**Total Number of Advisory Board Members**		

3. Delivery Mode				UK DLP and eLearning Office [6]	
3a*	Initially, will any portion of the proposed program's core courses be offered via distance learning[7]?			Yes ☐	No ☒
	If "Yes," please indicate below the percentage of core courses that will be offered via distance learning.				
(check one)	1% - 24% ☐	25% - 49% ☐	50% - 74% ☐	75 - 99% ☐	100% ☐
	NOTE: Programs in which 25% or more of the program will be offered via distance learning may need to submit a substantive change prospectus to SACS. Please contact institutionaleffectiveness@uky.edu for assistance. *The prospectus is required by SACS, but it is NOT required for Senate review.*				
3b*	If *any* percentage of the program will be offered via the alternative learning formats below, check all that apply, below.				
	☐	Distance learning.			
	☐	Courses that combine various modes of interaction, such as face-to-face, videoconferencing, audio-conferencing, mail, telephone, fax, email, interactive television, or World Wide Web.			
	☐	Technology-enhanced instruction.			
	☐	Evening/weekend/early morning classes.			

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[5] An advisory board includes both faculty and non-faculty who are expected to advise the faculty of record on matters related to the program, e.g. national trends and industry expectations of graduates.

[6] For questions about alternative delivery modes, please contact UK's Distance Learning Programs and e-Learning office (URL above).

[7] Per the Southern Association of Colleges and Schools Commission on Colleges (SACS) definition of distance education, distance education is a formal educational process in which the majority of the instruction (interaction between students and instructors and among students) in a course occurs when students and instructors are not in the same place. Instruction may be synchronous or asynchronous.

	☐	Accelerated courses.
	☐	Instruction at nontraditional locations, such as employer worksite.
	☐	Courses with multiple entry, exit, and reentry points.
	☐	Modularized courses.

3c	Give pedagogical rationale for the use of alternative delivery modes in the proposed program. Consider the aspects below and elaborate as appropriate. *(200 word limit)*
	   • Synchronous and asynchronous components.
	   • Balance between traditional and non-traditional aspects.
	   • Hybrid elements.	

	not applicable	

4. UK Resources			
4a*	Will the program's home educational unit require new or additional faculty?	Yes ☐	No ☒
	If "Yes," provide a plan to ensure that appropriate faculty resources are available, either within UK or externally, to support the program. Note whether the new and additional faculty will be part-time or full-time faculty. If "No," explain why. *(150 word limit)*		
	The courses will be existing courses currently taught.		
	If "Yes," when will the faculty be appointed? *(150 word limit)*		
4b	Will the program's home educational unit require additional non-faculty resources, e.g. classroom space, lab space, or equipment?	Yes ☐	No ☒
	If "Yes," provide a brief summary of additional non-faculty resources that will be needed to implement this program over the next five (5) years. If "No," explain why. *(150 word limit)*		
	The students will not need additional resources beyond what is currently being offered in their existing courses.		
4c	Will the program include courses from another educational unit(s)?	Yes ☐	No ☒
	If "Yes," list the courses and identify the other educational units and subunits that have approved the inclusion of their courses. *(150 word limit)*		

	If "Yes," append to the end of this form a letter of support from the appropriate educational unit chair/director from whose unit individual courses will be used. A letter must include the following:
	   • Demonstration of true collaboration between multiple units[8];
	   • Impact on the course's use on the home educational unit; and
	   • Verification that the chair/director has consent from the faculty members of the unit.		

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[8] Show evidence of detailed collaborative consultation with such units early in the process.

PROPOSAL FOR NEW <u>UNDERGRADUATE</u> DEGREE PROGRAM

4d	NAME	FACULTY CIP CODE[9]	COURSES IN THE PROGRAM	OTHER QUALIFICATIONS
	(similar to question 19) Fill out the faculty roster below for full-time and part-time faculty teaching in the proposed program.			
	List name & identify faculty member as FT (full-time) or PT (part-time).	List the applicable CIP Code for the faculty member.	List the courses in the program that the faculty member will teach.	*If applicable*, list any other qualifications and comment on how they pertain to the courses in the program the faculty member will teach. *If not applicable*, mark with "n/a."
	examples:	*To be updated by PIE*	*example courses:*	*Given the program's cross disciplinary approach, the CIP code assignments will be the CIP code currently assigned to the faculty member based on faculty member's home assignment and not program assignment.*
	This is a sample only. All A&S faculty are included in this roster.			
	Patricia Cooper (FT)		GWS 300	N/A
	Ana Rueda (FT)		SPA 262	N/A
	Joanne Melish (FT)		HIS 260	N/A
	Monica Diaz (FT)		LAS 395	N/A
	Jennifer Cramer (FT)		LIN 317	N/A
	Joseph O'Neil (FT)		MCL 200	N/A
	Jacqueline Couti (FT)		FR 350	N/A
	Hillary Herzog (FT)		GER 312	N/A
	Cynthia Ruder (FT)		RUS 201	N/A
	Ghadir Zannoun (FT)		AIS 311	N/A
	Ioana Raluca Larco (FT)		ITA 300	N/A
	Arnold Farr (FT)		PHI 335	N/A
	Matthew Giancarlo (FT)		ENG 241	N/A
	Jeffrey Rice (FT)		WRD 204	N/A

[9] Consult your college's associate dean for faculty affairs for specific assistance with Classification of Instructional Programs codes (CIP codes).

5. Assessment – Program Assessment and Student Learning Outcomes (SLOs)

5a	Referring to program objectives, student benefits, and the target audience (questions 2b and 2f), explain how the *program* will be assessed, which is different from assessing student learning outcomes. Include how the faculty of record will determine whether the program is a success or a failure. List the benchmarks, the assessment tools, and the plan of action if the program does not meet its objectives. *(250 word limit)*
	There will be an assessment committee consisting of a subgroup of the faculty of record. The program assessment will be conduced similarly to the Topical Studies major. The assessment committee will assess the BLS program once a year. First, they will look at the senior capstone projects and portfolios of all seniors and examine a different student learning outcome each year, following guidelines from a nationally published rubric. Second, the committee will also assess students' responses to the College Learning Assessment (CLA; collected by the Office of University Assessment). The committee will then write a report summarizing how well the projects and CLA indicate achievement of that particular SLO. The report will be circulated to the College faculty and will be discussed by the advisory board. The Program Director will also examine data provided by the Alumni Survey to assess students' post-graduate success. Further, a benchmark for "time-to-degree" of no more than 150% of required credits will be an indicator of sufficient programmatic structure. Thus, a benchmark reference for adequate programmatic structure will be reflected as a mean "time-to-degree" of 180 credit hours. This standard is similar to that required by Federal regulations for full-time students to receive financial aid, and is a common reference point for programmatic assessment. Failure to meet these benchmarks will initiate a review of the curriculum, by the faculty of record as a whole, to identify specific courses or programmatic experiences (eg. advising) that may be hindering progress of the student body. A plan of remediation will be generated by the Director following drafting and a review by all faculty of record.
5b	*(related to 2c and 14.c)* Based on the SLOs from question 2c, append a PDF of the program's course map[10] to the end of this form. *(Click HERE for a sample curricular map.)* : PLEASE SEE ATTACHMENT
5c	Append an assessment plan[11] for the SLOs to the end of this form. *(Click HERE for a sample assessment plan.)*

6. Miscellaneous

6a	Is there anything else about the proposed program that should be mentioned? *(150 word limit)*
	Students will be required to submit a senior capstone project and create a portfolio of previous work (selected by the student) as part of the course requirements for WRD 430. Included in the portfolio, there must also be a reflection essay that explains each artifact and describes how each artifact documents achievement of the SLOs. This is a requirement for graduation. The portofolio will be created by students to document achievement of the SLOs. The instructor of WRD 430 will evaluate the capstone project and the portfolio to ensure that the SLOs have been met. If a returning student does not have the required artifacts from previous coursework (e.g., if they have no saved papers), the WRD 430 instructor will help the student gather acceptable artifacts (e.g., assignments completed while taking WRD 430).

7. Specific Course Requirements. [S, R]

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[10] Course mapping (or "curricular mapping") is a representation of how faculty intend to approach and assess each of the student learning outcomes identified for the courses for the degree program, with an emphasis on courses required for all degree candidates. It is a master chart that indicates which objectives are being met, to what extent, and how often. This identifies whether an objective is "introduced," "developed," and/or "mastered" within a given course; it may be helpful also to chart any classroom-based assessment measures used to demonstrate that claim.

[11] An assessment plan is typically a tabular grid that illustrates the artifacts, rubrics, assessment team, and periods of assessment for the SLOs.

		Course Prefix and Number	Number of Credit Hours
	UK Core Requirements		
7a	I. Intellectual Inquiry (one course in each area)		
	Arts and Creativity	*Any on approved list*	*3*
	Humanities	*Any on approved list*	*3*
	Social Sciences	*Any on approved listy*	*3*
	Natural/Physical/Mathematical	*Any on approved list*	*3*
7b	II. Composition and Communication		
	Composition and Communication I	CIS or WRD 111	3
	Composition and Communication II	CIS or WRD 111	3
7c	III. Quantitative Reasoning (one course in each area)		
	Quantitative Foundations	*Any on approved list*	*3*
	Statistical Inferential Reasoning	*Any on approved list*	*3*
7d	IV. Citizenship (one course in each area)		
	Community, Culture and Citizenship in the USA	*Any on approved list*	*3*
	Global Dynamics	*Any on approved list*	*3*
7e		**Total UK Core Hours:**	*30*

7f	**Graduation Composition and Communication Requirement (GCCR)**		
7f.i	How will the GCCR be delivered in the proposed program? For each box checked, list the prefix and number for the relevant course(s), including any cross-listing(s).		
	☒ Single course within the program's home unit.		*WRD 430*
	☐ Multiple courses within the program's home unit.		
	☐ Single course from outside[12] the program's home unit.		
	☐ Multiple courses from outside[11] the program's home unit.		
	☐ Combination of course(s) from inside and outside[11] the program's home unit.		

7f.ii	Course	Prefix & Number	Course Status[13]
	Course #1	*WRD430*	Existing (needs change)
	Course #2 (☒ Not applicable.)		Existing
	Course #3 (☒ Not applicable.)		Existing
	Course #4 (☒ Not applicable.)		Select one....

7f.iii	Provide a narrative regarding this program's GCCR, for inclusion in the Bulletin.

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[12] You must include a letter of support from the other unit. The letter must address delivery mechanisms and resources allocated for the specified GCCR course(s). Please convert the letter to a PDF and append to the end of this form.

[13] Use the drop-down list to indicate if the course is an existing course that will not be changed, if the course is an existing course that will be changed, or if the course is a new course.

	Students will complete a capstone project under the direction of the WRD 430 instructor. The three possible Senior Projects are 1) a senior thesis, 2) a digital installation, and 3) a compilation of work (in print or online) suitable for employers. Note: this senior project is distinct from the BLS Portfolio required for the degree.

7g	**College-level Requirements**
	How will college-level requirements be satisfied?

	☒ Standard University college requirement	List course(s): *As with B.A.: (a) 6-19 hrs for Foreign Language, (b) 6 hrs EACH: Natural Sciences/Math, Social Sciences, and Humanities, (c) 6 hrs free electives, (d) GCCR. See attached.*
	OR	
	☐ Specific course(s)	List course(s):

Use the grids below to list core courses, electives, courses for a track, etc.
Use the course title from the Bulletin or from the most recent new/change course form.

7h*	**Program Major Core Courses. (Required for all students in the program and includes pre-major and pre-professional courses. Check the appropriate box to describe the course as either "program core" or "pre-major/pre-professional".)**			
Prefix & Number	Course Title	Type of Course	Credit Hrs	Course Status[13]
WRD430	*Advanced Workshop: BLS Senior Project Capstone*	☒ Pgm Core ☐ Pre-major/prof	*3*	Existing (needs change)
See below	*Humanties (ENG, WRD, GWS, SPA, HIS, LAS, LIN, MCL, FR, GER, RUS, AIS, ITA, PHI, CHI, CLA, HJS, JPN)*	☒ Pgm Core ☐ Pre-major/prof	*24*	Existing
See below	*Social Sciences (PCE, ANT, APP, ENS, GEO, PS, PSY, SOC, IAS, ST, HSP, EASC)*	☒ Pgm Core ☐ Pre-major/prof		Existing
See below	*Natural/Physical/Mathematical Sciences (BIO, CHE, EES, GLY, MA, PHY, AST, STA)*	☒ Pgm Core ☐ Pre-major/prof		Existing
		☐ Pgm Core ☐ Pre-major/prof		Select one....
		☐ Pgm Core ☐ Pre-major/prof		Select one....
		☐ Pgm Core ☐ Pre-major/prof		Select one....
		☐ Pgm Core ☐ Pre-major/prof		Select one....
		☐ Pgm Core ☐ Pre-major/prof		Select one....
		☐ Pgm Core ☐ Pre-major/prof		Select one....

	Students will complete a capstone project under the direction of the WRD 430 instructor. The three possible Senior Projects are 1) a senior thesis, 2) a digital installation, and 3) a compilation of work (in print or online) suitable for employers. Note: this senior project is distinct from the BLS Portfolio required for the degree.

7g	**College-level Requirements**
	How will college-level requirements be satisfied?

	☒ Standard University college requirement	List course(s): *As with B.A.: (a) 6-19 hrs for Foreign Language, (b) 6 hrs EACH: Natural Sciences/Math, Social Sciences, and Humanities, (c) 6 hrs free electives, (d) GCCR. See attached.*
	OR	
	☐ Specific course(s)	List course(s):

Use the grids below to list core courses, electives, courses for a track, etc.
Use the course title from the Bulletin or from the most recent new/change course form.

7h*	**Program Major Core Courses. (Required for all students in the program and includes pre-major and pre-professional courses. Check the appropriate box to describe the course as either "program core" or "pre-major/pre-professional".)**

Prefix & Number	Course Title	Type of Course	Credit Hrs	Course Status[13]
WRD430	*Advanced Workshop: BLS Senior Project Capstone*	☒ Pgm Core ☐ Pre-major/prof	3	Existing (needs change)
See below	*Humanities (ENG, WRD, GWS, SPA, HIS, LAS, LIN, MCL, FR, GER, RUS, AIS, ITA, PHI, CHI, CLA, HJS, JPN)*	☒ Pgm Core ☐ Pre-major/prof	24	Existing
See below	*Social Sciences (PCE, ANT, APP, ENS, GEO, PS, PSY, SOC, IAS, ST, HSP, EASC)*	☒ Pgm Core ☐ Pre-major/prof		Existing
See below	*Natural/Physical/Mathematical Sciences (BIO, CHE, EES, GLY, MA, PHY, AST, STA)*	☒ Pgm Core ☐ Pre-major/prof		Existing
		☐ Pgm Core ☐ Pre-major/prof		Select one....
		☐ Pgm Core ☐ Pre-major/prof		Select one....
		☐ Pgm Core ☐ Pre-major/prof		Select one....
		☐ Pgm Core ☐ Pre-major/prof		Select one....
		☐ Pgm Core ☐ Pre-major/prof		Select one....
		☐ Pgm Core ☐ Pre-major/prof		Select one....

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		☐ Pgm Core ☐ Pre-major/prof		Select one….
		☐ Pgm Core ☐ Pre-major/prof		Select one….
		☐ Pgm Core ☐ Pre-major/prof		Select one….
		Total Core Courses Credit Hours:	27	

7i	Is there any narrative about pre-major or pre-professional courses for the program that should be included in the Bulletin? If "Yes," note below. (150 word limit)	Yes ☐	No ☒

7j	Is there any narrative about core courses for the program that should be included in the Bulletin? If "Yes," note below.	Yes ☒	No ☐

Students must take 24 credit hours within ONE of the Major Areas: Humanities, Social Sciences, or Natural/Physical/ Mathematical Sciences. At least 12 of these credit hours must be at 300-level or above and another 6 credit hours must be at the 400 level or above. In addition, All BLS students must also take the WRD 430 for BLS students, which serves as the senior capstone course. This will help students synthesize and evaluate their previous coursework and lead to the production of a final project that will be required for graduation. Students will also submit their final portfolio to their WRD 430 instructor. Courses used to satisfy UKCore requirements cannot be used to satisfy major requirements.

	Program Guided Electives[14] (Guided electives for all students in the program.)			☐ Not Applicable	
7k*	Does the program include any guided electives? (If "No," indicate & proceed to 7n.)			Yes ☒	No[15] ☐

7l	Is there any narrative about guided electives courses that should be included in the Bulletin? If "Yes," note below. (150 word limit)			Yes ☒	No ☐
	Students must take at least 12 credit hours in ANY of the three Major Areas: Humanities, Social Sciences, or Natural/Physical/Mathematical Sciences. At least 3 of these hours must be at 300-level or above. Courses used to satisfy UKCore requirements cannot be used to satisfy major requirements.				

7m*	Using the grid provided, list the guided electives below.			

Prefix & Number	Course Title	Credit Hrs	Course Status
	Any courses in A&S that meet the above criteria (at least 3 hrs must be 300-level or above).	12	Existing
			Select one....
			Select one....
			Select one....
			Select one....
			Select one....
			Select one....
			Select one....
			Select one....
			Select one....
Total Credit Hours as Guided Electives:		12	

	Program Free Electives[16]. (Free electives for all students in the program, which includes general elective hours required by college and/or University (e.g. UK Core) for degree completion.)	☐ Not Applicable
7n*		

7o*	What is the total number of credit hours in free electives?	*14-27*

7p	Provide a narrative, including course prefixes, about free electives courses that will be included in the Bulletin. (150 word limit)	
	Students may take a total of 14-27 free electives to bring the total number of credit hours to 120. Free electives may not be counted toward the UK Core or A & S requirements.	

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[14] Program guided electives are available to all students in the program and are organized as groups of elective courses, from which a student chooses one (or two, or three, etc.).

[15] If "No," proceed to question 7n.

[16] Program free electives are available to all students in the program and the choice of which course(s) to take is up to the student. The courses are not grouped and are sometimes described as "student must take three courses at the 400-level or above."

7q	Courses for a program's track(s). Check the appropriate box to describe the course as either "a core course for the track" or "an elective course for the track." (Click HERE for a template for additional tracks[17].)		☒ Not Applicable

	Track name:		

Prefix & Number	Course Title		Credit Hrs	Course Status
		☐ Track Core ☐ Track Elective		Select one….
		☐ Track Core ☐ Track Elective		Select one….
		☐ Track Core ☐ Track Elective		Select one….
		☐ Track Core ☐ Track Elective		Select one….
		☐ Track Core ☐ Track Elective		Select one….
		☐ Track Core ☐ Track Elective		Select one….
		☐ Track Core ☐ Track Elective		Select one….
		☐ Track Core ☐ Track Elective		Select one….
		☐ Track Core ☐ Track Elective		Select one….
		☐ Track Core ☐ Track Elective		Select one….

Total Credit Hours Track:

7r	Is there any narrative about courses for a track that should be included in the Bulletin? If "Yes," note below. (150 word limit)	Yes ☐	No ☒

7s	Total Credit Hours Required by Level. (below)				
	100-level: *6*	200-level:	300-level: *30*	400-level: *9*	500-level:

7t	What is the total number of credit hours required for the degree? (e.g. 120, 126)	*120*
	If an explanation about the total credit hours is necessary, use the space below. *(150 word limit)*	

8. Degree Plan

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[17] Append a PDF with each track's courses to the end of this form.

7q	Courses for a program's track(s). Check the appropriate box to describe the course as either "a core course for the track" or "an elective course for the track." (Click HERE for a template for additional tracks[17].)	☒ Not Applicable

Track name:				
Prefix & Number	Course Title		Credit Hrs	Course Status
		☐ Track Core ☐ Track Elective		Select one....
		☐ Track Core ☐ Track Elective		Select one....
		☐ Track Core ☐ Track Elective		Select one....
		☐ Track Core ☐ Track Elective		Select one....
		☐ Track Core ☐ Track Elective		Select one....
		☐ Track Core ☐ Track Elective		Select one....
		☐ Track Core ☐ Track Elective		Select one....
		☐ Track Core ☐ Track Elective		Select one....
		☐ Track Core ☐ Track Elective		Select one....
		☐ Track Core ☐ Track Elective		Select one....
	Total Credit Hours Track:			

7r	Is there any narrative about courses for a track that should be included in the Bulletin? If "Yes," note below. (150 word limit)	Yes ☐	No ☒

7s	Total Credit Hours Required by Level. (below)				
	100-level: 6	200-level:	300-level: 30	400-level: 9	500-level:

7t	What is the total number of credit hours required for the degree? (e.g. 120, 126)	120
	If an explanation about the total credit hours is necessary, use the space below. (150 word limit)	

8. Degree Plan

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[17] Append a PDF with each track's courses to the end of this form.

8a	Create a degree plan for the proposed program by listing in the table below the courses that a typical student would take each semester. If multiple tracks are available, click HERE for a template for additional tracks. Append a PDF with each track's semester-by-semester program of study to the end of this form.				
	YEAR 1 - FALL:	*variable*		YEAR 1 - SPRING:	
	YEAR 2 - FALL :			YEAR 2 - SPRING:	
	YEAR 3 - FALL:			YEAR 3 - SPRING:	
	YEAR 4 - FALL:			YEAR 4 - SPRING:	

8b	With reference to the degree plan above, explain how there is progression in rigor and complexity in the courses that make up the program. *(150 word limit)*
	Students are required to complete at least 30 credit hours at 300 level or above and 9 credit hours at 400 level or above (which includes WRD 430). They must complete at least 18 credit hours at or above 300-level in their specific track. Because prerequisites for each course must be met prior to completion of the 300-level courses, this will ensure that courses will become increasingly rigorous.

9. Approvals/Reviews

Information below about the review process does not supersede the requirement for individual letters of support from educational unit administrators and from educational subunit administrators.

	Reviewing Group Name	Date Approved	Contact Person Name/Phone/Email	
9a	(Within College)			
	EPC	4/15/15	Stephen Testa	/ testa@uky.edu
	A&S Associate Dean	4/15/15	Anna Bosch	/Anna.bosch@uky.edu
			/	/
			/	/
9b	(Collaborating and/or Affected Units)			
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			/	/
			/	/
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		Date Approved	Contact Person Name
9c	(Senate Academic Council)		
	Undergraduate Council	3-29-16	Joanie Ett-Mims
	Health Care Colleges Council (if applicable)		

SECTION B – INFORMATION REQUIRED BY CPE AND SACS	
10. Program Overview – Program Quality and Student Success	
10a	Highlight any distinctive qualities of the proposed program. Are any faculty nationally or internationally recognized for expertise in this field? Does this program build on the expertise of an existing locally, nationally, or internationally recognized program at UK? *(300 word limit)*
	This degree will build upon the strengths of the faculty of the College of Arts & Sciences. Because students are allowed to complete courses across the entire College, students will be exposed to the breadth of expertise at UK. The College of Arts & Sciences is the largest college at UK with 18 departments and more than 400 faculty members. The faculty within the College of Arts & Sciences are among the university's most celebrated, garnering praise for their contributions to research, education and service, and the students often win top awards. Indeed, 50 percent of the University Research Professors at UK are Arts & Sciences faculty and the College has 4 programs within the top 20 programs among public institutions: Clinical Psychology, English, Geography and Hispanic Studies. Students earning a BLS degree are able to benefit from this high quality instruction.
10b*	*(similar to 2b)* What are the intended student learning outcomes (SLOs) of the proposed program? Address one or more of the five areas of learning – broad, integrative knowledge; specialized knowledge; intellectual skills; applied learning; and civic learning. *(300 word limit)*
	Students completing the BLS degree will be able to: *1. Demonstrate sound understanding of content and methodology within the natural sciences, social sciences, and humanities.* *2. Think critically and analytically, and draw conclusions from complex information.* *3. By taking an interdisciplinary perspective, integrate and synthesize a breadth of knowledge, across disciplinary boundaries, and apply that knowledge to a diverse, multicultural society* *4. Work effectively to solve complex problems using solid research methodologies and ethics.* *5. Communicate effectively in both written and oral formats.* *The SLOs described above directly address the need for a broad, integrative knowledge base. Breadth is an inherent part of the degree. The SLOs proposed additionally address the development of intellectual skills. Students are required to apply the breadth of their knowledge to a senior capstone project, which will require critical and analytical intellectual skills.*
10c	Clearly state the student admission, retention, and completion standards designed to encourage high quality. *(300 words)*
	1. Students must complete at least 120 credit hours acceptable to the College of Arts & Sciences. *2. Students must complete at least 90 credit hours in A & S Courses.* *3. Students must complete at least 39 credit hours numbered 300 level or above, of which 9 credit hours must be at 400 level evel or above.* *4. Students must complete at least one course that includes some laboratory or field experience.* *5. Students must complete the GCCR requirement (to be completed with the Senior Capstone).* *5. Students must maintain an overall GPA of at least 2.0.* *6. Students must satisfy the residence requirements.* *7. Students may not double major with BLS and another degree program.* *8. Students may declare this major after completion of at least 45 credit hours.* *9. Students must submit a portfolio of previous work (including senior capstone project, 4 additional artifacts, and reflective essay) that documents achievement of the 5 student learning outcomes. They will submit this to the WRD 430 instructor.*
10d	Describe how the proposed program will articulate with related programs in the state. Include the extent to which student transfer has been explored and coordinated with other institutions. Note: Convert all draft

	articulation agreements related to this proposed program to PDF and append to the end of this form. *(300 word limit)*
	The BLS follows UK and CPE policies regarding transfer of academic credit from other accredited institutions.
	According to the UK Bulletin: The General Education Transfer Policy facilitates the transfer of credits earned in general education and twelve hours of course work in a major for students moving from one Kentucky public college or university to another Kentucky public college or university. The general education core transfer component reflects the distribution of discipline areas universally included in university-wide lower division general education requirements for the baccalaureate degree. Under this agreement, a student may satisfy the general education discipline requirements at their current college and have that requirement completion accepted at the university or college to which they may transfer. In addition, the Baccalaureate Program Transfer Frameworks identify 12 hours of course work in a major which may be successfully transferred. Each framework represents a specific guide to the exact courses a student needs; therefore, students who plan to transfer from one public institution to another to complete their Baccalaureate degree should work closely with their advisor to take full advantage of the Policy.
	See UK's transfer policies for further details: http://www.uky.edu/registrar/policy.htm .
10e	Identify the applicant pool and how applicants will be reached. *(300 word limit)*
	We expect the target audience to be diverse. Many may be non-traditional students (over age 25) and students returning to college following an absence. Students who have switched majors multiple times are able to utilize past credit while pursuing courses that correspond to changed interests or goals. This degree will have major appeal to students who want to complete their degree but have diverse credits that don't follow the curricula of a traditional major. This degree may also motivate students to come back to school with the knowledge they will be able to graduate after completing the specific requirements. There will not be active recruitment to this degree, but will be an option that students can discuss with their academic advisor.

11. Mission: Centrality to the Institution's Mission and Consistency with State's Goals

11a*	*(similar to question 2b)* List the objectives of the proposed program? These objectives should deal with the specific institutional and societal needs that the program will address. *(300 word limit)*
	The program objectives are to: *• Provide students with broad-based knowledge in the liberal arts (reflective of courses in the College of Arts & Sciences) that results in their becoming more articulate, analytical, culturally informed, and well-rounded.* *• Prepare students to contribute to the modern work environment and the larger society and to achieve personal and professional advancement.* *• Foster in students analytical and decision-making skills, advanced communication skills, and a global perspective.* *• Meet academic needs of students who wish to pursue a baccalaureate degree in liberal studies and provide a solid foundation for those preparing to pursue further education.*
11b*	Explain how the program objectives above in item 11a support at least two aspects of UK's institutional mission and academic strategic plan? *(150 word limit)*
	The program addresses the broad goal of UK's institutional mission to prepare students for leading roles in an innovation-driven economy and global society (Goal 1). Broad, liberal arts degrees allow students to be flexible in an innovative economy. Employers at innovate companies recognize the value of a generalist degree, summed up nicely by the President of Xerox (2002), "The only education that prepares us for change is a liberal education. In periods of change, narrow specialization condemns us to inflexibility--precisely what we do not need. We need the flexible intellectual tools to be problem solvers, to be able to continue learning over time." Further, this degree allows students to graduate with a range of possible completed coursework. This flexibility, without the rigid structure of a typical major, will improve student success by reducing attrition and time-to-degree (Objective 1.2).

11c*	How do the program objectives above in item 11a support at least two aspects of the Council on Postsecondary Education's (CPE) Strategic Agenda and the statewide implementation plan? *(300 word limit)*
	The objectives described above support several aspects of the CPE's Strategic Agenda and statewide implementation plan, particularly with regard to the improvement of "student success." This program will (a) increase completion rates and (b) decrease the financial barriers to completion. Specifically, by allowing students to funnel a diverse range of courses into this degree, instead of restricting them to a tightly constrained, hierarchical traditional major, students who might typically leave college will be able to complete their degree and move successfully into the workforce. Further, because they are able to graduate in a more timely manner, the costs of college will be lessened. The objectives, because they can increase completion rates and facilitate more students graduating with degrees, also aid in community development by enhancing quality of life by raising the educational attainment level of the Commonwealth specifically, and the national community, generally. *The Bachelor of Liberal Studies degree will further the statewide implementation plan by facilitating a more rapid completion to degree, thus keeping tuition costs low and protecting college access for low- and moderate-income students and families. This program puts UK more in line with our benchmarks and will produce tangible performance metrics (both for student and program).*
11d*	If an approval letter from an Education Professional Standards Board (EPSB) is required, check the box below and append a PDF version of the letter to this form. ☐ (E.g. any program leading to teacher, principal, or superintendent certification, rank change, etc.)

12. Resources

12a*	How will the program support or be supported by other programs within the institution? For example, shared faculty, shared courses, collaborative research, etc. *(300 word limit)*
	This degree will rely on existing courses as they are currently taught. The only specific course will be WRD 430, which will be focused on BLS students. There will be no additional supports needed.
12b	What will be the projected "faculty-to-student in major" ratio? *(150 word limit)*
	not applicable for this degree
12c	Describe the library resources available[18] to support this program. Access to the qualitative and quantitative library resources must be appropriate for the proposed program and should meet recognized standards for study at a particular level or in a particular field where such standards are available. Adequacy of electronic access, library facilities, and human resources to service the proposed program in terms of students and faculty will be considered. *(300 word limit)*
	The University of Kentucky Library System includes the main William T. Young Library which maintains humanities, social sciences and life sciences collection, as well as eleven other libraries including a Science Library. Collections and information resources include 4,023,142 volumes, 588,428 electronic books, well over 400 commercial databases, approximately 27,000 linear feet of manuscripts and archives, and a broad collection of computer files, microforms, maps, film/video, audio and graphics. Annual collections expenditures total more than $11.1 million. In FY12, 6.6 million searches were conducted in licensed databases and 2.8 million full-text articles were downloaded. UK serves as the Regional Depository for Kentucky as part of the Federal Depository Library Program. UK is also a depository for European Union publications and Canadian government publications. British Parliamentary Papers, Kentucky government publications, and technical reports from federal agencies are selectively collected.
12d	Describe the physical facilities and instructional equipment available to support this program. Physical facilities and instructional equipment must be adequate to support a high-quality program. Address the availability of classroom, laboratory, and office space, as well as any equipment needs. *(300 word limit)*
	No additional physical facilities are needed beyond the classrooms used for current course offerings.

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[18] Please contact Institutional Effectiveness (institutionaleffectiveness@uky.edu) for more information.

13. Demand and Unnecessary Duplication	
13a*	Provide justification and evidence to support the need and demand for this proposed program. Include any data on student demand, career opportunities at any level, or any recent trends in the discipline that necessitate a new program. *(300 word limit)* • This evidence is typically in the form of surveys of potential students and enrollments in related programs at the institution. • Anecdotal evidence is insufficient. Demonstrate a systematic collection of data, thorough study of the data, and a reasonably estimated student demand for the program. • Provide evidence of student demand at state and national levels.
	There is economic and employment benefits and needs of a BLS degree. More jobs are appearing and more professions are emerging for which the generalist is advantaged. Google, Apple, and many other high-tech, digital-age companies are searching for broadly educated minds, with much less attention placed on any specialty. *According to a recent survey by College Factual, graduates with general Liberal Science majors "forge their own career path, and they can end up in many different fields, including business, law, education, journalism, and entrepreneurship." Graduates with Liberal Studies degrees (also referred to as General Studies or Liberals Arts majors) have better earning potential than many other majors in the Humanities and Social Sciences. See proposal for full data. In a 2013 survey of employers at private sector and nonprofit organizations (by Association of American Colleges and Universities), nearly all those surveyed (93%) say that "a demonstrated capacity to think critically, communicate clearly, and solve complex problems is more important than [a candidate's] undergraduate major." Further, 80% of employers agree that, "regardless of their major, all college students should acquire broad knowledge in the liberal arts and sciences." As the President of Xerox stated (2002), "narrow specialization condemns us to inflexibility--precisely what we do not need."* *In addition, a BLS is increasingly popular with otherwise traditional students. The survey by College Factual found that a general Liberal Arts and Sciences major is the 8th most popular of all majors.* *Most of our national benchmark universities offer a similar degree program, as well as most of the universities and colleges in Kentucky. Data from these benchmarks shows the high student demand for similar degrees. For example, WKU has more than 250 students graduate with this degree per year, and EKU has approximately 230 students per year. See proposal for tables of enrollment at benchmarks.*
13b	Clearly state the degree completion requirements for the proposed program. *(150 word limit)*
	Awarding of the BLS degree is dependent upon the completion of the UK Core, University graduation requirements, and College of A&S requirements consistent with B.A. They must also complete 24 credit hours within ONE of the College's major areas and another 12 credit hours within one of the major areas: Humanities, Social Sciences, or Natematical Sciences. Overall, students must complete at least 120 credit hours acceptable to the College of Arts & Sciences; at least 90 credit hours in A & S Courses; with at least 30 credit hours numbered 300 level or above and another 9 credit hours numbered 400 level and above; at least one course that includes some laboratory or field experience; a Senior Capstone project; and a portfolio of previous work (including senior capstone project, 4 additional artifacts, and reflective essay) that documents achievement of the 5 student learning outcomes.
13c*	Will this program replace or enhance any existing program(s) or tracks (or concentrations or specializations) within an existing program? *(300 word limit)* Yes ☐ No ☒
	If "Yes," explain:
13d	Identify the primary feeders for the program. *(150 word limit)*
	Students will come from across all of the College of Arts and Sciences.
13e	Describe the student recruitment and selection process. *(300 word limit)*

	Students may declare this major after completion of at least 45 credit hours. They must maintain an overall GPA of at least 2.0 and satisfy the residence requirements. Students may not double major with BLS and another degree program. They will work with their College academic advisor to make sure they are meeting the requirements.
13f*	Specify any distinctive qualities of the proposed program. *(300 word limit)*
	There is no other degree that is this flexible at the University of Kentucky. This program allows students to draw from a broad range of courses across the College of Arts & Sciences, yet still offers enough structure and rigor to maintain our high educational standards. Students will graduate with a portfolio of their work and a senior capstone project that they can show to future employers as tangible documention of their education. There may be some perceived overlap with Topical Studies. However, as mentioned above, Topical Studies is a selective admissions program that is focused on a specific major, albeit a specific major designed by the student in consultation with a faculty advisor. Except for the electives, all of the student's work must be related to the chosen topic. The BLS degree differs from this, as it is not as specific as a Topical Studies major, students are not required to design a major, and it is not based on a selective admissions program.
13g	Provide any evidence of a projected net increase in total student enrollments to the campus as a result of the proposed program. *(300 word limit)*
	This program will not likely increase student enrollment significantly. It will likely increase the graduation rate, however, and lower the attrition rate. For example, based on an analysis of data from UK's Fall 2008 cohort of students that had begun in Arts & Sciences and had earned between 80 and 140 total hours without a resulting degree conferred, if a program like this was offered, 113 students (71% of 160) could have graduated by May 2014. This would have resulted in a UK 6 year graduation rate of 62.4% (an increase of 2.8%).
13h	Use table below to estimate student demand for the first five years following implementation.

Academic Year	# Degrees Conferred	Majors (headcount) Fall Semester
2016 - 2017	*50*	*50*
2017 - 2018	*200*	*200*
2018 - 2019	*200*	*200*
2019 - 2020	*200*	*250*
2020 - 2021	*200*	*250*

13i	Clearly describe all evidence justifying a new program based on changes in the academic discipline or other academic reasons. *(300 word limit)*
	"As knowledge, technology and global impacts escalate at dizzying rates, so too will the value and significance of the liberal education framework increase. Virtually all occupational endeavors require a working appreciation of the historical, cultural, ethical and global environments that surround the application of skilled work." (Robert Jones, President of Education and Workforce Policy, LLC, in Liberal Education). Indeed, more jobs are appearing and more professions are emerging for which the generalist is advantaged. Google, Apple, and many other high-tech, digital-age companies are searching for broadly educated minds, with much less attention placed on any specialty. Because of the focus on critical thinking skills, communication skills, and breadth of education, these degrees are increasingly sought after by employers in this ever-changing, quickly evolving economy. In a recent survey of CEOs in the US, 74% said they would recommend a liberal arts education to students. *According to a recent survey by College Factual, graduates with general Liberal Science majors "forge their own career path, and they can end up in many different fields, including business, law, education, journalism, and entrepreneurship." Graduates with Liberal Studies degrees (also referred to as General Studies or Liberals Arts majors) have better earning potential than many other majors in the Humanities and Social Sciences.*

13j	Has the Council on Postsecondary Education identified similar programs?	Yes ☒	No ☐
	(Please contact Institutional Effectiveness (institutionaleffectiveness@uky.edu) for help with this question.).		
	If "Yes," the following questions (5h1 – 5h5) must be answered.		
(1)	Does the program differ from existing programs in terms of curriculum, focus, objectives, etc.? *(150 word limit)*	Yes ☒	No ☐
	If "Yes," explain: *This program would capitalize on the award-winning, internationally recognized faculty in the largest college at the flagship research university in the state of Kentucky. No other liberal studies program has similar access to the caliber of faculty and wide range of diverse courses.*		
(2)	Does the proposed program serve a different student population (e.g., students in a different geographic area or nontraditional students) from existing programs? *(150 word limit)*	Yes ☒	No ☐
	If "Yes," explain: *This program may appeal to non-traditional students and students returning to college following an absence. Students who have switched majors multiple times are able to utilize past credit while pursuing courses that correspond to changed interests or goals. This degree will have major appeal to students who want to complete their degree but have diverse credits that don't follow the curricula of a traditional major. This degree may also motivate students to come back to school with the knowledge they will be able to graduate after completing the specific requirements.*		
(3)	Is access to existing programs limited? *(150 word limit)*	Yes ☐	No ☒
	If "Yes," explain:		
(4)	Is there excess demand for existing programs? *(150 word limit)*	Yes ☐	No ☒
	If "Yes," explain:		
(5)	Will there be collaboration between the proposed program and existing programs? *(150 word limit)*	Yes ☐	No ☒
	If "yes," explain the collaborative arrangements with existing programs. If "no," explain why there is no collaboration with existing programs.		
	There are no existing programs that are relevant for "collaboration" with this degree. This is, in part, because the program is by definition interdisciplinary. Students can draw from any faculty within the College of Arts & Sciences, and thus the entire degree is collaborative in its truest sense.		
13k*	Are there similar programs in other Southern Regional Education Board (SREB) states in the nation? *(300 word limit)*	Yes ☒	No ☐
13l	Would your institution like to make this program available through the Academic Common Market[14]?	Yes ☒	No ☐
13m	Clearly describe evidence of employer demand. Such evidence may include employer surveys, current labor market analyses, and future human resources projections. Where appropriate, evidence should demonstrate employers' preferences for graduates of the proposed program over persons having alternative existing credentials and employers' willingness to pay higher salaries to graduates of the proposed program. *(300 word limit)*		
	In a 2013 survey of employers at private sector and nonprofit organizations (by Association of American Colleges and Universities), nearly all those surveyed (93%) say that "a demonstrated capacity to think critically, communicate clearly, and solve complex problems is more important than [a candidate's] undergraduate major." Further, 80% of employers agree that, "regardless of their major, all college students should acquire broad knowledge in the liberal arts and sciences." In a recent survey of CEOs in the U.S., 74% said they would recommend a liberal arts education to students.		

13n*	Describe the types of jobs available for graduates, average wages for these jobs, and the number of anticipated openings for each type of jobs at the regional, state, and national levels.
	This is an extremely flexible degree in terms of jobs available. Students can end up in many different fields, including business, law, education, technology, advertising, marketing, government, journalism, and entrepreneurship. Graduates with Liberal Studies degrees (also referred to as General Studies or Liberals Arts majors) have better earning potential than many other majors in the Humanities and Social Sciences, with the average starting salary of $42,400.

14. Assessment and Oversight	
14a	Describe *program* evaluation procedures for the proposed program. These procedures may include evaluation of courses and faculty by students, administrators, and departmental personnel as appropriate. Program review procedures shall include standards and guidelines for the assessment of student outcomes implied by the program objectives and consistent with the institutional mission. *(300 word limit)*
	There will be an assessment committee consisting of a subgroup of the faculty of record. The program assessment will be conduced similarly to the Topical Studies major. The assessment committee will assess the BLS program once a year. First, they will look at the (a) senior capstone projects and (b) portfolios of all seniors and examine a different student learning outcome each year, following guidelines from a nationally published rubric (from Association of American Colleges & Universities). For example, in Year 1, the assessment committee will examine whether all of the capstone projects completed that year demonstrate sound understanding of content and methodology within the natural sciences, social sciences, and humanities (SLO 1). Second, the committee will also assess (c) students' responses to the College Learning Assessment (CLA; collected by the Office of University Assessment). The committee will then write a report summarizing how well the projects and CLA indicate achievement of that particular SLO. The report will be circulated to the College faculty and will be discussed by the advisory board. The Program Director will also examine data provided by the Alumni Survey to assess students' post-graduate success. Further, a benchmark for "time-to-degree" of no more than 150% of required credits will be an indicator of sufficient programmatic structure. Thus, a benchmark reference for adequate programmatic structure will be reflected as a mean "time-to-degree" of 180 credit hours. This standard is similar to that required by Federal regulations for full-time students to receive financial aid, and is a common reference point for programmatic assessment. Failure to meet these benchmarks will initiate a review of the curriculum, by the faculty of record as a whole, to identify specific courses or programmatic experiences (eg. advising) that may be hindering progress of the student body. A plan of remediation will be generated by the Director following drafting and a review by all faculty of record.

14b*	Identify both the direct and indirect methods by which the intended student learning outcomes (SLOs) will be assessed. *(300 word limit)*
	A Senior Capstone Project will be completed as part of the required WRD 430 course. The project will be graded and will satisfy the GCCR requirement. Only students who pass the capstone course (as assessed by the instructor) and complete a passing capstone project will be eligible for the BLS degree. The portfolio must contain 5 artifacts (the senior capstone project, 4 additional artifacts, and reflective essay) collected from previous work that documents achievement of the 5 SLOs. The instructor of WRD 430 will evaluate this completed portfolio to ensure adequate achievement of the SLOs.

14c	Procedures for Course Mapping of SLOs *(related to question 5b)*
14c.i	Which components will be evaluated, i.e. course mapping? *(300 word limit)*
	The Senior Capstone Project (Completed As Part Of Wrd 430) And The Portfolio (Must Contain 4 Additional Artifacts From Completed Coursework Documenting Achievement Of Each Of The Slos) Will Both Be Evaluated For Each Of The 5 Slos: *1. Demonstrate Sound Understanding Of Content And Methodology Within The Natural Sciences, Social Sciences, And Humanities.* *2. Think Critically And Analytically, And Draw Conclusions From Complex Information.* *3. Integrate And Synthesize A Breadth Of Knowledge, Across Disciplinary Boundaries, And Apply That Knowledge To A Diverse, Multicultural Society* *4. Work Effectively To Solve Complex Problems Using Solid Research Methodologies And Ethics.*

	5. *Communicate Effectively In Both Written And Oral Formats*
14c.ii	**When will components be evaluated?** *(150 word limit)*
	A formalized evaluation of outcomes will be conducted after the completion of each academic year and will include a review of SLO rubric and rubrics developed for each specific component to be assessed, in preparation for an annual report to the University Office of Assessment no later than Oct. 31st of each year.
14c.iii	**When will the data be collected?** *(150 word limit)*
	The senior capstone project and portfolio will be evaluated during the students' completion of WRD 430 (tpyically the last semester prior to graduation).
14c.iv	**How will the data be collected?** *(150 word limit)*
	The senior capstone project and portfolio will be submitted to the instructor of WRD 430. .
14c.v	**What will be the benchmarks and/or targets to be achieved?** *(150 word limit)*
	The targeted grade point average reflecting satisfactory progress in the program will be a 2.00 cumulative G.P.A., as this is the University benchmark for successful completion of major courseswork. With regard rubric assessment, we have a targeted a mean rubric score for individual SLOs of 1.5 or greater. Targets for "time-to-degree" will reflect common Federal standards for adequate academic progress and will include a student body mean time of 150% of the required major credits hours of 120 (eg. 180 credit hours taken) and a completed (earned) credit ration of 67%, the Federal requirment reflecting adequate academic progress.
14c.vi	**What individuals or groups will be responsible for data collection?** *(150 word limit)*
	As stated above, the instructor of WRD 430 will collect and grade the senior capston project and the portfolio.
14c.vii	**How will the data and findings be shared with faculty?** *(150 word limit)*
	The faculty of record and advisory board will receive a summary document detailing the specific, mean numerical outcomes (based on our rubric for assessments of each SLO) for each assessment of 2 SLOs per year. This will be an electronic communication. If areas of concern are noted (for example, if mean numerical assessments are lower than "2" on the "0-3" assessment scale of the rubric), a meeting of all relevant faculty of record will be convened and a plan of remediation will be designed and subsequently implemented.
14c.viii	**How will the data be used for making programmatic improvements?** *(150 word limit)*
	If targets described above in 14c.v are not achieved (eg. a mean evaluation score of lower than 1.5 is not realized on any given assessment measure), the Director will initiate a review of the relevant SLO(s) to identify areas of strength and potential weakness. If clear corrective measures or revisions are not readily identified, the Director will convene a meeting of the faculty of record and advisory board to initiate a collaborative discussion with regard to designing a remediation plan.
14c.ix	**What are the measures of teaching effectiveness?** *(150 word limit)*
	All faculty of record will be evaluated using University Teacher Course Evaluations (TCEs) completed by their student each term. All TCEs are public record and accessed via the University website.
14c.x	**What efforts to improve teaching effectiveness will be pursued based on these measures?** *(150 word limit)*
	Areas of concern will be summarized and communicated to the individual faculty member and a request for a plan of remediation will be made. Additional options aimed at improving teaching, if needed, include

	providing College-level support to promote scholarly activities in the area of teaching at the undergraduate level and may include support for attendance at relevant conferences and symposia, such as the "Conference on Higher Education Pedagogy" offered by the Center for Instructional Development and Educational Research at Virginia Polytechnic Institute and State University.
14c.xi	What are the plans to evaluate students' post-graduate success? *(150 word limit)*
	The program director will obtain data from the Alumni Survey annually and will additionally create a separate and brief web-based survey of educational and career outcomes to be communicated to all alumni electronically on an annual basis.

15. Cost and Funding of the Proposed Program[19]

15a	Will this program require additional resources?	Yes ☐ No ☒
	If "Yes," please provide a brief summary of additional resources that will be needed to implement this program over the next five years. *(300 word limit)*	
15b	Will this program impact existing programs and/or organizational units within your institution? *(300 word limit)*	Yes ☐ No ☒
	If "Yes, briefly describe.	
15c	Provide adequate documentation to demonstrate sufficient return on investment to the state to offset new costs and justify approval for the proposed program. *(300 word limit)*	
	N/A	

16.* Budget Funding Sources, by Year of Program (Please answer in terms of dollar amounts.)

(Please note – all the fields in number 16 are required for the CPE's pre-proposal form.)

Total Resources Available from Federal Sources	1st Year	2nd Year	3rd Year	4th Year	5th Year
New	0	0	0	0	0
Existing					
Narrative/Explanation:	*No additional funding will be needed because no staff will be used and no faculty will be hired. The program will be based on existing courses.*				
Total Resources Available from Other Non-State Sources:	0				
	1st Year	2nd Year	3rd Year	4th Year	5th Year
New	0	0	0	0	0
Existing	0	0	0	0	0
Narrative/Explanation:	*No additional funding will be needed because no staff will be used and no faculty will be hired. The program will be based on existing courses.*				
State Resources	1st Year	2nd Year	3rd Year	4th Year	5th Year
New	0	0	0	0	0
Existing	0	0	0	0	0

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[19] For questions about cost and funding of the program, please contact your department chair, business officer, or associate dean for academic affairs.

Narrative/Explanation:	*No additional funding will be needed because no staff will be used and no faculty will be hired. The program will be based on existing courses.*				

Internal	1st Year	2nd Year	3rd Year	4th Year	5th Year
(New) Allocated Resources	*0*	*0*	*0*	*0*	*0*
(Existing) Reallocated Resources	*0*	*0*	*0*	*0*	*0*
Narrative/Explanation:	*No additional funding will be needed because no staff will be used and no faculty will be hired. The program will be based on existing courses.*				

Student Tuition	1st Year	2nd Year	3rd Year	4th Year	5th Year
New	*0*	*162138*	*449553*	*509233*	*585669*
Existing	*739785*	*689086*	*494509*	*560157*	*644235*
Narrative/Explanation:	*0*				

Total Funding Sources	1st Year	2nd Year	3rd Year	4th Year	5th Year
Total New	*0*	*162138*	*449553*	*509233*	*585669*
Total Existing	*739785*	*689086*	*494509*	*560157*	*644235*

17. Breakdown of Program Expenses/Requirements[4]
(Please note – all the fields in number 17 are required for the CPE's pre-proposal form.)

Staff: Executive, Administrative & Managerial	1st Year	2nd Year	3rd Year	4th Year	5th Year
New	*0*	*0*	*0*	*0*	*0*
Existing	*0*	*0*	*0*	*0*	*00*
Narrative/Explanation:	*No additional funding will be needed because no staff will be used and no faculty will be hired. The program will be based on existing courses.*				

Faculty	1st Year	2nd Year	3rd Year	4th Year	5th Year
New	*0*	*0*	*0*	*0*	*0*
Existing	*206928*	*213136*	*219530*	*226116*	*232899*
Narrative/Explanation:	*No additional funding will be needed because no staff will be used and no faculty will be hired. The program will be based on existing courses.*				

Student Employees	1st Year	2nd Year	3rd Year	4th Year	5th Year
New		*0*	*0*	*0*	*0*
Existing	*49323*	*.49816*	*50314*	*50817*	*51326*
Narrative Explanation/Justification:	*No additional funding will be needed because no staff will be used and no faculty will be hired. The program will be based on existing courses.*				

Equipment and Instructional Materials	1st Year	2nd Year	3rd Year	4th Year	5th Year
New	*0*	*0*	*0*	*0*	*0*
Existing	*0*	*0*	*0*	*0*	*0*

	Narrative Explanation/Justification:	*No additional funding will be needed because no staff will be used and no faculty will be hired. The program will be based on existing courses.No additional funding will be needed because no staff will be used and no faculty will be hired. The program will be based on existing courses.*

Library	1st Year	2nd Year	3rd Year	4th Year	5th Year
New	0	0	0	0	0
Existing	0	0	0	0	0
Narrative Explanation/Justification:	*No additional funding will be needed because no staff will be used and no faculty will be hired. The program will be based on existing courses.*				

Contractual Services	1st Year	2nd Year	3rd Year	4th Year	5th Year
New	0	0	0	0	0
Existing	0	0	0	0	0
Narrative Explanation/Justification:	*No additional funding will be needed because no staff will be used and no faculty will be hired. The program will be based on existing courses.*				

Academic and/or Student Services	1st Year	2nd Year	3rd Year	4th Year	5th Year
New	0	0	0	0	0
Existing	0	0	0	0	0
Narrative Explanation/Justification:	*No additional funding will be needed because no staff will be used and no faculty will be hired. The program will be based on existing courses.*				

Other Support Services	1st Year	2nd Year	3rd Year	4th Year	5th Year
New	0	0	0	0	0
Existing	0	0	0	0	0
Narrative Explanation/Justification:	*No additional funding will be needed because no staff will be used and no faculty will be hired. The program will be based on existing courses.*				

Faculty Development	1st Year	2nd Year	3rd Year	4th Year	5th Year
New	0	0	0	0	0
Existing	0	0	0	0	0
Narrative Explanation/Justification:	*No additional funding will be needed because no staff will be used and no faculty will be hired. The program will be based on existing courses.*				

Assessment	1st Year	2nd Year	3rd Year	4th Year	5th Year
New	0	0	0	0	0
Existing	0	0	0	0	0
Narrative Explanation/Justification:	*No additional funding will be needed because no staff will be used and no faculty will be hired. The program will be based on existing courses.*				

Other	1st Year	2nd Year	3rd Year	4th Year	5th Year
New	0	0	0	0	0
Existing	0	0	0	0	0

Narrative Explanation/Justification:	*No additional funding will be needed because no staff will be used and no faculty will be hired. The program will be based on existing courses.*				

Total Program Budgeted Expenses/Requirements	1st Year	2nd Year	3rd Year	4th Year	5th Year
New	*0*	*0*	*00*	*0*	*0*
Existing	*0*	*0*	*0*	*0*	*0*
TOTAL Program Budgeted Expenses/Requirements:	*No additional funding will be needed because no staff will be used and no faculty will be hired. The program will be based on existing courses.*				

GRAND TOTAL	1st Year	2nd Year	3rd Year	4th Year	5th Year
TOTAL NET COST:	*217452*	*222989*	*228682*	*234536*	*240556*

18. Course Descriptions

18a	Program Core Courses (includes pre-major and pre-professional courses)
Prefix & Number	**Course Description (from the Bulletin or the most recent new/change course form)**
WRD430	*Advanced Workshop: Senior Project Capstone*
	At least 24 credit hours within ONE of the major areas below (Humanities, Social Sciences,Natural/Physical/Math Sciences), with at least 18 hours at 300-level or above:
	Humanities (ENG, WRD, GWS, SPA, HIS, LAS, LIN, MCL, FR, GER, RUS, AIS, ITA, PHI, CHI, CLA, HJS, JPN)
	Social Sciences (PCE, ANT, APP, ENS, GEO, PS, PSY, SOC, IAS, ST, HSP, EASC)
	Natural/Physical/Mathematical Sciences (BIO, CHE, EES, GLY, MA, PHY, AST, STA

18b	Program Guided Electives Courses (for the major)
Prefix & Number	**Course Description (from the Bulletin or the most recent new/change course form)**
	Any courses in A&S that meet the above criteria (at least 3 hrs must be 300-level or above).

18c	Program Free Electives Courses

Prefix & Number	Course Description (from the Bulletin or the most recent new/change course form)
	14-27 credit hours of free electives to bring the total number of credit hours to 120. Free electives may not be counted toward the UK Core or A & S requirements.

18d	Courses for a Track. (If multiple tracks are available, click HERE for a template for additional tracks. Append a PDF to the end of this form with each track's courses and descriptions.

Prefix & Number	Course Type	Course Description (from the Bulletin or the most recent new/change course form)
	☐ Track Core ☐ Track Elective	
	☐ Track Core ☐ Track Elective	
	☐ Track Core ☐ Track Elective	
	☐ Track Core ☐ Track Elective	
	☐ Track Core ☐ Track Elective	
	☐ Track Core ☐ Track Elective	
	☐ Track Core ☐ Track Elective	
	☐ Track Core ☐ Track Elective	
	☐ Track Core ☐ Track Elective	
	☐ Track Core ☐ Track Elective	

19. Specific faculty involved in the degree program.

(similar to question 4d) Fill out the SACS[20]-required faculty roster below, for full-time and part-time faculty teaching in the program. Abbreviations for the NAME and COURSES TAUGHT columns are below the table. *Please contact Institutional Effectiveness (institutionaleffectiveness@uky.edu) for help with this question.*

NAME	COURSES TAUGHT	ACADEMIC DEGREES AND COURSEWORK	OTHER QUALIFICATIONS AND COMMENTS
List name & Identify faculty member as FT or PT.	Include term; course prefix, number and title; & credit hours. Identify courses as D, UN, UT or G.	List relevant courses taught, including institution and major.	Note qualifications and comments as they pertain to course taught.
see proposal for complete list-			
All A&S instructional faculty are included in the faculty roster. All A&S courses currently taught will count towards the program.			

FT = full time
PT= part time

D = developmental
UN = undergraduate nontransferable
UT = undergraduate transferable
G = graduate

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[20] Southern Association of Colleges and Schools Commission on Colleges (SACS).

Bachelor of Liberal Studies Degree (B.L.S.)

Overview of Bachelor of Liberal Studies degree

2a. Brief description of the degree

A BLS degree will allow students to design individualized programs of study in the humanities, social sciences, and natural and mathematical sciences; to develop a breadth of knowledge reflective of a true liberal arts education that is the hallmark of the College of Arts and Sciences; to develop critical thinking and writing skills; and to synthesize problem-solving strategies. This degree will be beneficial for a wide range of A & S students: students who plan to work in business, technological, cultural, community, and human-service settings; students for whom a highly specialized, structured major is not ideal; and students who have accumulated a substantial number of diverse credit hours across a range of departments within the College. To graduate with a BLS degree, students will complete rigorous upper-division courses, complete a capstone writing intensive course in which they synthesize and evaluate their previous coursework, and submit a final degree portfolio of previous work. Students will also be required to take at least one course that includes laboratory or field experience. Along with the completion of UK Core courses, and the College of Arts and Sciences requirements, students will complete at least 24 credit hours in a specific major area: Humanities, Social Sciences, and Natural/Physical/Mathematical Sciences. The overall result is a classic liberal arts education, capturing the strengths of the College of Arts & Sciences, which meets the needs of 21st century students.

2b. Program Objectives: How Do Students Benefit from the Program

According to the Association of American Colleges and Universities, in discussing bachelor's degree in liberal studies, "This approach to a college education provides both broad knowledge in a variety of areas of study and knowledge in a specific major or field of interest. It also helps students develop a sense of social responsibility, as well as intellectual and practical skills that span all areas of study, such as communication, analytical, and problem-solving skills, and a demonstrated ability to apply knowledge and skills in real-world settings."

The program objectives are to:
- Provide students with broad-based knowledge in the liberal arts (reflective of courses in the College of Arts & Sciences) that results in their becoming more articulate, analytical, culturally informed, and well-rounded.
- Prepare students to contribute to the modern work environment and the larger society and to achieve personal and professional advancement.
- Foster in students analytical and decision-making skills, advanced communication skills, greater capacity for creativity, and a global perspective.
- Meet academic needs of students who wish to pursue a baccalaureate degree in liberal studies and provide a solid foundation for those preparing to pursue further education.

Although there are many benefits to a degree with a traditional major, there are some students who could benefit from a Bachelor's of Liberal Studies degree. For those students, there are three specific types of benefits afforded by a Bachelor's of Liberal Studies degree:

1. **There is *economic and employment benefits* of a BLS degree.** More jobs are appearing and more professions are emerging for which the generalist is advantaged. Google, Apple, and many other high-tech, digital-age companies are searching for broadly educated minds, with much less attention placed on any specialty.

According to a recent survey by College Factual, graduates with general Liberal Science majors "forge their own career path, and they can end up in many different fields, including business, law, education, journalism, and entrepreneurship." Graduates with Liberal Studies degrees (also referred to as General Studies or Liberals Arts majors) have better earning potential than many other majors in the Humanities and Social Sciences. See Table 1.

Table 1. Average starting salaries for graduates with Bachelor's degrees.

Bachelor degree major	Average starting salary
Liberal Studies	$ 42,400
English	$ 40,100
History	$ 39,400
Criminal Justice	$ 38,800
Social Work	$ 37,100
Psychology	$ 36,900
Sociology	$ 36,800
Visual & Performing Arts	$ 35,600

Source: September 2014 Salary Survey from National Association of Colleges and Employers

In a 2013 survey of employers at private sector and nonprofit organizations (by Association of American Colleges and Universities), nearly all those surveyed (93%) say that "a demonstrated capacity to **think critically, communicate clearly, and solve complex problems** is <u>more important</u> than [a candidate's] undergraduate major." Further, 80% of employers agree that, "regardless of their major, all college students should acquire broad knowledge in the liberal arts and sciences." As the President of Xerox stated (2002), "The only education that prepares us for change is a liberal education. In periods of change, narrow specialization condemns us to inflexibility--precisely what we do not need. We need the flexible intellectual tools to be problem solvers, to be able to continue learning over time."

Liberal Arts may be the most relevant learning model for business, said Roger Smith, the former chief executive officer of General Motors. "People trained in the Liberal Arts learn to tolerate ambiguity and to bring order out of apparent confusion. They have the kind of sideways thinking and cross-classifying habit of mind that comes from learning, among other things, the many different ways of looking at literary works, social systems, chemical processes or languages."

2. **There is *educational and developmental benefits* of a BLS degree.** There are many students who can excel in college, but do not yet want to specialize in one topic. For many students between ages 18 and 25, in the emerging adulthood period of development, they are still exploring their career choices and identity. This is normal and developmentally appropriate. Many students report not knowing what they want to do with their lives. For these students who are developing specific interests later than other students, a degree system that forces them into one specialization they may not be ready for limits their future career options and necessitates post-graduate work. These students need breadth

in their knowledge before they can establish more specific career goals. According to the leading expert on this developmental period,

> "In [emerging adults'] educational paths, they try out various possibilities that would prepare them for different kinds of future work. College students often change majors more than once, especially in their first two years, as they try on possible occupational futures, discard them, and pursue others. With graduate school becoming an increasingly common choice after an undergraduate degree is obtained, emerging adults' educational explorations often continue through their early twenties and midtwenties. Graduate school allows emerging adults to switch directions again from the path of occupational preparation they had chosen as undergraduates." (Arnett, 2000)

The value of the BLS is that it allows students to pursue their varied interests without having to "discard" previous ones. It also allows students to obtain a more personally valuable degree instead of relying on graduate school to complete their education.

Indeed, the idea of a BLS is increasingly popular with otherwise traditional students. The survey by College Factual found **that a general Liberal Arts and Sciences major is the 8th most popular of all majors.** It "allows students to study many different subjects of interest to them, including biology, environmental science, political theory, math, art, communications and more. This purpose of this major is to give students a broad understanding of many different subjects and teach them to make connections and draw conclusions through research and study."

3. **There are also *pragmatic benefits* of a BLS degree.** Many students complete many credit hours toward graduation without completing a major. Yet, many students who have left college without completing a major are within striking range of completing a generalist degree. The BLS degree offers them an opportunity to turn years' worth of valuable college education into a tangible degree. Considering that a new study by the Pew Research Center found that, today, **Millennials with only a high school diploma earn only 62% of what the typical college graduate earns, it is critical that these students are able to complete their long-awaited college degrees.**

In an era in which there is increasing pressure to improve **retention**, degrees that can help students graduate are ever important. Based on an analysis of data from UK's Fall 2008 cohort of students that had begun in Arts & Sciences and had earned between 80 and 140 total hours without a resulting degree conferred, if a program like this was offered, 113 students (71% of 160) could have graduated by May 2014. This would have resulted in a UK 6 year graduation rate of 62.4% (an increase of 2.8%). In other words, this degree will serve to improve the graduation rates of the University. Many of these potential UK graduates are going to our smaller, regional universities nearby. Data from these benchmarks shows the high student demand for such degrees. For example, WKU has more than 250 students graduate with this degree per year, and EKU has approximately 230 students per year. In other words, a program like a BLS degree will benefit students who want to graduate and will benefit UK's retention and graduation rates.

2c. Student Learning Outcomes (SLOS) for the BLS degree

Students completing the BLS degree will be able to:

1. Demonstrate sound understanding of content and methodology within the natural sciences, social sciences, and humanities.
2. Think critically and analytically, and draw conclusions from complex information.
3. By taking an interdisciplinary perspective, integrate and synthesize a breadth of knowledge, across disciplinary boundaries, and apply that knowledge to a diverse, multicultural society
4. Work effectively to solve complex problems using solid research methodologies and ethics.
5. Communicate effectively in both written and oral formats.

A university education is about learning to ask and answer complex questions. The Bachelor of Liberal Studies degree allows a student to pursue integrated studies across more than one subject area, allowing students to explore various combinations of topics and find connections and relations between them; for example a student may combing courses in writing, sociology, and political science; or medieval English literature, medieval History, and anthropology. The pursuit of a BLS degree – like any degree in the liberal arts - will provide the student with the opportunity to explore questions, solve problems, and examine social issues from multiple perspectives. Upper-level courses in the Humanities and Social Science disciplines typically require students to develop skills in close reading and critical thinking; they often require extensive written work, team-based learning, and public presentations of student research. Upper-level courses in the sciences typically require the student to develop skills in critical thinking, and to understand how to employ appropriate scientific approaches to problem-solving, based on sound evidence and reasoning. The BLS student will have the opportunity to develop written communication skills, versatility of thought, and intellectual pursuits beyond the boundaries of traditional majors.

Curriculum.Map:

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Because interdisciplinary approaches are increasingly valued across the liberal arts and sciences, faculty in the College of Arts and Sciences are increasingly adopting interdisciplinary approaches to a variety of subject areas, and the BLS student with a varied intellectual background will find a welcome home in nearly all upper-level courses in Arts and Sciences. This is especially true within the Humanities and Social Sciences, although perhaps somewhat less the case for natural science fields (though see for example existing interdisciplinary majors such as Environmental and Sustainability Studies; or Health, Society, and Populations). Given the increasing interdisciplinarity of many subject areas in A&S, the BLS degree satisfies this emphasis in providing the opportunity for a student to combine skills, knowledge, and experience across departments and academic disciplines. In addition, the student will develop self-efficacy and self-knowledge in the context of planning her or his own undergraduate program.

The student learning outcomes for the Bachelor of Liberal Studies degree will be introduced, reinforced, and emphasized as follows:

1. Demonstrate sound understanding of content and methodology within the natural sciences, social sciences, and humanities:
   a. Introduced in: UK Core
   b. Reinforced in: A&S area requirements; A&S foreign language requirement; A&S lab requirement
   c. Emphasized in: upper-level courses for major

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2. Think critically and analytically, and draw conclusions from complex information.
   a. Introduced in: UK Core
   b. Reinforced in: A&S area requirements; A&S lab requirement; 200-300 level courses for major
   c. Emphasized in: upper- level courses for major

3. By taking an interdisciplinary perspective, integrate and synthesize a breadth of knowledge, across disciplinary boundaries, and apply that knowledge to a diverse, multicultural society.
   a. Introduced in: UK Core
   b. Reinforced in: A&S area requirements; A&S foreign language requirement; electives
   c. Emphasized in: upper-level courses for major; WRD 430

4. Work effectively to solve complex problems using solid research methodologies and ethics.
   a. Introduced in: UK Core
   b. Reinforced in: A&S area requirements; A&S lab requirement; 200-300 level courses for major
   c. Emphasized in: upper-level courses for major

5. Communicate effectively in both written and oral formats.
   a. Introduced in: UK Core
   b. Reinforced in: upper-level courses for major
   c. Emphasized in: GCCR (WRD 430)

2d. Rationale for the creation of Bachelor of Liberal Studies degree

Traditional majors serve as a cornerstone for the University of Kentucky. They serve a variety of functions. Some majors prepare students for specific jobs and professions (e.g., Nursing, Architecture, Engineering, Teaching, Business programs, etc.). Some majors directly prepare students for professional schools (e.g., Political Science prepares students for Law School; Biology prepares students for Medical or Dental School).

There are, however, many exceptions to this direct preparatory major, particularly within the College of Arts & Sciences. Some majors indirectly prepare students for professional schools (e.g., Psychology prepares students for Law and Medical School). Some majors prepare students for jobs in various fields but for which the major is not explicitly required (e.g., Programs in Psychology, Sociology, Political Science, and many others prepare students to seek employment in government positions, e.g., FBI, State Department, etc.). Some majors provide students the means to obtain a college degree that enables them to find employment in areas in which a college credential is valued but expertise of an explicit major is of little relevance. For example, Google is looking for smart, broadly educated students who they can train to do specific jobs and for which a college degree merely certifies a level of educational attainment not a specialization. The online gaming industry is looking for creativity regardless of major (i.e., more emphasis on skills, knowledge, and talent than credentials).

For all of these exceptions, it is beneficial to have a generalist degree. Instead of specializing in a field that they do not intend to pursue, a liberal studies degree would allow students to show a level of breadth of knowledge and skills.

The BLS degree is an articulation of the stated mission of the College of Arts & Sciences. The mission statement of the College reads:

"The college is dedicated to the idea that every university-educated person should have an informed familiarity with the diversity of fields of knowledge about the human and natural worlds and their operations in time and space, the diversity of ways of organizing knowledge, and the diversity of modes of expression. Moreover, the college seeks to provide students with the advanced literacy and mathematical and scientific skills that will best prepare them for today's dynamic job market. More broadly, the college's mission is to challenge students to think for themselves, and to think critically. On a practical level, critical thinking means the habitual use of the analytical skills, organizational ability, creativity and imagination that students will need to become productive members of an increasingly better educated work force."

The BLS degree epitomizes these goals.

Most of our national benchmark universities offer a similar degree program, as well as most of the universities and colleges in Kentucky. See Tables 2 and 3. Georgetown University in Washington, DC describes their Liberal Studies program:

"An education in liberal studies is learning for life, work and citizenship. Liberal studies is not a one-size-fits-all curriculum, but a combination of many different programs of study. It provides broad views of the world to help students fully develop their individual capabilities and contributions. According to the Association of American Colleges and Universities [1]: "Liberal education is a philosophy of education that empowers individuals, liberates the mind from ignorance and cultivates social responsibility." Georgetown further argues for an education in liberal studies: "Why a liberal studies degree versus a more specialized course of study grounded in a specific vocation or business practice? For passionate students and proponents of liberal arts, the answer is: Don't learn a single specialty. Learn the art of inquiry and innovation. Learn to think your way through any problem or challenge that will come your way. Pull from a deeper understanding of past and present human behavior – in all its interconnected complexity."

Liberal studies degrees at our benchmarks are diverse in their requirements. Our program is similar to many other programs throughout the country.

For example, our proposed BLS is similar to Indiana University's BLS. From their website, "The basic structure of the BLS is comprised of:

- "College of Arts and Sciences Education (CASE) requirements" that include English Composition, Intensive Writing, Math, etc.
- Breadth of Inquiry, which is study in each of the three primary divisions of the liberal arts (Arts and Humanities, Social and Historical Studies, and the Natural and Mathematical Sciences)
- A concentration in one of the Breadth of Inquiry areas above

Specifically, IU's program requires students to complete a core curriculum (CASE), similar to UK Core. To ensure a breadth of inquiry, they require students to take at least 6 credit hours in each primary area with the College of Arts & Sciences: Humanities, Social Sciences, and Natural/Mathematical Sciences. They must also have a concentration within one of the three primary divisions by completing at least 42 hours within one division, but across at least two departments. Our proposed BLS degree follows this model.

We also follow benchmark models by requiring a senior capstone course. Specifically, the University of Missouri, Texas A & M, University of California at Berkeley, University of Florida, and Arizona State University all require one senior capstone course (sometimes referred to as Senior thesis course). University of Virginia requires two capstones; however, Penn State University, University of Michigan, UNC-Chapel Hill, University of Pittsburgh, and Indiana University require no capstones for students. **Therefore, by requiring one capstone, we are either more rigorous or equally rigorous to almost all of our benchmark universities.**

Table 2. 10 National Benchmark BLS Programs

School	Degree Label	# of Degree Awarded/Yr	COLLEGE/SCHOOL
Pennsylvania State University	Integrative Arts		Arts & Architecture
Texas A&M University	University Studies		All colleges
University of California - Berkeley	Interdisciplinary Studies	240	Letters & Sciences
University of Florida	Interdisciplinary Studies	20-25	Liberal Arts & Sciences
University of Michigan - Ann Arbor	General Studies	69 (in 2012)	Literature, Science, & the Arts
University of North Carolina - Chapel Hill	Interdisciplinary Studies	6-8	Arts & Sciences
University of Missouri	General Studies		Arts & Sciences
University of Virginia	Interdisciplinary Studies		Continuing & Professional Studies
Arizona State University	General Studies, BGS	100-500 (depending on campus)	Letters & Sciences
Indiana University	BLS		Arts & Sciences

Table 3. 12 BLS (or similar) Programs in Kentucky

School	Degree Label/Program Title	# of Degree Awarded/Yr	Years to completion	COLLEGE
Bellarmine University	Liberal Studies			Arts & Sciences
Eastern Kentucky University	BA in General Studies	230		All colleges
Georgetown College	Liberal Studies			Continuing Studies
Morehead State University	University Studies	142	6.7	University College
Murray State University	Liberal Arts	148	4	Humanities & Fine Arts
Northern Kentucky University	Integrative Studies	44		Arts & Sciences
Thomas More College	Liberal Arts			Liberal Arts
University of Cumberlands	General Studies	5	4	
University of Louisville	Liberal Studies	17	4.6	Arts & Sciences
Western Kentucky University	General Studies	270	9.87	University College

2e. Program's Uniqueness at UK

This program is unique within UK. The most similar program would be the Topical Studies major. However, Topical Studies is a selective admissions program that is focused on a specific major, albeit a specific major designed by the student in consultation with a faculty advisor. Except for the electives, all of the student's work must be related to the chosen topic. In addition, the Topical Studies major requires that at least 30 hours must be completed after acceptance into the Topical Studies major. The BLS degree differs from this, as it is not as specific as a Topical Studies major, students are not required to design a major, and it is not based on a selective admissions program.

There are several other interdisciplinary majors within the College of A & S, however, that do show that there is precedent, and student interest, in non-traditional majors. For example, we have majors in (a) Health, Society, and Populations, (b) International Studies, and (c) Environmental and Sustainability Studies. Like the proposed BLS degree, these majors bridge the three primary areas of study with the College: Social Sciences, Natural Sciences, and/or the Humanities.

2f. Target Audience

We expect the target audience to be diverse. Many may be non-traditional students (over age 25) and students returning to college following an absence. Students who have switched majors multiple times are able to utilize past credit while pursuing courses that correspond to changed interests or goals. This degree will have major appeal to students who want to complete their degree but have diverse credits that don't follow the curricula of a traditional major. This degree may also motivate students to come back to school with the knowledge they will be able to graduate after completing the specific requirements.

4d. FACULTY

This is a sample of eligible courses/faculty. This is NOT an all-inclusive list:

Name	CIP Code	Course	Degrees & Coursework	Qualifications
Jeffrey Rice (FT)		WRD 204		N/A
Patricia Cooper (FT)		GWS 300		N/A
Ana Rueda (FT)		SPA 262		N/A
Melissa.Q..Pittard.		**STA.296.**		N/A
Monica Diaz (FT)		LAS 395		N/A
Jennifer Cramer(FT)		LIN 317		N/A
Joseph O'Neil(FT)		MCL 200		N/A
Jacqueline Couti(FT)		FR 350		N/A
Hillary Herzog(FT)		GER 312		N/A
Cynthia Ruder(FT)		RUS 201		N/A
Ghadir Zannoun (FT)		AIS 311		N/A
Ioana Raluca Larco (FT)		ITA 300		N/A
Arnold Farr (FT)		PHI 335		N/A
Michael Giancarlo (FT)		ENG 241		N/A
Matthew Wells (FT)		CHI 330		N/A
Terence Tunberg (FT)		CLA 211		N/A
David Olster (FT)		HJS 324		N/A
Doug Slaymaker (FT)		JPN 320		N/A
Clayton L. Thyne (FT)		PCE 201		N/A
Monica Udvardy (FT)		ANT 220		N/A
Tad Mutersbaugh (FT)		ENS 201		N/A
Jon Anthony Stallins (FT)		GEO 162		N/A
Jesse C. Johnson (FT)		PS 235		N/A
Christia Kearns (FT)		PSY 223		N/A
Shaunna L Scott (FT)		SOC 101		N/A
Mairead Eastin Moloney (FT)		HSP 255		N/A
Peter M Mirabito (FT)		BIO 148		N/A
Stephen Testa (FT)		CHE 109		N/A

Kent Ratajeski		*EES 220*		*N/A*
Russell Carden (FT)		*MA 113*		*N/A*
Keh-Fei Liu (FT)		*PHY 211*		*N/A*
Gary Ferland (FT)		*AST 192*		*N/A*

Curricula and Degree Requirements

UK Core	
I. Intellectual Inquiry (one course in each area)	
Natural/Physical/Mathematical Sciences	3
Social Sciences	3
Humanities	3
Arts and Creativity	3
II. Communication	
Composition and Communication I (CIS/WRD 111)	3
Composition and Communication II (WRD 110)	3
III. Quantitative Reasoning	
Quantitative Foundations	3
Statistical Inferential Reasoning	3
IV. Citizenship/Diversity	
Community, Culture, and Citizenship in USA	3
Global Dynamics	3
Total UK Core Credit Hours	30

College of A & S Requirements (consistent with B.A.)	
I. Foreign Language Requirements (complete either a or b)	6-19
a. Satisfy third and fourth semester of a college-level sequence in one language OR	
b. Successfully complete three college-level semester courses in one language and two college-level semester courses in a second language	
II. Natural Sciences	6
III. Social Sciences	6
IV. Humanities	6
V. Free electives (not to be counted towards UK Core or A & S requirements)	6
Subtotal with A & S Credit Hours	60-73

BLS Specific Requirements (courses used to satisfy UK Core cannot be used here)	
I. At least 24 credit hours in one of the tracks/areas below (at least 18 of these hours must be at 300 level or above,.of.which.6.must.be.from.400.level.or.above.):	24
a. Natural Sciences	
b. Social Sciences	
c. Humanities	
II. At least 12 credit hours in *any* of the areas below (at least 3 of these hours must be at 300 level or above):	12
a. Natural Sciences	
b. Social Sciences	
c. Humanities	
III. Senior Capstone: WRD 430 (WRD 430 Satisfies the GCCR)	3
V. Additional free electives to bring total to 120 (not to be counted towards UK Core or A & S requirements)	8-21
TOTAL HOURS	120

Overall BLS Requirements:

1. Complete at least 120 credit hours acceptable to the College of Arts & Sciences.
2. Complete at least 90 credit hours in A & S Courses.
3. Complete at least 30 credit hours numbered 300 level or above and 9 credit hours numbered 400 level or above.
4. Complete at least one course that includes some laboratory or field experience.
5. Complete the GCCR requirement (can be completed with the Senior Capstone or another course).
5. Maintain an overall GPA of at least 2.0.
6. Satisfy the residence requirements.
7. Students may not double major with BLS and another degree program.
8. Students may declare this major after completion of at least 45 credit hours.
9. As part of their completion of WRD 430, students must submit a degree portfolio of previous work (including the senior capstone project and 4 additional artifacts) that documents achievement of the 5 student learning outcomes (SLOs). The students will submit this completed degree portfolio to the instructor of the WRD 430 course, who will evaluate the achievement of the SLOs. If a returning student does not have the required number of artifacts, the WRD 430 instructor will work with the student to create the degree portfolio with new artifacts created during the semester.

Assessment: Program and Student

5a. Program Assessment

There will be an assessment committee consisting of a subgroup of the faculty of record. The program assessment will be conduced similarly to the Topical Studies major. The assessment committee will assess the BLS program once a year. First, they will look at the (a) senior capstone projects and (b) degree portfolios of all seniors and examine a different student learning outcome each year, following guidelines from a nationally published rubric (from Association of American Colleges & Universities). Second, the committee will also assess (c) students' responses to the College Learning Assessment (CLA; collected by the Office of University Assessment). The committee will then write a report summarizing how well the projects and CLA indicate achievement of that particular SLO. The report will be circulated to the College faculty and will be discussed by the advisory board. The Program Director will also examine data provided by the Alumni Survey to assess students' post-graduate success. Further, a benchmark for "time-to-degree" of no more than 150% of required credits will be an indicator of sufficient programmatic structure. Thus, a benchmark reference for adequate programmatic structure will be reflected as a mean "time-to-degree" of 180 credit hours. This standard is similar to that required by Federal regulations for full-time students to receive financial aid, and is a common reference point for programmatic assessment. Failure to meet these benchmarks will initiate a review of the curriculum, by the faculty of record as a whole, to identify specific courses or programmatic experiences (eg. advising) that may be hindering progress of the student body. A plan of remediation will be generated by the Director following drafting and a review by all faculty of record.

Artifacts used to Assess Program:

    1. **Senior Capstone Project** (completed as part of WRD 430): This project will also be examined by the assessment committee to evaluate the success of the program. A different SLO will be examined each year to ensure students are mastering the SLOs. For example, in Year 1, the assessment committee will examine whether all of the capstone projects completed that year demonstrate sound understanding of content and methodology within the natural sciences, social sciences, and humanities (SLO 1). In Year 2, the assessment committee will examine whether all of the capstone projects demonstrate that students can think critically and analytically, and draw conclusions from complex information (SLO 2). Etc.

    2. **Degree Portfolio** (completed as part of WRD 430 and must contain 4 additional artifacts, in addition to capstone project, from completed coursework documenting achievement of each of the SLOs): Along with the capstone projects, the degree portfolio will also be examined by the assessment committee to evaluate the success of the program. Along with the capstone projects, a different SLO will be examined each year to ensure students are mastering the SLOs. For example, in Year 1, the assessment committee will examine whether all of the degree portfolios completed that year demonstrate sound understanding of content and methodology within the natural sciences, social sciences, and humanities (SLO 1), etc..

    3. **College Learning Assessment** (as collected by the Office of University Assessment): This is administered by the Office of University Assessment. Responses will be examined by the assessment committee to ensure that the program objectives are met:
- Provide students with broad-based knowledge in the liberal arts that results in their becoming more articulate, analytical, culturally informed, and well-rounded.

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- Prepare students to contribute to the modern work environment and the larger society and to achieve personal and professional advancement.
- Foster in students analytical and decision-making skills, advanced communication skills, and a global perspective.

Below is an example question:

Scenario

You advise Pat Williams, the president of DynaTech, a company that makes precision electronic instruments and navigational equipment. Sally Evans, a member of DynaTech's sales force, recommended that DynaTech buy a small private plane (a SwiftAir 235) that she and other members of the sales force could use to visit customers. Pat was about to approve the purchase when there was an accident involving a SwiftAir 235.

Document Library

Newspaper article about the accident
Federal Accident Report on in-flight breakups in single-engine planes
Internal Correspondence (Pat's e-mail to you & Sally's e-mail to Pat)
Charts relating to SwiftAir's performance characteristics
Excerpt from magazine article comparing SwiftAir 235 to similar planes
Pictures and descriptions of SwiftAir Models 180 and 235

Questions

1. Do the available data tend to support or refute the claim that the type of wing on the SwiftAir 235 leads to more in-flight breakups?
2. What is the basis for your conclusion?
3. What other factors might have contributed to the accident and should be taken into account?
4. What is your preliminary recommendation about whether or not DynaTech should buy the plane and what is the basis for this recommendation?

Assessment Plan for SLOs Based on 3 Primary Artifacts (Based on 5 years)

Student Learning Outcome		Senior Capstone	Degree Portfolio	CLA
1.	Demonstrate sound understanding of content and methodology within the natural sciences, social sciences, and humanities.	Program Assessment (Yr1)	Program Assessment (Yr1)	
2.	Think critically and analytically, and draw conclusions from complex information.	Program Assessment (Yr2)	Program Assessment (Yr2)	Program Assessment (every year administered)
3.	Integrate and synthesize a breadth of knowledge, across disciplinary boundaries, and apply that knowledge to a diverse, multicultural society	Program Assessment (Yr3)	Program Assessment (Yr3)	Program Assessment (every year administered)
4.	Work effectively to solve complex problems using solid research methodologies and ethics.	Program Assessment (Yr4)	Program Assessment (Yr4)	Program Assessment (every year administered)

5.	Communicate effectively in both written and oral formats.	Program Assessment (Yr 5)	Program Assessment (Yr 5)	

5c. Student Learning Outcomes (SLOs) and Student Assessment

SLOs:
1. Demonstrate sound understanding of content and methodology within the natural sciences, social sciences, and humanities.
2. Think critically and analytically, and draw conclusions from complex information.
3. Integrate and synthesize a breadth of knowledge, across disciplinary boundaries, and apply that knowledge to a diverse, multicultural society
4. Work effectively to solve complex problems using solid research methodologies and ethics.
5. Communicate effectively in both written and oral formats

Artifacts used to Assess Students:
Students' attainment of the SLOs will be evaluated by the WRD 430 instructor. These SLOs will be part of the curriculum of the course.

1. **Senior Capstone Project** (completed as part of WRD 430): This will be will be completed as part of the required WRD 430 course. The project will be graded by the instructor of record for the course and will satisfy the GCCR requirement. Only students who pass the capstone course and complete a passing capstone project that indicates achievement of the SLOs will be eligible for the BLS degree.

2. **Degree Portfolio** (completed as part of WRD 430): The degree portfolio must contain 4 additional artifacts, in addition to capstone project, from completed coursework documenting achievement of each of the 5 SLOs. Included in the degree portfolio, there must also be a reflective essay that explains each artifact and describes how each artifact documents achievement of the SLOs. This will be submitted to the WRD 430 instructor as part of the course requirements. Only students who show achievement of each SLO, as assessed by the WRD 430 instructor, will be eligible for the BLS degree. If a returning student does not have the required artifacts from previous coursework (e.g., if they have no saved papers), the WRD 430 instructor will help the student gather acceptable artifacts (e.g., assignments completed while taking WRD 430). This will be determined on a case-by-case basis, and may involve students creating the artifacts while simultaneously taking WRD 430.
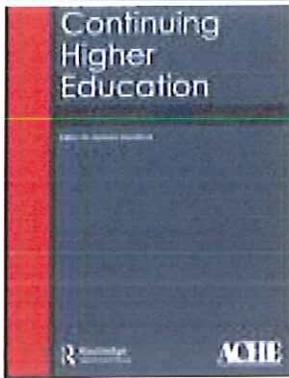
Graduates' Satisfaction with Bachelor of General Stu Degree

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Graduates' Satisfaction with Bachelor of General Studies Degree

by
Wm. Lynn McKinney

Perceptions about the credibility of the University of Rhode Island's Bachelor of General Studies (B.G.S.) degree program have been proven wrong by a survey of its graduates. Persistent perceptions among both staff and students (even some who had chosen the B.G.S. as their major) were:

- The general public does not understand what the degree is; the name sounds like that of the general studies curriculum taken by high school students who are not college-bound.

- Graduate schools are less likely to admit applicants with a B.G.S. than with a B.A. or B.S. degree.

- Employers think that a B.G.S. is less credible than a more traditional degree, so other job applicants are thought to be more qualified and are offered jobs first.

Those working with the B.G.S. program at the University of Rhode Island's College of Continuing Education have heard all of these explanations from students, both those who have chosen a different major and those who have stayed in the B.G.S. program but felt dissatisfied and somewhat trapped there.

A literature search did not help response to these fears; it revealed only one related study. In 1978 the University of Minnesota surveyed graduates of their individualized baccalaureate programs at the General College (Hansen, 1979). Because only 32 percent of their respondents held the B.G.S. (others held the Bachelor of Applied Studies), and because the results were not separated by degree held, their results were not useful for this study.

The fears of University of Rhode Island students made it hard to market the B.G.S., a degree which the university believes is the best choice for many returning adult students. To determine the validity of these fears, in the spring, 1988 University of Rhode Island conducted a survey of all B.G.S. graduates.

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Purpose of the Study

University of Rhode Island wanted to know if B.G.S. graduates were satisfied with their degrees. To what extent did having the degree allow them to accomplish their own goals? They knew that some students had begun their undergraduate study wanting to change jobs, while others had wanted promotions without changing employers. A few were planning to attend graduate school. Many were only seeking personal satisfaction. In the face of all their fears and concerns, why had they chosen the B.G.S.?

Did people get promotions? Did they get jobs they wanted? Were they accepted into the graduate programs of their choice? Were they satisfied with their degrees? How did they explain to people what their major was? Were their initial fears—about the general lack of understanding about the degree—grounded? Do people know what a B.G.S. is? Do graduates freely admit to having a B.G.S.?

The Program

The Bachelor of General Studies degree at the University of Rhode Island began in 1975 as a 100-credit degree designed for adult students (defined as those who had been away from formal schooling for at least five years). Offering two majors—Human Studies and Business Institutions—the B.G.S. degree is composed of a required four-credit re-entry course; University general education requirements; six-credit interdisciplinary senior seminars, one each in social sciences, in natural sciences, and in humanities; forty-five credits which make up the major; a three-credit senior project; and electives. In 1983 the degree was lengthened to 118 credits to give it more credibility.

To make the degree attractive to adult students, the B.G.S. major required students to take College Level Examination Program (CLEP) examinations; accepted credits earned up to twenty years or more ago, depending on the field; offered performance-based admission with no entrance examinations required; and was interdisciplinary. Enrollment in the three interdisciplinary seminars and in the re-entry course was held to sixteen students so that instructor and class could enjoy a seminar environment.

> The fears of University of Rhode Island students made it hard to market the Bachelor of General Studies, a degree which the university believes is the best choice for many returning adult students.

Results

Demographics

Since the first three degrees were granted in 1979, exactly 100 people have received a B.G.S. from the University of Rhode Island. Forty-five of these people returned a completed questionnaire. Twenty-eight of the respondents were Human Studies majors, and seventeen had chosen Business Institutions, reflecting the balance of total graduates choosing the two majors. Age at graduation ranged from twenty-eight to seventy-five, with a median and mode of forty-one and a mean of forty-three.

Returning to School

One of the perceived advantages of the B.G.S. degree at the time it was first offered was that it was shorter than other programs—100 credits instead of traditional 120 for a B.A. or even more for a B.S. For more than half (n = 27) of the B.G.S. graduates responding, this time-shortened aspect was the primary reason the degree was chosen. However, nearly half cited other reasons: flexibility (10), interdisciplinary (3), personally useful (3), accepted older credits (2), and was a program designed for adult students (2). No one suggested that the B.G.S. was chosen because it would make changing jobs or getting a promotion easier.

Effect of B.G.S. Degree on Jobs

Thirty-five respondents were working at the time they completed their degrees. Twelve of these were happy with their jobs while thirteen were seeking different jobs or promotions; six were planning to go directly to graduate school. Of the ten who were not working, half were seeking employment.

At the time of the survey all respondents but one were working (37) and/or in graduate school (8), or unemployed and looking (2). Two were new hires; six had been promoted; eleven had better jobs with different employers; two had stayed in the same job but with more responsibility, better pay, and better benefits; and one had changed careers. Ten had made no effort to change jobs, and none had tried unsuccessfully to change employers. However, four had been unsuccessful in their efforts to get promoted. Thus, of the forty-five graduates in the survey, thirty-five had attempted a job move, and all but four (who hadn't gotten sought-after promotions) had been successful; this is nearly a 90 percent success rate.

Perceived Effect of Degree on Career

Whatever their fortunes in changing jobs or getting promoted, most significant were the B.G.S. graduates' perceptions that the B.G.S. degree had affected their lives positively, or that the effect was the same as it would have

been had they received a B.A. or B.S. degree instead. No one thought that holding the B.G.S. degree had hampered their careers.

Of the thirty-six who answered this question, fifteen felt that the B.G.S. had neither particularly helped nor hindered the development of their careers. Six were convinced that they had been promoted because of the B.G.S., and seven thought that the degree had helped them get a different job. Eight (all of them Human Studies majors) offered other responses: two said that the degree gave them more confidence, the degree had opened new opportunities for one, and another indicated that it had prepared her for a better career. The others felt more secure and competent in their current jobs.

Graduate Study

Thirteen graduates had applied to graduate school; twelve had been accepted and/or were attending. Nine had applied to only one school and had been accepted. One graduate had been accepted at both schools to which he/she had applied, one had been accepted at one school but turned down at another, and one had been accepted at two out of three schools. The final graduate needed to take the Miller Analogies Test before his/her application could be acted on, but already had completed twelve graduate credits. These results are better than those of the Minnesota study a decade earlier, in which nine B.G.S. graduates had filed a total of twenty-two graduate school applications, of which ten received resulted in acceptances.

> Whatever their fortunes in changing jobs or getting promoted, most significant were the Bachelor of General Studies graduates' perceptions that the Bachelor of General Studies degree had affected their lives positively, or that the effect was the same as it would have been had they received a B.A. or B.S. degree instead.

Satisfaction with Choice of Degree

A strong majority of graduates are happy with their degrees. Seventeen of eighteen Business Institutions majors and twenty-one of twenty-seven Human Studies majors said they were happy they had chosen to pursue a B.G.S degree. Three were somewhat satisfied, three did not answer, and only one expressed dissatisfaction.

Satisfaction was expressed in a variety of ways:

> It got me where I wanted to go—upgrade in pay and job title.

> I am happy now. I was concerned toward the end of my studies about the marketability of a B.G.S. However, since I am employed and attending graduate school, my concerns proved unfounded.

My life experiences seemed to relate well to all of the courses I took through B.G.S., and made them more relevant and meaningful to me.

I was and am currently pleased that I chose a B.G.S. degree. The flexibility in the program as well as the flexibility in the time required to achieve the degree were crucial in my attaining my degree. I worked, raised a family, and attended night school simultaneously, and this was possible with the interdisciplinary program offered in the B.G.S. degree program.

I feel that I have received an excellent undergraduate education. '

Gave me an appreciation of other aspects of life as well as making me more marketable and giving me confidence to succeed.

Thirty-one graduates did not think that their occupational lives would have been different if they had chosen a B.A. or B.S. degree.

Thirty-one graduates did not think that their occupational lives would have been different if they had chosen a B.A. or B.S. degree. Three believed their lives would not have been as good had they chosen another degree program. Four were uncertain, one did not answer, and five thought that things would be better with a different degree. One satisfied graduate said:

The B.G.S. was, for me, the perfect degree to open up areas of learning and interaction with other students and professors that I would not have had otherwise. I enjoyed the varied curriculum, especially the seminars.

However, not all graduates were certain that they were satisfied. Some commented:

The degree has no credibility in the work market or in academic circles. I would be happier, with a larger sense of accomplishment, with a B.A. or B.S.

I've been able to achieve most of my goals, but I'm disappointed in the lack of recognition of the degree name.

On a personal level, I am not dissatisfied. In the job market, I'm not certain at this time.

The B.S. or B.A. holds more weight.

The Human Studies and Business Institutions graduates responded comparably when asked if they freely admitted to having a B.G.S. degree. Thirty-one graduates freely make such an admission. Ten do not, and four size up the situation, sometimes saying simply they have a bachelor's degree.

Conclusions

The Bachelor of General Studies degree works well for those who choose it. They are satisfied with the degree, and it has allowed them to accomplish their goals. They use it to enter graduate programs of their choosing, gain promotions, and attain better jobs with other employers. The B.G.S. is a viable degree, one that can be promoted with confidence that it is a good degree, but it is not well known outside the university.

Specific program aspects were more important than the overall degree for many graduates. The interdisciplinary seminars and the senior project were mentioned. Marketing programs should focus on these strong elements, not found in other curricula at University of Rhode Island. Advertising campaigns and brochures should emphasize the strengths and successes of the program. Programs graduates are great advocates and should be used to market the degree program.

The B.G.S. degree exists because it is needed by some adult students. As the value of the degree is clarified, its visibility outside the university will increase.

Reference

1 Evelyn Unes Hansen, "Study of Graduates from General College Individualized Baccalaureate Degree Programs," *The General College Studies,* XV, 3, 1978-79, (University of Minnesota), 1979, ERIC, ED 179252.

WRD 430: ADVANCED SENIOR PROJECT WORKSHOP

Spring 2015
Instructor: Joshua Abboud
Office Location: 1319 POT Building
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      and by appointment
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Email: j.abboud@uky.edu

Section	Time	Location
002	MWF 10-10:50pm	Room 108 Taylor Education

OVERVIEW AND GOALS

This section of WRD 430 is designed specifically for BLS students. It satisfied the UK GCCR requirement and offers an opportunity to synthesize your experiences at UK via a semester long writing project and portfolio. Here you will have a chance to pull together all that you have learned throughout your time here and focus your attention on one semester long capstone project. The project should have a focus on local communities and your previous course work. You will also have the opportunity to participate in substantive peer review and provide feedback to other students in the class. The three general Senior Project categories are 1) a senior thesis (for students going to graduate school), 2) a digital installation (presented live or online), and 3) a portfolio of work (in print or online format) suitable for employers. Projects that engage in different genres and modes will of course be considered on a case-by-case basis. The most important thing to keep in mind is that the project have an audience, that you make decisions based on that audience, and that it be something important to you and that you are passionate about. That passion will need to sustain you throughout four month's worth of work, so choose wisely!

By the end of the semester you will have become an expert on your own project and will be able to articulate a well informed explanation of what it is you intended to accomplish. Oh yeah, and you'll have a really cool portfolio you can take with you into the next phase of your life.

STUDENT LEARNING OUTCOMES FOR WRD 430

By the end of the semester, students will be able to
- To improve skills in writing, oral/digital presentation and research
- To recognize, explain, and juxtapose academic arguments within the context of your own research
- To evaluate competing positions in academic debates and to use evidence-based arguments to develop and defend your own position
- To conduct and respond to criticism through peer-review

HOW TO GRADUATE WITH A BACHELOR OF LIBERAL STUDIES (BLS) DEGREE:

1. Take this class.

2. Submit a BLS Degree Portfolio to me by the end of the semester. This is requirement for graduation. The Degree Portfolio must contain 4 additional artifacts, **in addition to your Senior Project,** from previously completed coursework (If you don't have any previous work, come talk to me ASAP. We will be able to gather materials from this semester). These artifacts can be papers or projects that show you achieved *each* of the 5 Students Learning Outcomes for the BLS degree. Included in the Degree Portfolio, there must also be a 5 page reflective essay that explains each artifact and describes how each artifact documents achievement of the Student Learning Outcomes. **What are the Student Learning Outcomes for the BLS degrees** (notice that they differ somewhat from the Student Learning Outcomes for this course. They are meant to be bigger and bolder)?

1. Demonstrate sound understanding of content and methodology within the natural sciences, social sciences, and humanities.
2. Think critically and analytically, and draw conclusions from complex information.
3. Integrate and synthesize a breadth of knowledge, across disciplinary boundaries, and apply that knowledge to a diverse, multicultural society
4. Work effectively to solve complex problems using solid research methodologies and ethics.
5. Communicate effectively in both written and oral formats

We will talk more about this project throughout the semester.

REQUIRED MATERIALS

- Your time, talents, and all that you have developed (or with which you may develop) as a student and researcher here at UK
- There will also be readings/viewings throughout the semester chosen by you (and possibly the instructor)

COURSE POLICIES

On-Time Attendance and Participation

Attendance is not only mandatory; it is essential to the life of the class. This is not a class to miss. You as students will determine how this class will run. We will move between workshop and peer review, discussions and presentations, success and failure. Failure will be essential to the process, just as I fully expect success to be the only result at the end. Basically, keep me in the loop and let me know what is happening. That is all I ask from you.

Also: you cannot miss more than nine class meetings according to University policy. More than nine absences is an automatic failing grade.

Assignment Policy

Assignments will be given with specific and sometimes personalized due dates. Please respect the deadlines, but I understand that the nature of each project will be different. Mostly you will be responsible for your own deadlines and progress throughout the semester. I am here to make sure it happens and to guide you toward success.

Plagiarism

Part II of Student Rights and Responsibilities states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self–expression. See section 6.3.1; online at

http://www.uky.edu/StudentAffairs/Code/Section%20VI.pdf

In cases where students feel unsure about a question of plagiarism involving their work, they are obliged to consult their instructors on the matter before submission. When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism.

Plagiarism includes reproducing someone else's work, whether it be published article, chapter of a book, a paper from a friend or some file, or another source, including the Internet. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be. Plagiarism also includes using someone else's work during an oral presentation without properly citing that work in the form of an oral footnote.

Whenever you use outside sources or information, you must carefully acknowledge exactly what, where and how you have employed them. If the words of someone else are used, you must put quotation marks around the passage in question and add an appropriate indication of its origin. Plagiarism also includes making simple changes while leaving the organization, content and phrasing intact. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain.

You may discuss assignments among yourselves or with me or a tutor, but when the actual work is done, it must be done by you, and you alone unless the assignment has been designed to be conducted with a partner or small group of classmates. All work submitted must be new, original work; you may not submit work you have produced for another purpose or class, including a previous CIS or WRD 110 course.

Class Conduct and Peer Review Workshops

Much of this course will require you to listen. You will need to learn how to listen to your peers effectively. Then, you will also be required to provide feedback not only to help them create a better project, but to create a classroom community of sharing and respect. In other words, there is a lot of listening and responding, as much as presenting your own work. Prepare now to share and listen extensively and respectfully (but honestly).

Writing Center

The Writing Center is located in W. T. Young Library in the Hub (phone: 257-1368). You can walk in or make an appointment online (http://web.as.uky.edu/oxford). The staff can assist you at any stage of the writing process and can help you learn to identify issues with all aspects of your writing as well as work with you on visual design.

Media Depot

The Media Depot is a student digital media space located in the Hub at W.T. Young. The Media Depot provides; access to recording equipment and space, editing stations with specialized multimedia software, and technical support for students' development of their academic media projects. The Media Depot is funded by the Student Technology Fee and is a collaboration between the University of Kentucky Analytics and Technologies (UKAT) and UK Libraries and is in support of the QEP, Presentation U. This is a relatively new resource from the University that I encourage you all to use. Please see their website at http://www.uky.edu/ukit/mediadepot for more information about their services and to schedule appointments. Also, their YouTube channel http://www.youtube.com/user/UKMediaDepot has video tutorials for many of the programs you may find yourself using over the course of the semester.

Students with Special Needs

If you are registered with the Disability Resource Center (DRC) and require special accommodations to complete the work for this course, you must produce a letter from the DRC that details what you need *before* I can grant you these accommodations. Special accommodations cannot be granted retroactively. This is a non-negotiable class policy. Please contact the DRC at 257-2754 if you have questions about your eligibility for special accommodations.

ASSIGNMENTS AND MAJOR PROJECTS

Note: The first three assignments will be given early in the semester to get you into the actual project quickly. If you are already sure about your project feel free to begin working on it alongside these other assignments. You will still need to complete the assignments; they will give you a much more focused finished product. But you should also get started and work at your own pace to some degree.

Assignment 1: Proposal and Reflection

This is a written essay in which you will propose the general topic of your semester project. You will be required to do some basic surface research in order to acquaint yourself with the general area of your project. This will most likely include Internet searches and personal anecdotes. During an in-class exercise outline how you plan to design the content and structure of your project. The outline should address the following: (1) your thesis topic – choose a preliminary topic; (2) why your topic is important (as well as who the audience will be); and (3) why you should be the one to write this project (what is your personal relationship to the project). This assignment will be subject to peer response in class. Projects topics are generally open, but are ultimately subject to instructor approval.

Assignment 2: Annotated Bibliography

In order to narrow and focus on your proposed research topic you need to research relevant sources and/or expand what you have already found. As a guideline you will need between 20-25 sources. You can add and subtract later, but it has to reflect the major scholarly/popular works that speak to your project, including books, articles, videos, photographs, etc. (a "source" can be virtually anything relevant to your topic). Use asterisks (i.e***) to mark the 5 sources that are most valuable and salient to your research question. Annotations for each source should be 2-3 paragraphs and include a discussion about why that particular source is essential to your project. You will use this bibliography to reference throughout your project. Since the purpose of this BLS section is to help you synthesize your experience at UK, your bibliography can include readings from your other coursework at UK.

As part of your ongoing project you will find articles or other sources that are relevant to your project. Some of these you will be required to submit as class readings that we will all engage and discuss as part of the class. Keep track of some of your favorites so we can all discuss them together. These of course will be subject to instructor approval.

Assignment 3: Expanded & Revised Research Statement/Treatment

This assignment should introduce the reader to the main aspects of your thesis and develop your research questions. It should set the stage for the next phase of your thesis in the following manner: Choose a provisional thesis title, state what the project is about, what you hope to demonstrate, the significance of the project, how did this idea come about (optional), what kind of sources / theoretical framework will you be using to analyze your questions (also provide a preliminary evaluation of the sources you will be using), introduce a preliminary plan of your study including an initial division into sections, chapters, etc. You should feel free to develop this assignment in any way that is most relevant to your particular project, so for a video a storyboard would be a good choice. Length: 1000-1200 words.

Assignment 4: First Draft/Cut/Mock-up

This is as finished a draft as possible. In other words, this will not be some illustrations on lined paper, or some rough ideas on a slideshow. You will present your work up until that time in a formal manner and the class will offer feedback to help you polish for the final presentation. Think of this as an art critique: you will show us your work and we will sit back and respond: *quid pro quo*.

Assignment 5: Final Presentation

Just submit, sit back, and relax. The hard part is over. Now you will present your project in all of its polished glory and give us an idea of what went right and what went wrong;: successes and failures alike. We will spend most of the time celebrating all of the work this semester and tell war stories. Congratulations! Now be proud of your hard work. As part of your presentation, you will display your semester's work as a portfolio.

Grading Policy
Only students who have completed all components of the two major assignments are eligible for a passing grade in this course.

90 – 100%:	A	Proposal and Reflection	10%
80 – 89%:	B	Annotated Bibliography	20%
70 – 79%:	C	Expanded Research	20%
60 – 69%:	D	First Draft	20%
59% and below:	E	Final Presentation	20%
		Participation	10%

General Course Grading Standards

A   Work is complete, original, insightful, of a level and quality that significantly exceeds expectations for the student's current level of study. Products demonstrate in-depth understanding of course issues, a high level of analytical skills, are clearly and creatively presented with negligible errors in grammar, citation and source referencing, in proper and consistent style and drawn from an extensive and wide range of quality sources. Technology was explored and where appropriate, effectively utilized in research, analysis and presentations.

B   Work is complete, of a level that meets expectations and is of a quality that is acceptable and appropriate given the student's current level of study. Products demonstrate a solid understanding of course issues, good analysis and are clearly and neatly presented with limited errors in grammar and citation and source referencing in generally consistent style (APA or other) drawn from a good range of sources. Technology was explored and where appropriate, utilized in research, analysis and/or presentations.

C   Work is partially incomplete, late (with instructor permission/approval) and/or of a level that only partially meets expectations and/or that does not meet acceptable standards given the student's level of study. Products demonstrate inconsistent or superficial understanding of course issues with little analysis demonstrated and/or contains significant grammatical errors and incorrect/inconsistent use of citation and referencing drawn from limited and/or mixed quality sources. Technology was minimally or inappropriately used in research, analysis and/or presentations.

D   Work is incomplete, late and/or of a level that only partially meets expectations and/or is largely unacceptable given the student's current level of study and standing. Products demonstrate limited understanding of course issues and exhibit little analysis and/or contains significant grammatical errors and insufficient/incorrect/inconsistent use of citation and referencing drawn from few (if any) low-quality sources. Technology was not used or inappropriately used in research, analysis and/or presentations.

F   Major assignments are missing, incomplete or excessively late without permission of instructor and/or demonstrates lack of effort and/or lack of understanding of central course concepts.

COURSE SCHEDULE

Note: This is the basic outline of when assignments are due. This schedule will change as necessary for the needs of our class.

Week 1: Introductions; Assign Proposal/Reflection

Week 2: Proposal/Reflections Due; Assign Annotated Bibliography

Week 3: Student Discussions

Week 4: Annotated Bibliography Due; Assign Expanded Research Essay

Week 5: Student Discussions

Week 6: Expanded Research Essay Due; Assign First Drafts

Week 7: Student Discussions

Week 8: Student Discussions

Week 9: Student Discussions

Week 10: Spring Break

Week 11: Drafts Due

Week 12: Workshops

Week 13: Workshops

Week 14: Workshops

Week 15: Workshops

Week 16: Final Presentations

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April 21, 2015

Dear Undergraduate Council,

On behalf of the faculty of the College of Arts and Sciences, the Education Policy Committee discussed and approved the Bachelor of Liberal Studies proposal 8:0:1 on Tuesday, April 21, 2015.

Sincerely,

Stephen Testa
Chair, Education Policy Committee

September 4, 2015

Dear Undergraduate Council:

I am pleased to express the College's strongest support of the proposed Bachelor of Liberal Studies. The Bachelor of Liberal Studies would open up a number of opportunities for traditional and non-traditional students. The program will provide students with broad-based knowledge in the liberal arts, reflecting the breadth of the College of Arts and Sciences, that results in their become more articulate, analytical, culturally informed, and well rounded. The enclosed proposal has been carefully vetted by the college's Education Policy Committee in close consultation with the Dean's office.

The proposed Bachelor of Liberal Studies will utilize the strengths of the outstanding faculty in the College of Arts and Sciences.

The Bachelor of Liberal Studies degree is increasingly valued by employers and allows many students to graduate who have accumulated a substantial number of credit hours across the College.

The College of Arts and Sciences fully supports the proposed Bachelor of Liberal Studies.

Sincerely,

Mark Lawrence Kornbluh
Dean

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