

March 2, 2010

Revisions, changes and/or responses are noted after each item. Please refer to the attached highlighted draft revision for review.

Bachelor of Liberal Studies Revision Requests From UCUI

- **Minors**

Change the statement regarding minors to indicate that the program requires two minors in the college (since this is a liberal studies program) with a note that exceptions may be considered. This adheres to statements made by the associate deans that the program is not intended to duplicate the BIS program, but that exceptions may need to be made for an occasional student who wishes to explore beyond the liberal arts. Remove the words “across the university” on Page 4 to make it clear that external minors are not the rule. (Page 10 of Proposal)

CAS response: Please see highlighted statement under item 2.b on page 10. The words “across the university” have been removed from page 4.

- **Include a student interest survey**

Standard practice is to include a survey to substantiate student interest in a new program. UCUI expects a demonstration of student interest in a proposed program. (Page 8 of Proposal)

CAS response: As noted in our earlier response to UCUI, the BALS task force reviewed carefully the report of the ad hoc senate committee on new program proposal and approval process. That faculty group made clear in several places of the report that surveys of student interest were not a relevant/useful piece of information and should be abandoned. As there was a UCUI representative (Tim Larrabee) on that group, we went with the assumption that UCUI was accepting of this and was beginning to change its “standard practice” with respect to this element of program proposals. In addition, one of the members of the BALS task force is statistician Rob Kushler who recently noted that “such surveys are of limited value.” In light of the above, a survey was not conducted. However, the proposal does contain bona fide data on student interest in studying across more than one field (see tables on page 9 of proposal).

To provide additional factual information on student interest, we have inserted recent data on interest in the existing liberal studies program (please see highlighted material on page 9).

- **LBS 100/200 prior to junior standing**

- Include a statement that students are required to take LBS 100 and 200 before they reach junior standing. (Page 10 of Proposal)

CAS response: Please see the highlighted statement under item 1 on page 10. We have also included that sentiment in the body of the proposal; please see highlighted statement in paragraph 2 on page 5.

- **Faculty vitae**

Provide the vitae of faculty involved in creating the new curriculum to show evidence that faculty are well grounded in interdisciplinary liberal studies and interdisciplinary scholarship since the proposal does not request a critical mass of new faculty to teach in the program.

(Attachment to Proposal)

CAS response: Like the MALS program that was approved in 2001, the BALS program is a College-wide endeavor. The vita for College faculty are available in the office of the dean as well as on-line via FARM. In 2001 there was no prediction of which of the 200+ CAS faculty would teach for the MALS program. Since the launch of the MALS program, 18 faculty from 10 different departments have successfully developed and taught interdisciplinary liberal studies core courses at the graduate level. The successful implementation of the MALS program is direct evidence that the faculty of the College of Arts and Sciences are well-qualified to teach a parallel undergraduate liberal studies program. Again, as was the case with the MALS program, the group of faculty that constructed the program is not necessarily expected to be the faculty delivering the program.

- **Executive committee**

The proposal indicates intentions to create a faculty executive committee for the program. However, the structure and make up of this committee is not spelled out. Since this is a liberal studies program not an integrative studies program, it should be made clear in the proposal that the members of the executive committee are from the College of Arts and Science. The proposers need to provide a structure for the executive committee to indicate faculty leadership within the College and the academic nature of the program. (Page 10 of Proposal)

CAS response: Appendix E (currently a separate attachment) has been constructed to make this clear.

- **Director**

The proposal indicates that there will be a director, but does not have any information after the colon describing this position. Please provide information on who the director will be or on the qualifications of this person so that it is clear that an experienced faculty person will be selected to lead the curriculum. (Page 10 of Proposal)

CAS response: A detailed description of the director qualifications is included in Appendix E.

- **Intended audience**

The proposal should contain a clear statement that the target audience for the Bachelor of Liberal Studies is first year students as indicated by the unit representatives. (In the Summary and on Page 10)

CAS response: Please note the highlighted statement in the first paragraph on page 10. There is a similar highlighted statement in paragraph 3 of the summary on page 3. In addition, “first year” has been inserted into paragraph 1 on page 4.

- **Statement of non-duplication**

Include a statement that “this program will not duplicate the Bachelor of Integrative Studies.” Although some differences were noted, the proposal needs a concise, direct statement that this program will not duplicate BIS. If it is not intended to do so, it should not be a problem to include such a statement in the proposal so that it is documented. (In summary and on Page 4)

CAS response: We have no problem inserting such a statement, although we thought that was made clear throughout the proposal. Please note highlighted sentence inserted into the first paragraph of both page 3 and 4.

- **Graduate Assistants**

Five graduate assistants are requested in the proposal. Please indicate how these graduate assistants will be used in the context of the program. Although page 17 indicates that they will be faculty liaisons, mentors, and assist with writing intensive courses, it is unclear why five graduate assistants are needed for the low number of students expected in the program. Please explain.

CAS response: The initial GA position will provide support to the Director as is currently done for other CAS graduate programs, including MALS. As the writing intensive classes (LBS 200 and 496) and research-intensive classes (LBS 495/496) build with each year of the program, the additional GA students will have TA assignments as determined by the Director and requested by the faculty instructors of the classes. As with all new programs, the budget is a best guess at time of program development. Budgets are revised annually based on real numbers. Experience has shown it is best to put forward a best case scenario—one that provides optimal resources for the program.

- **BIS**

A list of references to BIS that appear to misrepresent the program and the committee requests for changes will be provided

CAS response: We await further information on this item.