

UNIVERSITY OF ILLINOIS URBANA-CHAMPAIGN SENATE
COMMITTEE ON EDUCATIONAL POLICY
(Final; Information)

EP.24.002 Report of Administrative Approvals through August 28, 2023

Senate committees are authorized to act for and in the name of the Senate on minor matters. Below is a listing of the administrative approvals the Senate Committee on Educational Policy approved at its meeting on August 28. For each program listing, there is no change to the total hours required. Additional information for each approval is attached.

A. Graduate Programs

- 1) **Revise the concentration in Human Resource Development in the College of Education and the Graduate College** – updates course rubrics and numbers and removes two alternative course choices.
- 2) **Revise the concentration in Learning Design and Leadership in the College of Education and the Graduate College** – updates course rubrics and numbers, removes several required courses, revises program of study structure to include select from list, and adds several course options.
- 3) **Revise the concentration in Global Studies in Education in the College of Education and the Graduate College** – revising program of study structure from 3 required courses to choose from list, adds courses, updates course rubrics and numbers and corrects for migration error in coursework.
- 4) **Revise the concentration in Structures in the Master of Science in Architectural Studies in the College of Fine and Applied Arts and the Graduate College** – establishes online-only version with same admission and degree requirements and replaces a special topics course with the permanent course number.

B. Undergraduate Programs

- 1) **Revise the Bachelor of Arts in Urban Studies & Planning in the College of Fine & Applied Arts** – clarifies concentration requirements to state that one concentration is required but that no more than two concentrations are permitted and corrects the program features section to state that this program has concentrations, direct admission to concentration doesn't happen, and that a concentration is required for graduation.
- 2) **Revise the Undergraduate Minor in Dance in the College of Fine and Applied Arts** – adds one additional course option to complete the 300/400 level Context requirement and adds total hours required to program of study table for transparency.
- 3) **Revise the Undergraduate Minor in Adult Development in the College of Agricultural, Consumer and Environmental Sciences** – removes one deactivated course from choose from list, adds two courses to choose from list, and removes footnotes for accessibility.

Program Change Request

Date Submitted: 04/12/23 2:19 pm

Viewing: **5137 : Human Resource Development - Floating (on campus & online)**

Last approved: 09/11/20 3:20 pm

Last edit: 08/23/23 8:39 am

Changes proposed by: Laura Ketchum

[Human Resource Development Concentration](#)

Catalog Pages
Using this
Program

Proposal Type:

In Workflow

1. U Program Review
2. 1760 Committee Chair
3. 1760 Head
4. KN Committee Chair
5. KN Dean
6. University Librarian
7. Grad_College
8. COTE Programs
9. Provost
10. Senate EPC
11. Senate
12. U Senate Conf
13. Board of Trustees
14. IBHE
15. HLC
16. DOE
17. DMI

Approval Path

1. 04/13/23 3:24 pm
Deb Forgacs (dforgacs):
Approved for U Program Review
2. 04/13/23 6:32 pm
Liv Thorstensson Davila (livtd):
Approved for 1760 Committee Chair
3. 04/14/23 8:32 am
Laura Ketchum (ketchum):
Approved for 1760 Head
4. 04/14/23 1:49 pm
Liv Thorstensson Davila (livtd):
Approved for KN

- Committee Chair
5. 04/20/23 1:47 pm
Karla Moller
(kjmoller):
Approved for KN
Dean
 6. 04/20/23 2:50 pm
Chris Prom
(prom): Approved
for University
Librarian
 7. 05/03/23 2:58 pm
Allison McKinney
(agrindly):
Approved for
Grad_College
 8. 05/03/23 3:12 pm
Brenda Clevenger
(bmclvnr):
Approved for
COTE Programs
 9. 08/23/23 8:30 am
Brooke Newell
(bsnewell):
Approved for
Provost

History

1. Sep 11, 2020 by
Deb Forgacs
(dforgacs)

Concentration (ex. Dietetics)

This proposal is
for a:

[Revision](#)

Administration Details

Official Program Name	Human Resource Development - Floating (on campus & online)
Diploma Title	
Sponsor College	Education
Sponsor Department	Education Policy, Organization and Leadership

Sponsor Name Yoon Pak
Sponsor Email yoonpak@illinois.edu
College Contact Lori Fuller ~~Kathy Stalter~~
harvey1@illinois.edu ~~kstalter@illinois.edu~~

College Contact
Email

College Budget Officer Amanda Brown

College Budget Officer Email acbrown1@illinois.edu

List the role for rollbacks (which role will edit the proposal on questions from EPC, e.g., Dept Head or Initiator) and/or any additional stakeholders. Purpose: List here who will do the editing work if proposal needs rolled back. And any other stakeholders.

Laura Ketchum ketchum@illinois.edu

Does this program have inter-departmental administration?
No

Proposal Title

Effective Catalog Term Fall 2023

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

Revise the concentration in Human Resource Development in the College of Education and the Graduate College

Does this proposal have any related proposals that will also be revised during the next 6 weeks? Consider Majors, Minors, Concentrations & Joint Programs in your department. Please know that this information is used administratively to move related proposals through workflow efficiently. Example: If you are revising the BS proposal and one related concentration within the next 6 weeks, "This BS proposal (key 567) is related to the Concentration A proposal (key 145)."

no

Program Justification

Provide a brief description of what changes are being made to the program.

The proposed change is to update the concentration core courses to provide coursework more relevant to changing field and needs of our graduates. We removed two courses from the concentration coursework. With the proposed change, we want every student in the HRD concentration to take EPOL 470 and EPOL 570 and then select 4 hours from one of two course options. These courses provide the most essential foundations to equip them as HRD practitioners, scholar practitioners and scholars.

Did the program content change 25% or more in relation to the total credit hours, since the 2020-2021 catalog. (<http://catalog.illinois.edu/archivedacademiccatalogs/2020-2021/>)

Yes

Why are these changes necessary?

In Fall 2020 HRD faculty updated all courses to the EPOL primary rubric and this needs to be reflected in the course catalog. For students, the HRD concentration course change allows our students to have specific course options and to prepare them for their career goals and outcomes. The proposed changes reflects our changing faculty expertise pool and capacity due to two recent retirements and one faculty departure. The concentration course revision will allow us to plan course offering with more predictable schedules and enrollment volumes based on our student needs.

Instructional Resources

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

No

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

No

Does the program include other courses/subjects outside of the sponsoring department impacted by the creation/revision of this program?

No

Program Regulation and Assessment

Plan to Assess and Improve Student Learning

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

List the program's student learning outcomes. Each outcome should identify what students are expected to know and/or be able to do upon completing this program.

- Develop a scholarly and practical understanding on the knowledge and the applied processes related to HRD
- Acquire competencies appropriate for HRD careers nationally and internationally in a range of business sectors, including manufacturing, financial services, health care, and higher education.
- Solve HRD problems to improve workplace performance and individual learning in organizations.

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

Describe here:

The administration of assessment will be conducted with a comprehensive and systematic approach. The goal of our assessment is to inform the continuous improvement of our curricular and instructional activities. Our assessment activities are described below.

Administration of Learning Outcomes Assessment

Department: Ensure the learning outcomes at department level align with campus/college policies, operational resources, strategic trajectory, and faculty expertise. Once a month during department leadership meeting

- Student input
- Faculty input
- College Academic Program Committee
- Campus policies

Program : Ensure the learning outcomes at program level align with departmental policies and operational capacities Once a month during department GPC meeting (AY)

- Student input
- Faculty input
- Departmental Graduate Program Committee (GPC)

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

Guided by our Learning Outcomes, in what areas and to what extent are the students learning what they should learn? From Formal Learning: Students' GPAs, quality of course deliverables, publications in peer-reviewed scholarly and trade publications, awards and scholarships received by students, course evaluations, and feedback to the faculty and department; students' pass-rates on Illinois State Board of Education exams for administrative endorsement

From Non-Formal and Informal Learning: Students' initial employment placement upon graduation, students' mid-term career paths, students' participation and contribution to disciplinary scholarly and professional organizations by holding offices or providing services

In what areas and to what extent are doctoral students conducting high quality scholarly research?

- Number of students' publications and presentations in disciplinary areas of research
- Potential impact of students' publications and presentations in disciplinary areas of research

In what areas and to what extent are students collaborating with multidisciplinary areas of concentrations?

- Students' professional and academic affiliations with disciplinary areas of scholarly research or advanced practices
- Students' self-identification with EPOL concentrations
- Number of students with coursework from multiple concentrations

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

EPOL's Graduate Programs Committee and unit leadership will review assessment results on an annual basis and adjust coursework and instruction as necessary. We will conduct review of instructor ICES scores and when applicable, consult with instructors to gain additional teaching support and resources. EPOL also has a mechanism for peer evaluation of teaching for faculty preparing for 3rd reviews and promotion (for tenure-track, tenured, and specialized faculty).

Program

Description and

Requirements

Attach Documents

Is the career/profession for graduates of this program regulated by the State of Illinois?

No

Program of Study

Baccalaureate degree requires at least 120 semester credit hours or 180 quarter credit hours and at least 40 semester credit hours (60 quarter credit hours) in upper division courses" (source: <https://www.ibhe.org/assets/files/PublicAdminRules2017.pdf>). For proposals for new bachelor's degrees, if this minimum is not explicitly met by specifically-required 300- and/or 400-level courses, please provide information on how the upper-division hours requirement will be satisfied.

Revised programs [HRD concentration revision proposal side by side 3-27-23.xlsx](#)

Attach a revised Sample Sequence (for undergraduate program) or college-level forms.

Catalog Page Text - Overview Tab

Description of program for the catalog page. This is not official content, it is used to help build the new catalog page for the program. Can be edited in the catalog by the college or department.

Human Resource Development (HRD) is the bodies of knowledge and the applied processes used to improve workplace performance and individual learning in organizations with a systems focus. Human resource development is a central function in virtually any type of organizations, including for-profit and non-profit organizations, public and education institutions, among many situations both nationally and internationally.

Statement for
Programs of
Study Catalog

Course List		
Code	Title	Hours
<u>Required courses:</u>		<u>8</u>
	<u>EPOL 470Principles of Human Resource Education</u>	
	<u>EPOL 570Organization Development</u>	
<u>Select 4 hours from the following list:</u>		<u>4</u>
	<u>EPOL 472Instructional and Training System Design</u>	
	<u>EPOL 483Learning Technologies</u>	
Total Hours		12

Course List

Code	Title	Hours
HRD-400	Principles of Human Resource Education	3 or 4
or HRD-440	Work Analysis	
HRD-411	Instructional and Training System Design	3 or 4
or HRD-472	Learning Technologies	
HRD-530	Organization Development	4
or HRD-540	Learning on the Job	
Total Hours		0

Program Relationships

Corresponding

Program(s):

Corresponding Program(s)
Education Policy, Organization & Leadership, CAS (on campus & off campus)
Education Policy, Organization & Leadership, EdD (on campus, off campus & online)
Education Policy, Organization & Leadership, EdM (on campus, off campus & online)
Education Policy, Organization & Leadership, MA
Education Policy, Organization & Leadership, PhD

Program Features

Academic Level Graduate

Is This a Teacher Certification Program?

No

Will specialized accreditation be sought for this program?

No

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

Delivery Method

This program is available:

On Campus and Online - 2 program types. Students can receive the entire program either on campus or online. Students can choose to take courses in either modality.

Describe the use of this delivery method:

This program is online and on campus but not off campus.

Enrollment

Describe how this revision or phase down/elimination will impact enrollment and degrees awarded. If this is an elimination/phase down proposal include the plans for the students left in the program.

This change applies to students starting in Fall 2023. Current students may change their catalog year to follow this new requirement.

Budget

Are there budgetary implications for this revision? No

Will the program or revision require staffing (faculty, advisors, etc.) beyond what is currently available? No

Additional Budget Information

Attach File(s)

Financial Resources

How does the unit intend to financially support this proposal?

No change

Will the unit need to seek campus or other external resources? No

Attach letters of support

Is this program requesting self-supporting status? No

Faculty Resources

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

none.

Library Resources

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

Library collections, resources and services are sufficient to support this program.

EP Documentation

EP Control Number EP.24.002

Attach Rollback/Approval Notices

This proposal requires HLC inquiry No

DMI Documentation

Attach Final Approval Notices

Banner/Codebook Name Human Resource Development

Program Code: 5137

Minor Code	Conc Code	5137	Degree Code	Major Code
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Senate Approval Date

Senate Conference Approval Date

BOT Approval Date

IBHE Approval Date

HLC Approval Date

DOE Approval Date

Effective Date:

Attached Document Justification for this request

Program Reviewer Comments **Deb Forgacs (dforgacs) (12/16/21 3:30 pm):** Rollback: requested.
Deb Forgacs (dforgacs) (07/14/22 9:51 am): Rollback: Delivery method.
Deb Forgacs (dforgacs) (07/19/22 3:11 pm): Rollback: requested.

Liv Thorstensson Davila (livtd) (11/04/22 2:08 pm): Rollback: As requested

Deb Forgacs (dforgacs) (11/04/22 2:23 pm): Rollback: as requested.

Brooke Newell (bsnewell) (01/19/23 3:03 pm): Rollback: Email sent to Laura K and Lori F

Brooke Newell (bsnewell) (02/21/23 10:32 am): Rollback: Email sent to Lori, Laura, and Yoon

Brooke Newell (bsnewell) (04/06/23 1:54 pm): Rollback: Email sent to Laura, Lori, and Mary

5137: Human Resource Development, Graduate Concentration Revision

Courses removed

Courses added

Currently cross-listed courses

HRD 400: Principles of Human Resource Education	=	EPOL 470: Principles of Human Resource Education
HRD 440: Work Analysis	=	EPOL 475: Work Analysis
HRD 411: Instructional and Training System Design	=	EPOL 472: Instructional and Training System Design
HRD 472: Learning Technologies	=	EPOL 483 : Learning Technologies
HRD 530: Organization Development	=	EPOL 570: Organization Development
HRD 540: Learning on the Job	=	EPOL 578 : Learning on the Job

Current Requirements	Credit hours
Choose 12 hours from the following:	
HRD 400: Principles of Human Resource Education	4
OR HRD 440: Work Analysis	4
HRD 411: Instructional and Training System Design	4
OR HRD 472: Learning Technologies	
HRD 530: Organization Development	4
OR HRD 540: Learning on the Job	4
Total Hours	12

Proposed Requirements Showing Changes	Credit hours
Choose 12 hours from the following:	12
EPOL 470: Principles of Human Resource Education	
OR EPOL 475 : Work Analysis	
EPOL 472: Instructional and Training System Design	
OR EPOL 483 : Learning Technologies	
EPOL 570: Organization Development	
OR EPOL 578 : Learning on the Job	
Total Hours	12

Proposed Requirements Final	Credit Hours
Required courses	
EPOL 470: Principles of Human Resource Education	8
EPOL 570: Organization Development	
Select 4 hours from the following list:	4
EPOL 472: Instructional and Training System Design	
EPOL 483: Learning Technologies	
Total Hours	12

Program Change Request

Date Submitted: 04/12/23 2:09 pm

Viewing: **5407 : Learning Design & Leadership - Floating (on campus & online)**

Last approved: 09/11/20 3:19 pm

Last edit: 08/23/23 8:40 am

Changes proposed by: Laura Ketchum

[Learning Design & Leadership Concentration](#)

Catalog Pages
Using this
Program

Proposal Type:

In Workflow

1. U Program Review
2. 1760 Committee Chair
3. 1760 Head
4. KN Committee Chair
5. KN Dean
6. University Librarian
7. Grad_College
8. COTE Programs
9. Provost
10. Senate EPC
11. Senate
12. U Senate Conf
13. Board of Trustees
14. IBHE
15. HLC
16. DOE
17. DMI

Approval Path

1. 04/13/23 3:25 pm
Deb Forgacs (dforgacs):
Approved for U Program Review
2. 04/13/23 6:33 pm
Liv Thorstensson Davila (livtd):
Approved for 1760 Committee Chair
3. 04/14/23 8:33 am
Laura Ketchum (ketchum):
Approved for 1760 Head
4. 04/14/23 1:49 pm
Liv Thorstensson Davila (livtd):
Approved for KN

- Committee Chair
5. 04/20/23 1:47 pm
Karla Moller
(kjmoller):
Approved for KN
Dean
 6. 04/20/23 2:50 pm
Chris Prom
(prom): Approved
for University
Librarian
 7. 05/03/23 2:58 pm
Allison McKinney
(agrindly):
Approved for
Grad_College
 8. 05/03/23 3:13 pm
Brenda Clevenger
(bmclvngr):
Approved for
COTE Programs
 9. 08/23/23 8:30 am
Brooke Newell
(bsnewell):
Approved for
Provost

History

1. Sep 11, 2020 by
Deb Forgacs
(dforgacs)

Concentration (ex. Dietetics)

This proposal is
for a:

[Revision](#)

Administration Details

Official Program Name	Learning Design & Leadership - Floating (on campus & online)
Diploma Title	
Sponsor College	Education
Sponsor Department	Education Policy, Organization and Leadership

Sponsor Name Yoon Pak
Sponsor Email yoonpak@illinois.edu
College Contact Lori Fuller ~~Kathy Stalter~~
harvey1@illinois.edu ~~kstalter@illinois.edu~~

College Contact
Email

College Budget Officer Amanda Brown

College Budget Officer Email acbrown1@illinois.edu

List the role for rollbacks (which role will edit the proposal on questions from EPC, e.g., Dept Head or Initiator) and/or any additional stakeholders. Purpose: List here who will do the editing work if proposal needs rolled back. And any other stakeholders.

Laura Ketchum ketchum@illinois.edu

Does this program have inter-departmental administration?
No

Proposal Title

Effective Catalog Term Fall 2023

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

Revise the concentration in Learning Design and Leadership in the College of Education and the Graduate College

Does this proposal have any related proposals that will also be revised during the next 6 weeks? Consider Majors, Minors, Concentrations & Joint Programs in your department. Please know that this information is used administratively to move related proposals through workflow efficiently. Example: If you are revising the BS proposal and one related concentration within the next 6 weeks, "This BS proposal (key 567) is related to the Concentration A proposal (key 145)."

no

Program Justification

Provide a brief description of what changes are being made to the program.

We are updating our concentration coursework to provide coursework more relevant to the changing field and needs of our graduates. We have moved from requiring 3 specific courses to now only requiring one specific course and students can select remaining 8 hours from a list of LDL coursework. We are requiring EPOL 481, have added 10 courses to select from a list to allow flexibility of course scheduling for students in the LDL concentration. We removed 3 other courses that are not LDL specific.

Did the program content change 25% or more in relation to the total credit hours, since the 2020-2021 catalog. (<http://catalog.illinois.edu/archivedacademiccatalogs/2020-2021/>)

Yes

Why are these changes necessary?

In fall 2020, we updated all courses to the cross-listed EPOL primary rubric and this needs to be reflected in the course catalog. The new requirement of EPOL 481 prepares students to make purposeful choices and link particular theories/instructional approaches to individual and group learning goals. This course serves as the foundational course for the LDL concentration. Since the LDL concentration addresses the theories and practices of learning in the context of digital media and learner diversity, the revised coursework offers students more opportunity to learn how to design and implement purposeful, engaging learning environments, including the integration of new media, learning and assessment technologies.

Instructional Resources

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

No

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

No

Does the program include other courses/subjects outside of the sponsoring department impacted by the creation/revision of this program?

Yes

Courses outside
of the sponsoring
department/interdisciplinary
departments

[EPSY 408 - Learning & Hum Dev w/ EdTech](#)

[EPSY 559 - Advanced Learning Technologies](#)

[EPSY 560 - Tech & Educational Change](#)

Please attach any [EPSY courses LOS.pdf](#)

letters of
support/acknowledgement

for any

Instructional

Resources

consider faculty,

students, and/or

other impacted

units as

appropriate.

Program Regulation and Assessment

Plan to Assess and Improve Student Learning

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

List the program's student learning outcomes. Each outcome should identify what students are expected to know and/or be able to do upon completing this program.

- Students will be able to create engaging learning environments by integrating new media technologies.
- LDL encourages students to be active designers of their own knowledge.
- Students use new digital media to enhance the ways in which they learn and understand, thus improving the learning process.
- Address the challenges of differentiating instruction to meet the needs of diverse learners.

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

Describe here:

The administration of assessment will be conducted with a comprehensive and systematic approach. The goal of our assessment is to inform the continuous improvement of our curricular and instructional activities. Our assessment activities are described below.

Administration of Learning Outcomes Assessment

Department: Ensure the learning outcomes at department level align with campus/college policies, operational resources, strategic trajectory, and faculty expertise. Once a month during department leadership meeting

- Student input
- Faculty input
- College Academic Program Committee
- Campus policies

Program : Ensure the learning outcomes at program level align with departmental policies and operational capacities Once a month during department GPC meeting (AY)

- Student input
- Faculty input
- Departmental Graduate Program Committee (GPC)

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

Guided by our Learning Outcomes, in what areas and to what extent are the students learning what they should learn? From Formal Learning: Students' GPAs, quality of course deliverables, publications in peer-reviewed scholarly and trade publications, awards and scholarships received by students, course evaluations, and feedback to the faculty and department; students' pass-rates on Illinois State Board of Education exams for administrative endorsement

From Non-Formal and Informal Learning: Students' initial employment placement upon graduation, students' mid-term career paths, students' participation and contribution to disciplinary scholarly and professional organizations by holding offices or providing services

In what areas and to what extent are doctoral students conducting high quality scholarly research?

- Number of students' publications and presentations in disciplinary areas of research
- Potential impact of students' publications and presentations in disciplinary areas of research

In what areas and to what extent are students collaborating with multidisciplinary areas of concentrations?

- Students' professional and academic affiliations with disciplinary areas of scholarly research or advanced practices
- Students' self-identification with EPOL concentrations
- Number of students with coursework from multiple concentrations

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

EPOL's Graduate Programs Committee and unit leadership will review assessment results on an annual basis and adjust coursework and instruction as necessary. We will conduct review of instructor ICES scores and when applicable, consult with instructors to gain additional teaching support and resources. EPOL also has a mechanism for peer evaluation of teaching for faculty preparing for 3rd reviews and promotion (for tenure-track, tenured, and specialized faculty).

Program

Description and

Requirements

Attach Documents

Is the career/profession for graduates of this program regulated by the State of Illinois?

No

Program of Study

Baccalaureate degree requires at least 120 semester credit hours or 180 quarter credit hours and at least 40 semester credit hours (60 quarter credit hours) in upper division courses" (source: <https://www.ibhe.org/assets/files/PublicAdminRules2017.pdf>). For proposals for new bachelor's degrees, if this minimum is not explicitly met by specifically-required 300- and/or 400-level courses, please provide information on how the upper-division hours requirement will be satisfied.

Revised programs [LDL concentration revision proposal side by side 3-27-23.xlsx](#)

Attach a revised Sample Sequence (for undergraduate program) or college-level forms.

Catalog Page Text - Overview Tab

Description of program for the catalog page. This is not official content, it is used to help build the new catalog page for the program. Can be edited in the catalog by the college or department.

Learning Design & Leadership (LDL) provides educators and training/learning development professionals the opportunity to learn how to create more engaging learning environments by integrating new media technologies. LDL encourages students to be active designers of their own knowledge, in contrast to old teaching, in which knowledge was handed down to them. Students use new digital media to enhance the ways in which they learn and understand, thus improving the learning process. It also addresses the challenges of differentiating instruction to meet the needs of diverse learners.

Statement for Programs of Study Catalog

Course List

Code	Title	Hours
	<u>Required course:</u>	<u>4</u>
	<u>EPOL 481 New Learning</u>	
	<u>Select eight hours from the following courses:</u>	<u>8</u>
	<u>EPOL 486 New Media & Learner Differences</u>	
	<u>EPOL 534 Assessment for Learning</u>	
	<u>EPOL 580 Ubiquitous Learning</u>	
	<u>EPOL 581 Knowledge, Learning and Pedagogy</u>	
	<u>EPOL 582 New Media and Literacies</u>	
	<u>EPOL 583 eLearning Ecologies</u>	
	<u>ERAM 557 Meaning Patterns: Semiotics and the Interpretation of Meanings in Education and the Social Sciences</u>	
	<u>EPSY 408 Learning and Human Development with Educational Technology</u>	
	<u>EPSY 559 Advanced Learning Technologies</u>	
	<u>EPSY 560 Technology and Educational Change</u>	
	Total Hours	12

Course List

Code	Title	Hours
EPS-431	New Learning	3-or-4
HRD-472	Learning Technologies	3-or-4
HRD-585	Program Evaluation	4
	or EPSY-474 Evaluating Learning Technology	
	Total Hours	0

Program Relationships

Corresponding Program(s):

Corresponding Program(s)
Education Policy, Organization & Leadership, CAS (on campus & off campus)
Education Policy, Organization & Leadership, EdD (on campus, off campus & online)
Education Policy, Organization & Leadership, EdM (on campus, off campus & online)
Education Policy, Organization & Leadership, MA
Education Policy, Organization & Leadership, PhD

Program Features

Academic Level Graduate

Is This a Teacher Certification Program?

No

Will specialized accreditation be sought for this program?

No

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

Delivery Method

This program is available:

On Campus and Online - 2 program types. Students can receive the entire program either on campus or online. Students can choose to take courses in either modality.

Describe the use of this delivery method:

This program is an on campus and online program. It is not off campus.

Enrollment

Describe how this revision or phase down/elimination will impact enrollment and degrees awarded. If this is an elimination/phase down proposal include the plans for the students left in the program.

This change applies to students starting in Fall 2023. Current students may change their catalog year to follow this new requirement.

Budget

Are there budgetary implications for this revision? No

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

No

Additional Budget
Information

Attach File(s)

Financial Resources

How does the unit intend to financially support this proposal?

no change

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

No

Attach letters of
support

Is this program requesting self-supporting status?

No

Faculty Resources

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

No change

Library Resources

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

Library collections, resources and services are sufficient to support this program.

EP Documentation

EP Control EP.24.002
Number

Attach
Rollback/Approval
Notices

This proposal No
requires HLC
inquiry

DMI Documentation

Attach Final
Approval Notices

Banner/Codebook Learning Design and Leadership

Name
Program Code: 5407
Minor Code Conc Code 5407 Degree Code Major Code

Senate Approval Date

Senate Conference Approval Date

BOT Approval Date

IBHE Approval Date

HLC Approval Date

DOE Approval Date

Effective Date:

Attached Document Justification for this request

Program Reviewer Comments **Deb Forgacs (dforgacs) (12/16/21 3:30 pm):** Rollback: requested.
Deb Forgacs (dforgacs) (07/14/22 9:51 am): Rollback: Delivery method.
Deb Forgacs (dforgacs) (07/19/22 3:39 pm): Rollback: requested.
Liv Thorstensson Davila (livtd) (11/04/22 2:08 pm): Rollback: As requested
Deb Forgacs (dforgacs) (11/04/22 2:23 pm): Rollback: as requested.
Brooke Newell (bsnewell) (01/19/23 3:08 pm): Rollback: Email sent to Laura K and Lori F
Brooke Newell (bsnewell) (04/06/23 1:58 pm): Rollback: Email sent to Laura, Lori, and Mary

5407: Learning Design & Leadership, Graduate Concentration Revision

Courses removed

Courses added

Currently cross-listed courses

EPS 431: New Learning	=	EPOL 481: New Learning
HRD 472: Learning Technologies	=	EPOL 483: Learning Technologies
HRD 585: Program Evaluation	=	ERAM 556: Program Evaluation

EPSY 474: Evaluating Learning Technology

Current Requirements	Proposed Requirements Showing Changes	Proposed Requirements Final	Credit Hours
EPS 431: New Learning 4	EPOL 481: New Learning 4	EPOL 481: New Learning 4	4
HRD 472: Learning Technologies 4	Select 8 hours from the following courses: 8	Select 8 hours from the following courses: 8	8
HRD 585: Program Evaluation 4	EPOL 483: Learning Technologies	EPOL 486: New Media and Learner Differences	
or EPSY 474: Evaluating Learning Technology 4	ERAM 556: Program Evaluation	EPOL 534: Assessment for Learning	
	or EPSY 474: Evaluating Learning Technology	EPOL 580: Ubiquitous Learning	
	EPOL 486: New Media and Learner Differences	EPOL 581: Knowledge, Learning & Pedagogy	
	EPOL 534: Assessment for Learning	EPOL 582: New Media and Literacies	
	EPOL 580: Ubiquitous Learning	EPOL 583: eLearning Ecologies	
	EPOL 581: Knowledge, Learning & Pedagogy	ERAM 557: Meaning Patterns: Semiotics and the Interpretation of Meaning in Education and the Social Sciences	
	EPOL 582: New Media and Literacies	EPSY 408: Learning & Human Development with Educational Technologies	
	EPOL 583: eLearning Ecologies	EPSY 559: Advanced Learning Technologies	
	ERAM 557: Meaning Patterns: Semiotics and the Interpretation of Meaning in Education and the Social Sciences	EPSY 560: Technology and Educational Change	
	EPSY 408: Learning & Human Development with Educational Technologies		
	EPSY 559: Advanced Learning Technologies		
	EPSY 560: Technology and Educational Change		
Total Hours 12	Total Hours 12	Total Hours 12	12

From: [Christianson, Kiel](#)
To: [Ketchum, Laura A](#)
Subject: Re: EPOL concentration revisions with EPSY courses- APPROVAL NEEDED
Date: Wednesday, July 20, 2022 1:20:27 PM
Attachments: [image003.jpg](#)

Hi Laura,

I support these changes in program requirements that involve EPSY courses as detailed below in your email.

Thanks,
kiel

Kiel Christianson, Ph.D.
Professor & Chair
Department of Educational Psychology
University of Illinois, Urbana-Champaign

From: Ketchum, Laura A <ketchum@illinois.edu>
Sent: Tuesday, July 19, 2022 3:35 PM
To: Christianson, Kiel <kiel@illinois.edu>
Cc: Kellogg, Julie Ann <jkellogg@illinois.edu>
Subject: EPOL concentration revisions with EPSY courses- APPROVAL NEEDED

Good afternoon Kiel,

EPOL has been updating coursework required for our Learning Design and Leadership graduate concentration. We have added three EPSY courses eligible to meet the LDL concentration requirement. These courses are currently taught by EPOL faculty. Since these are EPSY courses, if you approve of this change a letter of support is needed from you.

Learning Design and Leadership <i>current requirements</i>	<i>Proposed concentration requirements.</i>
Select 12 hours from the following: EPS 431: New Learning HRD 472: Learning Technologies HRD 585: Program Evaluation OR EPSY 474: Evaluating Learning Technologies	12 hours required: EPOL 481: New Learning AND 8 hours from the following courses: EPOL 486: New Media & Learner Differences EPOL 534: Assessment for Learning EPOL 580: Ubiquitous Learning EPOL 581: Knowledge, Learning and Pedagogy EPOL 582: New Media and Literacies EPOL 583: eLearning Ecologies ERAM 557: Meaning Patterns- Advanced Graduate Seminar EPSY 408: Learning & Human Development with

Educational Technologies
EPSY 559: Advanced Learning Technologies
EPSY 560: Technology and Educational Change

-Laura Ketchum

On Campus: Tuesdays, Thursdays

Working remotely: Mondays, Wednesdays, Fridays



Program Change Request

Date Submitted: 04/12/23 2:41 pm

Viewing: **5471 : Global Studies in Education - Floating (on campus & online)**

Last approved: 07/19/22 1:26 pm

Last edit: 08/23/23 8:41 am

Changes proposed by: Laura Ketchum

[Global Studies in Education Concentration](#)

Catalog Pages
Using this
Program

Proposal Type:

In Workflow

1. U Program Review
2. 1760 Committee Chair
3. 1760 Head
4. KN Committee Chair
5. KN Dean
6. University Librarian
7. Grad_College
8. COTE Programs
9. Provost
10. Senate EPC
11. Senate
12. U Senate Conf
13. Board of Trustees
14. IBHE
15. HLC
16. DOE
17. DMI

Approval Path

1. 04/13/23 3:26 pm
Deb Forgacs (dforgacs):
Approved for U Program Review
2. 04/13/23 6:33 pm
Liv Thorstensson Davila (livtd):
Approved for 1760 Committee Chair
3. 04/14/23 8:34 am
Laura Ketchum (ketchum):
Approved for 1760 Head
4. 04/14/23 1:49 pm
Liv Thorstensson Davila (livtd):
Approved for KN

- Committee Chair
- 5. 04/20/23 2:05 pm
Karla Moller
(kjmoller):
Approved for KN
Dean
- 6. 04/20/23 2:50 pm
Chris Prom
(prom): Approved
for University
Librarian
- 7. 05/03/23 2:59 pm
Allison McKinney
(agrindly):
Approved for
Grad_College
- 8. 05/03/23 3:13 pm
Brenda Clevenger
(bmclvngr):
Approved for
COTE Programs
- 9. 08/23/23 8:30 am
Brooke Newell
(bsnewell):
Approved for
Provost

History

- 1. Jul 19, 2022 by
Deb Forgacs
(dforgacs)

Concentration (ex. Dietetics)

This proposal is
for a:

[Revision](#)

Administration Details

Official Program Name	Global Studies in Education - Floating (on campus & online)
Diploma Title	
Sponsor College	Education
Sponsor Department	Education Policy, Organization and Leadership

Sponsor Name Yoon Pak
Sponsor Email yoonpak@illinois.edu
College Contact Lori Fuller
harvey1@illinois.edu
College Contact Email

College Budget Officer Amanda Brown ~~Toshua York~~

College Budget Officer Email acbrown1@illinois.edu ~~tmyork@illinois.edu~~

List the role for rollbacks (which role will edit the proposal on questions from EPC, e.g., Dept Head or Initiator) and/or any additional stakeholders. Purpose: List here who will do the editing work if proposal needs rolled back. And any other stakeholders.

Laura Ketchum ketchum@illinois.edu

Does this program have inter-departmental administration?
No

Proposal Title

Effective Catalog Term Fall 2023

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

Revise the concentration in Global Studies in Education in the College of Education and the Graduate College

Does this proposal have any related proposals that will also be revised during the next 6 weeks? Consider Majors, Minors, Concentrations & Joint Programs in your department. Please know that this information is used administratively to move related proposals through workflow efficiently. Example: If you are revising the BS proposal and one related concentration within the next 6 weeks, "This BS proposal (key 567) is related to the Concentration A proposal (key 145)."

No

Program Justification

Provide a brief description of what changes are being made to the program. We are adding four additional courses to the GSE graduate concentration, so students can choose 12 credit hours from a list of seven courses.

Did the program content change 25% or more in relation to the total credit hours, since the 2020-2021 catalog. (<http://catalog.illinois.edu/archivedacademiccatalogs/2020-2021/>)

Yes

Why are these changes necessary?

In fall 2020, we updated all courses to the EPOL primary rubric and this needs to be reflected in the course catalog. The updated courses reflect the faculty expertise in the GSE program as well as theoretical, methodological, and practical issues in the field. This change allows our students more course options to prepare them for their career goals and outcomes. Additionally, there was a summer 22 migration error and this update corrects the approved courses.

Instructional Resources

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

No

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

No

Does the program include other courses/subjects outside of the sponsoring department impacted by the creation/revision of this program?

No

Program Regulation and Assessment

Plan to Assess and Improve Student Learning

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

List the program's student learning outcomes. Each outcome should identify what students are expected to know and/or be able to do upon completing this program.

- Students will acquire in-depth knowledge regarding a wide range of factors in relation to the globalization of education.
- Students will develop a deep understanding of the impact of globalization on education policy, pedagogy, and practice in diverse contexts including online programs, non-profit organizations, international schools, and higher education institutions.
- Students will demonstrate deep knowledge of conducting research, including synthesizing literature, collecting and analyzing data, reporting findings, and explaining the findings in light of the literature.

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

Describe here:

The administration of assessment will be conducted with a comprehensive and systematic approach. The goal of our assessment is to inform the continuous improvement of our curricular and instructional activities. Our assessment activities are described below.

Administration of Learning Outcomes Assessment

Department Ensure the learning outcomes at department level align with campus/college policies, operational resources, strategic trajectory, and faculty expertise. Once a month during department leadership meeting

- Student input
- Faculty input
- College Academic Program Committee
- Campus policies

Program Ensure the learning outcomes at program level align with departmental policies and operational capacities Once a month during department GPC meeting (AY)

- Student input
- Faculty input
- Departmental Graduate Program Committee (GPC)

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

Learning Outcome Questions, Data Sources, and Alignment Processes

Guided by our Learning Outcomes, in what areas and to what extent are the students learning what they should learn? From Formal Learning: Students' GPAs, quality of course deliverables, publications in peer-reviewed scholarly and trade publications, awards and scholarships received by students, course evaluations, and feedback to the faculty and department; students' pass-rates on Illinois State Board of Education exams for administrative endorsement

From Non-Formal and Informal Learning: Students' initial employment placement upon graduation, students' mid-term career paths, students' participation and contribution to disciplinary scholarly and professional organizations by holding offices or providing services

In what areas and to what extent are doctoral students conducting high quality scholarly research?

- Number of students' publications and presentations in disciplinary areas of research
- Potential impact of students' publications and presentations in disciplinary areas of research

In what areas and to what extent are students collaborating with multidisciplinary areas of concentrations?

- Students' professional and academic affiliations with disciplinary areas of scholarly research or advanced practices
- Students' self-identification with EPOL concentrations
- Number of students with coursework from multiple concentrations

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

EPOL's Graduate Programs Committee and unit leadership will review assessment results on an annual basis and adjust coursework and instruction as necessary. We will conduct review of instructor ICES scores and when applicable, consult with instructors to gain additional teaching support and resources. EPOL also has a mechanism for peer evaluation of teaching for faculty preparing for 3rd reviews and promotion (for tenure-track, tenured, and specialized faculty).

Program

Description and

Requirements

Attach Documents

Is the career/profession for graduates of this program regulated by the State of Illinois?

No

Program of Study

Baccalaureate degree requires at least 120 semester credit hours or 180 quarter credit hours and at least 40 semester credit hours (60

quarter credit hours) in upper division courses" (source: <https://www.ibhe.org/assets/files/PublicAdminRules2017.pdf>). For proposals for new bachelor's degrees, if this minimum is not explicitly met by specifically-required 300- and/or 400-level courses, please provide information on how the upper-division hours requirement will be satisfied.

Revised programs [GSE concentration revision proposal side-by-side 4-20-23.xlsx](#)

Attach a revised Sample Sequence (for undergraduate program) or college-level forms.

Catalog Page Text - Overview Tab

Description of program for the catalog page. This is not official content, it is used to help build the new catalog page for the program. Can be edited in the catalog by the college or department.

[Global Studies in Education \(GSE\) engages students in scholarly explorations of education and global change from the perspectives of social justice and equity, global citizenship, and critical democracy. The program focuses on the globalization of policy, pedagogy, and practice in different contexts. Core programmatic topics include human rights, children and youth in global context, climate change and sustainability, the internationalization of schools and universities, global migration and mobility, and the impact of digital transformation on education and society. This interdisciplinary program prepares students with a diversity of backgrounds with the skill sets to become education leaders, innovators, and researchers for today's globalized world.](#)

~~head of the department: Yoon Pak directors of graduate studies: W. David Huang, M. Allison Witt graduate admissions information: Linda Stimson (on campus) and Jena Pfoff (online/off campus) overview of admissions & requirements: College of Education overview of grad college admissions & requirements: <https://grad.illinois.edu/admissions/apply> department website: <https://education.illinois.edu/epol> program website: College of Education Programs department faculty: Education Policy, Organization & Leadership Faculty college website: <http://education.illinois.edu/> department office: 142 Education Building, 1310 South Sixth Street, Champaign, IL 61820 phone: (217) 244-3542 email: gradservices@education.illinois.edu~~

Statement for

Programs of
Study Catalog

Select 12 hours from the following courses:

Course List

Code	Title	Hours
EPOL 520	Education and Globalization	4
EPOL 521	Globalizing Educational Policy	4
EPOL 522	Globalization of Higher Education	4
EPOL 523	Global Issues in Learning	4
EPOL 524	Education and Human Rights	4
EPOL 525	Global Youth and Citizenship	4
EPOL 528	Researching Global Education	4

Course List

~~Code Title Hours~~

~~Select 12 hours from the following courses: 12~~

~~EPOL 520 Education and Globalization~~

~~EPOL 522 Globalization of Higher Education~~

~~EPOL 524 Education and Human Rights~~

Code	Title	Hours
EPOL-525	Global Youth and Citizenship	
EPOL-528	Researching Global Education	
Total Hours		0

Program Relationships

Corresponding

Program(s):

Corresponding Program(s)
Education Policy, Organization & Leadership, CAS (on campus & off campus)
Education Policy, Organization & Leadership, EdD (on campus, off campus & online)
Education Policy, Organization & Leadership, EdM (on campus, off campus & online)
Education Policy, Organization & Leadership, MA
Education Policy, Organization & Leadership, PhD

Program Features

Academic Level Graduate

Is This a Teacher Certification Program?

No

Will specialized accreditation be sought for this program?

No

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

Delivery Method

This program is available:

On Campus and Online - 2 program types. Students can receive the entire program either on campus or online. Students can choose to take courses in either modality.

Describe the use of this delivery method:

[The concentration is available on campus and online but not in our off campus programs.](#)

Enrollment

Describe how this revision or phase down/elimination will impact enrollment and degrees awarded. If this is an elimination/phase down proposal include the plans for the students left in the program.

This change applies to students starting in Fall 2023. Current students will change their catalog year to follow this new requirement.

Budget

Are there budgetary implications for this revision? No

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

No

Additional Budget Information

Attach File(s)

Financial Resources

How does the unit intend to financially support this proposal?

no change

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

No

Attach letters of support

Is this program requesting self-supporting status?

No

Faculty Resources

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

no change

Library Resources

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

Library collections, resources and services are sufficient to support this program.

EP Documentation

EP Control Number EP.24.002

Attach

Rollback/Approval
Notices

This proposal No
requires HLC
inquiry

DMI Documentation

Attach Final
Approval Notices

Banner/Codebook Global Studies in Education
Name

Program Code: 5471

Minor Code	Conc Code	5471	Degree Code	Major Code
---------------	--------------	------	----------------	---------------

Senate Approval
Date

Senate
Conference
Approval Date

BOT Approval
Date

IBHE Approval
Date

HLC Approval
Date

DOE Approval
Date

Effective Date:

Attached
Document
Justification for
this request

Program Reviewer **Brooke Newell (bsnewell) (01/19/23 3:13 pm):** Rollback: Email sent to Laura K
Comments and Lori F
 Brooke Newell (bsnewell) (02/21/23 10:27 am): Rollback: Email sent to Laura,
 Lori, and Yoon.
 Brooke Newell (bsnewell) (03/17/23 11:29 am): Rollback: Email sent to Laura
 Ketchem
 Liv Thorstensson Davila (livtd) (04/07/23 2:17 pm): Rollback: Per request
 Brooke Newell (bsnewell) (04/10/23 6:21 am): Rollback: Per request by Liv

5471:Global Studies in Education, Graduate Concentration Revision

Courses removed

Courses added

Currently cross-listed courses

EPS 530 Education and Globalization	=	EPOL 520 Education and Globalization
EPS 533 Global Youth and Citizenship	=	EPOL 521 Global Youth and Citizenship
EPS 537 Globalizing Educational Policy	=	EPOL 525 Globalizing Educational Policy

Current Requirements		Proposed Requirements Showing Changes		New Proposed Requirements	
		Choose 12 hours from the following:	12	Choose 12 hours from the following:	12
EPS 530 Education and Globalization	4	EPOL 520 Education and Globalization		EPOL 520 Education and Globalization	
EPS 533 Global Youth and Citizenship	4	EPOL 525 Global Youth and Citizenship		EPOL 521 Globalizing Educational Policy	
		EPOL 522 Globalization of Higher Education		EPOL 522 Globalization of Higher Education	
		EPOL 523 Global Issues in Learning		EPOL 523 Global Issues in Learning	
		EPOL 524 Education and Human Rights		EPOL 524 Education and Human Rights	
EPS 537 Globalizing Educational Policy	4	EPOL 521 Globalizing Educational Policy		EPOL 525 Global Youth and Citizenship	
		EPOL 528 Researching Global Education		EPOL 528 Researching Global Education	
Total Hours	12	Total Hours	12	Total Hours	12

Program Change Request

Date Submitted: 04/03/23 2:00 pm

Viewing: **5561 : Architectural Studies:
Structures, MS (on campus &
online)**

Last approved: 10/14/19 1:37 pm

Last edit: 08/23/23 8:41 am

Changes proposed by: Nicole Turner

[Architectural Studies: Structures, MS](#)

Catalog Pages
Using this
Program

Proposal Type:

In Workflow

1. U Program Review
2. 1767 Committee Chair
3. 1767 Head
4. KR Dean
5. University Librarian
6. Grad_College
7. COTE Programs
8. Provost
9. Senate EPC
10. Senate
11. U Senate Conf
12. Board of Trustees
13. IBHE
14. HLC
15. DOE
16. DMI

Approval Path

1. 04/04/23 1:06 pm
Deb Forgacs
(dforgacs):
Approved for U
Program Review
2. 04/04/23 6:43 pm
Aminmansour
(aamin):
Approved for 1767
Committee Chair
3. 04/07/23 4:25 pm
Francisco
Rodriguez-Suarez
(paco70):
Approved for 1767
Head
4. 04/10/23 9:55 am
Nicole Turner
(nicturn):
Approved for KR

- Dean
5. 04/10/23 10:09 am
Chris Prom
(prom): Approved for University Librarian
 6. 05/03/23 2:59 pm
Allison McKinney
(agrindly): Approved for Grad_College
 7. 05/03/23 3:11 pm
Brenda Clevenger
(bmclvngr): Approved for COTE Programs
 8. 05/08/23 9:46 am
Brooke Newell
(bsnewell): Rollback to Grad_College for Provost
 9. 05/08/23 3:08 pm
Mary Lowry
(lowry): Approved for Grad_College
 10. 05/09/23 10:10 am
Brenda Clevenger
(bmclvngr): Approved for COTE Programs
 11. 08/23/23 8:30 am
Brooke Newell
(bsnewell): Approved for Provost

History

1. Oct 14, 2019 by
Deb Forgacs
(dforgacs)

Concentration (ex. Dietetics)

This proposal is
for a:

Administration Details

Official Program Name Architectural Studies: Structures, MS ([on campus & online](#))

Diploma Title

Sponsor College Fine & Applied Arts

Sponsor Department Architecture

Sponsor Name [Prof. Abbas Aminmansour](#)

Sponsor Email aamin@illinois.edu

College Contact [Dr. Nicole Turner](#) College Contact Email nicturn@illinos.edu

College Budget Officer [Asst Dean Greg Anderson](#)

College Budget Officer Email ganders@illinois.edu

List the role for rollbacks (which role will edit the proposal on questions from EPC, e.g., Dept Head or Initiator) and/or any additional stakeholders. Purpose: List here who will do the editing work if proposal needs rolled back. And any other stakeholders.

[KR Dean](#)

Does this program have inter-departmental administration?

No

Proposal Title

Effective Catalog Term Fall 2023

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

Revise the concentration in Structures in the Master of Science in Architectural Studies in the College of Fine and Applied Arts and the Graduate College

Does this proposal have any related proposals that will also be revised during the next 6 weeks? Consider Majors, Minors, Concentrations & Joint Programs in your department. Please know that this information is used administratively to move related proposals through workflow efficiently. Example: If you are revising the BS proposal and one related concentration within the next 6 weeks, "This BS proposal (key 567) is related to the Concentration A proposal (key 145)."

N/A. Note- see attached dialogue to confirm only this program (key 915) needs to be updated and not the MS in AS (key 914).

Program Justification

Provide a brief description of what changes are being made to the program.

The proposal will establish an online-only version of the already approved in-person MS in AS with Structures Concentration. The program is intended for qualified candidates who are unable to attend the University in-person. Admission and degree requirements for the online-only program will be same as the in-person program. One course is updated from a section of a special topics course (ARCH 595) to a new course (ARCH 557).

Did the program content change 25% or more in relation to the total credit hours, since the 2020-2021 catalog. (<http://catalog.illinois.edu/archivedacademiccatalogs/2020-2021/>)

No

Why are these changes necessary?

The Master of Science in Architectural Studies (MS in AS) degree is a research-based master's program for those pursuing professional or academic careers. The MS in AS engages environmental design through advanced research skills and a specialized focus. It is offered in the School of Architecture, alongside a Master of Architecture which is a NAAB-accredited degree, for those pursuing a practice in architecture and to acquire licensure.

The existing MS in AS degree with Structures Concentration is a 32 credit hour post-professional degree and has an excellent reputation for offering a practice-based education for candidates interested in pursuing careers in structural design. The proposed online-only program will extend our reach by offering the opportunity to attain the same quality education (identical requirements and total credit hours) to those who are unable to attend the in-person degree program. The group includes international or domestic students as well as practicing professionals who wish to expand their knowledge or enhance their career opportunities by receiving an Illinois graduate degree in Structures.

There are no other Architecture programs that offer a graduate degree in Structures as Illinois does. There are a number of Architectural Engineering (AE) programs that offer graduate degrees with emphasis on Structures, but few are as rigorous as our MS in AS degree program. Major institutions that offer graduate AE degrees in Structures are (all are in-person only): The Pennsylvania State University; University of Texas at Austin; and California Polytechnic Institute at San Luis Obispo.

Students must complete the MS AS Structures concentration if they wish to pursue the online program. They would not be able to complete the MS AS without Structures concentration online, which is why the MS in AS (key 914) is not being revised. The Structures concentration makes up 27 of the 32 hours required for the MS AS and concentration faculty have worked with CITL and independently since 2021 preparing five core courses for online delivery. The existing requirement in the bottom table of the POS that "Candidates must spend at least two semesters and earn at least half of the required graduate hours in residence." remains accurate and included, because in residence refers to UIUC credit hours rather than course modality or student location.

Students can complete the MS in AS, Structures concentration in as few as two semesters (Fall: ARCH 550, 551, 552, 560, elective and Spring: ARCH 553, 554, 556, 595, elective). Students who wish to instead complete a third semester would take their 5 hours of electives in the last semester. Due to the program only having 5 hours of electives, there is not the option of completing a thesis for the in-person or online students in the Structures concentration, which has always been the case. There are not currently plans for summer course offerings in these areas.

Note: Previously, ARCH 595 section EQ Seismic Design (2 to 4 hours) was included as a degree requirement. This course has transitioned to a new course with a permanent number, ARCH 557 Seismic Analysis & Design (3 hours) and this update is made in the degree table. The total of 27 hours does not change.

Instructional Resources

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

No

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

No

Does the program include other courses/subjects outside of the sponsoring department impacted by the creation/revision of this program?

No

Program Regulation and Assessment

Plan to Assess and Improve Student Learning

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

List the program's student learning outcomes. Each outcome should identify what students are expected to know and/or be able to do upon completing this program.

When students complete the MS degree program, they will be able to:

1. Apply Specialized Knowledge

-Engage in the practice of architecture in its many forms.

-Employ design processes to understand, conceive, and create the many facets of built environments.

-Utilize the interplay of form and space to create compelling experiences in the built environment.

-Address environmental, social, political, cultural, and economic challenges through the application of design inquiry.

-Apply advanced documentation, research, analysis, and design techniques to create innovative design solutions to pressing global challenges.

2. Apply Broad and Integrative Knowledge

-Solve complex problems through the use of advanced design techniques.

-Communicate complex ideas and concepts through a mastery of graphic, verbal, physical, and digital means.

-Integrate community voices, cultural perspectives, and participatory practices into design solutions.

-Employ an understanding of the complex intersections between design and environmental, social, economic, political, and cultural phenomena in historical and contemporary contexts.

-Use scholarly inquiry to answer questions in support of design solutions.

3. Utilize Differentiated Modes of Thinking

-Understand, differentiate, and apply analytical, critical, and conceptual thinking to the design challenges of the twenty-first century.

-Evaluate and apply theories of the built environment to understand their impacts on global ecology, human experience, and wellbeing.

-Research and critically analyze historic and contemporary humanistic conditions related to the built environment in local, regional, and global geographies.

4. Collaborate Successfully

-Foster teamwork and consensus decision-making.

-Lead and steer complex processes to completion.

-Value and integrate interdisciplinarity as well as diverse disciplinary approaches in the realm of design.

5. Contributing to Community, Civic, and Global Equity

-Demonstrate the ability to make empathic and ethical decisions throughout the design process.

-Work toward a more inclusive profession that welcomes practitioners of all genders, abilities, races, ethnicities, and ages.

-Foreground social, environmental, and economic justice in the design of the environment to contribute to greater equity, diversity, and inclusion.

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

Describe here:

End-of-the-year assessment of program criteria and goals, learning objective, and reflection on outcomes will be done to improve and enhance student leaning. Internal evaluation among the core Structures faculty members along with feedback from practicing alumni will be used to assess program's learning outcomes. Student feedback will also be used in the process.

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

As an example, last summer, we modified three of our courses (ARCH 433, ARCH 550 and ARCH 553) to ensure appropriate learning objectives are accomplished at our undergraduate and graduate program.

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

Our Structures Concentration faculty assess our courses and degree requirements regularly and make appropriate adjustments as needed.

Program

Description and

Requirements

Attach Documents

Is the career/profession for graduates of this program regulated by the State of Illinois?

No

Program of Study

Baccalaureate degree requires at least 120 semester credit hours or 180 quarter credit hours and at least 40 semester credit hours (60 quarter credit hours) in upper division courses" (source: <https://www.ibhe.org/assets/files/PublicAdminRules2017.pdf>). For proposals for new bachelor's degrees, if this minimum is not explicitly met by specifically-required 300- and/or 400-level courses, please provide information on how the upper-division hours requirement will be satisfied.

Revised programs [MS AS Structures Side by Side In Person & Online FA 23.xlsx](#)

Attach a revised Sample Sequence (for undergraduate program) or college-level forms.

Catalog Page Text - Overview Tab

Description of program for the catalog page. This is not official content, it is used to help build the new catalog page for the program. Can be edited in the catalog by the college or department.

The School of Architecture offers a Structures Concentration (available online or in-person) under its MS in AS degree program. The online and in-person programs feature identical program contents and admission criteria. Completion of this in-depth plan of study will result in recording of Structures as a Concentration on the student's transcript under the MS in AS degree. Students interested in participating in the Structures Concentration must be admitted to the School of Architecture's MS in AS degree program; register their intent to enter the Structures Concentration with the School's Graduate Office prior to completing their first semester in their degree program and complete a total of 32 hours with 27 graduate credit hours of architectural structures courses from the required courses list below. Prerequisite subjects for the Structures Concentration include the following: calculus I and II; statics and dynamics; mechanics of materials; one course in structural steel design and one course in reinforced concrete design. Students without these prerequisites may enter the Structures Concentration upon completion of their prerequisite courses.

Statement for
Programs of
Study Catalog

Master of Science in Architectural Studies with the concentration in Structures, non-thesis program.

Course List

Code	Title	Hours
ARCH 550	Design of Steel and Reinforced Concrete Structures II	4
ARCH 551	Structural Analysis	4
ARCH 552	Soil Mech and Foundations	3
ARCH 553	Advanced Reinforced Concrete Design	3
ARCH 554	Adv Steel Design	3
ARCH 556	Advanced Structural Planning	4
ARCH 557	Seismic Analysis and Design	<u>3</u>
ARCH 560	Advanced Structural Analysis	3
ARCH 595	Spec Prob Struct Theory & Des (Section EQ, Seismic Design) 2 to 4	
<u>Total Concentration Hours:</u>		<u>27</u>
<u>Additional Electives:</u>		<u>5</u>
<u>Total Hours:</u>		<u>32</u>

Other Requirements

Grad Other Degree Requirements

Requirement

Description

Other requirements may overlap

Candidates must spend at least two semesters and earn at least half of the required graduate hours in residence.

Minimum 500-level Hours Required Overall:

12

Minimum GPA:

2.75

Program Relationships

Corresponding
Program(s):

Corresponding Program(s)
Architectural Studies, MS

Program Features

Academic Level Graduate

Is This a Teacher Certification Program?

No

Will specialized accreditation be sought for this program?

No

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

The in-person concentration admits approximately 2 to 4 students each year, with 6 students currently. The estimated enrollment for the online concentration is to match the in-person students, with a maximum capacity of 25 total students utilizing existing resources.

All students will have a faculty advisor, in addition to support from the Chair of the Building Performance Area and School of Architecture office administration.

Students in the online program will have the same access and privileges to job fairs and placement opportunities as the regular in-person students in the School of Architecture.

Delivery Method

This program is available:

~~On-Campus – Students are required to be on-campus, they may take some online courses.~~

On Campus and Online - 2 program types. Students can receive the entire program either on campus or online. Students can choose to take courses in either modality.

Describe the use of this delivery method:

Students can receive the entire program either on campus or online. Students can choose to take courses in either modality.

CITL has provided the following support to three faculty in the School of Architecture since Summer of 2021 to support online development of four courses in this proposal (ARCH 550, ARCH 551, ARCH 557, and ARCH 560). Instructional designer services, video lecture recording and editing, and online course components such as readings and quizzes were utilized.

Enrollment

Describe how this revision or phase down/elimination will impact enrollment and degrees awarded. If this is an elimination/phase down proposal include the plans for the students left in the program.

No significant impact is expected due to the low number of students currently in the program. Space is available in currently existing courses for faculty to meet the needs of online learners, with a maximum capacity of 25 total in the online and in-person program, with current resources (currently at 6).

Budget

Are there budgetary implications for this revision? No

Will the program or revision require staffing (faculty, advisors, etc.) beyond what is currently available? No

Additional Budget Information

Attach File(s)

Financial Resources

How does the unit intend to financially support this proposal?

[The in-person and online programs will have distinct concentration program codes. The in-person concentration program code will continue to charge FAA Differential Graduate Tuition, either Residents or NR/International. The online concentration program code will charge the UIUC base+differential online Grad rate \(\\$740\).](#)

[See attached correspondence with the Office of the Provost and Graduate College in reference to the program concentration code and billing of tuition.](#)

Will the unit need to seek campus or other external resources? No

Attach letters of support [RE Program code re MS Arch Studies.pdf](#)

Is this program requesting self-supporting status? [No](#)

Faculty Resources

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

Advising and admission to advanced studies will be under the purview of the Program sponsor and core Structures area faculty members. All courses for the proposed online-only degree program are offered already for the in-person program and have already undergone the instructional design set-up to offer courses both online and in-person. No new courses, additional faculty, new technology needs in classrooms (Temple Hoyne Buell Hall), or other resources are required or requested.

Library Resources

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

Library collections, resources and services are sufficient to support this graduate concentration revision.

EP Documentation

EP Control Number EP.24.002

Attach Rollback/Approval Notices

This proposal requires HLC inquiry No

DMI Documentation

Attach Final Approval Notices

Banner/Codebook Name Structures

Program Code: 5561

Minor Code	Conc Code	5561	Degree Code	Major Code
4091				

Senate Approval Date

Senate Conference Approval Date

BOT Approval

Date

IBHE Approval

Date

HLC Approval

Date

DOE Approval

Date

Effective Date:

Attached

Document

Justification for

this request

Program Reviewer

Mary Lowry (lowry) (03/16/23 3:09 pm): Rollback: Rollback

Comments

Mary Lowry (lowry) (03/31/23 4:19 pm): Rollback: Please see email.

Brooke Newell (bsnewell) (05/08/23 9:46 am): Rollback: Requested revision for Program of Study table clarity re: Concentration Project

Architectural Studies: Structures, MS [current, in-person]

for the degree of *Master of Science in Architectural Studies
Structures Concentration*

The School of Architecture offers a Structures Concentration under its MS in AS degree program. Completion of this in-depth plan of study will result in recording of Structures as a Concentration on the student's transcript under the MS in AS degree. Students interested in participating in the Structures Concentration must be admitted to the School of Architecture's MS in AS degree program; register their intent to enter the Structures Concentration with the School's Graduate Office prior to completing their first semester in their degree program and complete a total of 32 hours with 27 graduate credit hours of architectural structures courses from the required courses list below. Prerequisite subjects for the Structures Concentration include the following: calculus I and II; statics and dynamics; mechanics of materials; one course in structural steel design and one course in reinforced concrete design. Students without these prerequisites may enter the Structures Concentration upon completion of their prerequisite courses.

ARCH 550	Design of Steel and Reinforced Concrete Structures II	4
ARCH 551	Structural Analysis	4
ARCH 552	Soil Mech and Foundations	3
ARCH 553	Advanced Reinforced Concrete Design	3
ARCH 554	Adv Steel Design	3
ARCH 556	Advanced Structural Planning	4
ARCH 560	Advanced Structural Analysis	3
ARCH 595	Spec Prob Struct Theory & Des (Section EQ, Seismic Design)	2 to 4
Total Hours		27

Architectural Studies: Structures, MS [proposed, in-person & online]

for the degree of *Master of Science in Architectural Studies
Structures Concentration*

The School of Architecture offers a Structures Concentration (available online or in-person) under its MS in AS degree program. The online and in-person programs feature identical program contents and admission criteria. Completion of this in-depth plan of study will result in recording of Structures as a Concentration on the student's transcript under the MS in AS degree. Students interested in participating in the Structures Concentration must be admitted to the School of Architecture's MS in AS degree program; register their intent to enter the Structures Concentration with the School's Graduate Office prior to completing their first semester in their degree program and complete a total of 32 hours with 27 graduate credit hours of architectural structures courses from the required courses list below. Prerequisite subjects for the Structures Concentration include the following: calculus I and II; statics and dynamics; mechanics of materials; one course in structural steel design and one course in reinforced concrete design. Students without these prerequisites may enter the Structures Concentration upon completion of their prerequisite courses.

The Master of Science in Architectural Studies has the following requirements for the non-thesis program:

Non-Thesis Option:	
Architectural Electives from dept. list	16
Electives	16
Non-Thesis Total Hours:	32

The concentration in Structures in the Master of Science in Architectural Studies has the following concentration requirements:

ARCH 550	Design of Steel and Reinforced Concrete Structures II	4
ARCH 551	Structural Analysis	4
ARCH 552	Soil Mech and Foundations	3
ARCH 553	Advanced Reinforced Concrete Design	3
ARCH 554	Adv Steel Design	3
ARCH 556	Advanced Structural Planning	4
ARCH 560	Advanced Structural Analysis	3
ARCH 557	Seismic Analysis & Design	3
Total Concentration Hours:		27
Additional Electives:		5
Total MS Hours:		32

Other Requirements

Other requirements may overlap

Candidates must spend at least two semesters and earn at least half of the required graduate hours in residence.

Minimum 500-level Hours Required Overall:	12
Minimum GPA:	2.75

From: [Martensen, Kathy](#)
To: [Stuby, Emily Ann](#); [Turner, Nicole Marion Landwehr](#); [Forgacs, Deb](#)
Cc: [Edwards, Amy Lee](#)
Subject: RE: Program code re: MS Arch Studies
Date: Thursday, November 4, 2021 12:42:02 PM
Attachments: [image001.png](#)

Sounds good, thank you!

From: Stuby, Emily Ann <eastuby@illinois.edu>
Sent: Thursday, November 4, 2021 11:16 AM
To: Martensen, Kathy <kmartens@illinois.edu>; Turner, Nicole Marion Landwehr <nicturn@illinois.edu>; Forgacs, Deb <dforgacs@illinois.edu>
Cc: Edwards, Amy Lee <aledward@illinois.edu>
Subject: RE: Program code re: MS Arch Studies

Since there would be a new program code created the tuition rules would be set up for the new code.

The Financial Resource section is on the concentrations but doesn't ask the tuition rate question. I think if the tuition rate information was entered under the question **How does the unit intend to financially support this proposal?** that would be sufficient for everyone.

Emily

From: Martensen, Kathy <kmartens@illinois.edu>
Sent: Thursday, November 4, 2021 11:07 AM
To: Turner, Nicole Marion Landwehr <nicturn@illinois.edu>; Stuby, Emily Ann <eastuby@illinois.edu>; Forgacs, Deb <dforgacs@illinois.edu>
Cc: Edwards, Amy Lee <aledward@illinois.edu>
Subject: RE: Program code re: MS Arch Studies

I think you're right, Nicole. Emily/Amy, would the program code incorporate the concentration such that the tuition rate could be driven that way, or would it not? If it doesn't, your right, the master's program will need a change too so that would drive the rate.

From: Turner, Nicole Marion Landwehr <nicturn@illinois.edu>
Sent: Thursday, November 4, 2021 10:45 AM
To: Martensen, Kathy <kmartens@illinois.edu>; Stuby, Emily Ann <eastuby@illinois.edu>; Forgacs, Deb <dforgacs@illinois.edu>
Cc: Edwards, Amy Lee <aledward@illinois.edu>
Subject: RE: Program code re: MS Arch Studies

Hello,

Thanks for thinking through this with me. The program does want to charge a different tuition rate for online versus in-person, so I guess I was thinking the master's program (914) would need to have both to drive the tuition rate and different admissions timeline and the concentration (915) would reflect the online course path. For the concentration program revision, there are no questions about

what tuition rate would be charged in the program revision template.

Thank you!

Nicole Turner, Ph.D.

Assistant Dean for Academic Programs and International Education

College of Fine + Applied Arts
University of Illinois at Urbana-Champaign
100E Architecture Bldg, M/C 622
608 E Lorado Taft Dr | Champaign, IL 61820
217.300.2602 | nicturn@illinois.edu | faa.illinois.edu



Under the Illinois Freedom of Information Act any written communication to or from university employees regarding university business is a public record and may be subject to public disclosure.

From: Martensen, Kathy <kmartens@illinois.edu>
Sent: Wednesday, November 3, 2021 5:43 PM
To: Stuby, Emily Ann <eastuby@illinois.edu>; Turner, Nicole Marion Landwehr <nicturn@illinois.edu>; Forgacs, Deb <dforgacs@illinois.edu>
Cc: Edwards, Amy Lee <aledward@illinois.edu>
Subject: RE: Program code re: MS Arch Studies

Hi all,

Maybe I'm not thinking about this right because my brain is fried, but I don't think 914 would need to be edited. 915 is the key, pun intended, because that's what will drive the online piece. There's not reference within 914 to 915, so I think it is okay.

Kathy

From: Stuby, Emily Ann <eastuby@illinois.edu>
Sent: Wednesday, November 3, 2021 2:56 PM
To: Turner, Nicole Marion Landwehr <nicturn@illinois.edu>; Martensen, Kathy <kmartens@illinois.edu>; Forgacs, Deb <dforgacs@illinois.edu>
Cc: Edwards, Amy Lee <aledward@illinois.edu>
Subject: RE: Program code re: MS Arch Studies

Hi Nicole,

What I think we would do in this instance is create a concentration specific program code 10KS5561MSU for the online students.
In CIM you would edit Key 915 to be both online and in-person.

Kathy would Key 914 need to be edited as well?

Emily

From: Turner, Nicole Marion Landwehr <nicturn@illinois.edu>

Sent: Wednesday, November 3, 2021 2:24 PM

To: Martensen, Kathy <kmartens@illinois.edu>; Stuby, Emily Ann <eastuby@illinois.edu>; Forgacs, Deb <dforgacs@illinois.edu>

Subject: Program code re: MS Arch Studies

Hello,

I have a question regarding 10KS4091MS : Architectural Studies, MS, key 914.

The unit would like to create a online code to go along with the in-person code for this program.

However, students would have to elect 5561 : Architectural Studies: Structures, MS, key 915 as a concentration, which would become both an online and in-person concentration. This concentration completes 27 of the 32 hours required, so essentially in order to complete the online MS Arch Studies degree they would do so by completing the online Structures concentration because they wouldn't be able to find 27 other hours of online coursework.

Is it possible to have two codes for the Structures concentration as well or to link the online program with online concentration? The unit doesn't want a student to get the online MS Arch Studies without the Structures concentration because that reflects the true content of the degree.

Thank you!

Nicole Turner, Ph.D.

Assistant Dean for Academic Programs and International Education

College of Fine + Applied Arts
University of Illinois at Urbana-Champaign
100E Architecture Bldg, M/C 622
608 E Lorado Taft Dr | Champaign, IL 61820
217.300.2602 | nicturn@illinois.edu | faa.illinois.edu



Under the Illinois Freedom of Information Act any written communication to or from university employees regarding university business is a public record and may be subject to public disclosure.

Program Change Request

Date Submitted: 04/28/23 4:06 pm

Viewing: **10KR5504BA : Urban Studies
& Planning, BA**

Last approved: 03/01/23 7:30 am

Last edit: 08/23/23 8:38 am

Changes proposed by: Nicole Turner

[Urban Studies & Planning, BA](#)

Catalog Pages
Using this
Program

Proposal Type:

In Workflow

1. **U Program Review**
2. **1733 Committee Chair**
3. **1733 Head**
4. **KR Dean**
5. **University Librarian**
6. **COTE Programs**
7. **Provost**
8. **Senate EPC**
9. Senate
10. U Senate Conf
11. Board of Trustees
12. IBHE
13. HLC
14. DMI

Approval Path

1. 05/01/23 1:12 pm
Emily Stuby
(eastuby):
Approved for U
Program Review
2. 05/01/23 4:18 pm
Alice Novak
(novak2):
Approved for 1733
Committee Chair
3. 05/01/23 4:24 pm
Rolf Pendall
(rpendall):
Approved for 1733
Head
4. 05/05/23 8:39 am
Nicole Turner
(nicturn):
Approved for KR
Dean
5. 05/05/23 10:22
am
Chris Prom

(prom): Approved
for University
Librarian

6. 05/05/23 10:25
am

Brenda Clevenger
(bmclvngr):
Approved for
COTE Programs

7. 08/23/23 8:31 am
Brooke Newell
(bsnewell):
Approved for
Provost

History

1. Mar 28, 2019 by
Deb Forgacs
(dforgacs)
2. May 1, 2020 by
Nicole Turner
(nicturn)
3. Jan 4, 2021 by
Nicole Turner
(nicturn)
4. Jan 24, 2022 by
Nicole Turner
(nicturn)
5. Apr 4, 2022 by
Nicole Turner
(nicturn)
6. Mar 1, 2023 by
Nicole Turner
(nicturn)

Major (ex. Special Education)

This proposal is
for a:
Revision

Administration Details

Official Program Name	Urban Studies & Planning, BA
Diploma Title	Bachelor of Arts in Urban Studies & Planning
Sponsor College	Fine & Applied Arts

Sponsor Urban & Regional Planning

Department

Sponsor Name Mary Edwards

Sponsor Email mmedward@illinois.edu

College Contact Nicole Turner

College Contact
Email

nicturn@illinois.edu

College Budget Officer Greg Anderson

College Budget Officer Email gnanders@illinois.edu

List the role for rollbacks (which role will edit the proposal on questions from EPC, e.g., Dept Head or Initiator) and/or any additional stakeholders. Purpose: List here who will do the editing work if proposal needs rolled back. And any other stakeholders.

KR Dean

Does this program have inter-departmental administration?

No

Proposal Title

Effective Catalog Term Fall 2023

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

Revise the Bachelor of Arts in Urban Studies & Planning in the College of Fine & Applied Arts

Does this proposal have any related proposals that will also be revised during the next 6 weeks? Consider Majors, Minors, Concentrations & Joint Programs in your department. Please know that this information is used administratively to move related proposals through workflow efficiently. Example: If you are revising the BS proposal and one related concentration within the next 6 weeks, "This BS proposal (key 567) is related to the Concentration A proposal (key 145)."

Program Justification

Provide a brief description of what changes are being made to the program.

Clarifying concentration requirement to state that one concentration is required, but that no more than two concentrations are permitted. Correcting the Program Features section of the program in CIM-P to state that one concentration is required.

Did the program content change 25% or more in relation to the total credit hours, since the 2020-2021 catalog. (<http://catalog.illinois.edu/archivedacademiccatalogs/2020-2021/>)

No

Why are these changes necessary?

To update the Program Feature/Concentration questions which were at default and clarify concentration requirements.

Clarifying concentration requirement:

Admitted students are not admitted directly to a concentration. Students declare their concentration in the first or second year of study. This is the current practice of the program so that students do not need to identify which area of Urban Planning they would like to focus on when applying to the university.

Electing one of the four concentrations is required for graduation. This ensures all students have a focused effort regarding their study. The concentrations are transcriptable.

Students may choose two concentrations, if they complete both gateway courses and distinct concentration courses, with no overlap. No more than two concentrations are permitted. The current practice is that students may declare two concentrations, although the degree audit is not set up to prevent any overlap. This is concerning because students can double count courses to earn multiple concentrations. Incorporating the intention in this program revision allows for transparent advising and degree audit enforcement.

40 hour upper division/advanced course requirement

UP 312 - 4 hours

UP 316 - 3 hours

UP 347 - 4 hours

Workshop - 4 hours

UP 401 - 1 hour

24 hours selected from additional 15 hours of UP electives, UP concentration courses, or free electives

Instructional Resources

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

No

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

No

Does the program include other courses/subjects outside of the sponsoring department impacted by the creation/revision of this program?

No

Program Regulation and Assessment

Plan to Assess and Improve Student Learning

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

List the program's student learning outcomes. Each outcome should identify what students are expected to know and/or be able to do upon completing this program.

In AY 2016-2017, the Department approved a new protocol for student learning outcomes assessment for all its degree programs (BAUSP, MUP, MSSUM, and Ph.D.). For the BAUSP and MUP programs, we initiated an annual cycle in which a two-person team of Department faculty evaluate the outcomes of one core course per year from each program. Faculty instructors for the courses under review provide access to course materials and completed student work from the semester in question. Other teams review capstone projects of the previous year's MUP students and one of the concentration-specific BAUSP student workshops. For both the course-based and the capstone-based reviews, the assessment teams selected five students at random and assessed their work, basing their assessments upon the degree to which students have met, partially met, or not met the criteria identified for that course on the Curriculum Map.

To be consistent with our accreditation requirements, we are using the Knowledge, Skills, and Values identified by the Planning Accreditation Board as desired outcomes for planning education:

1. General planning knowledge
 - a. Purpose and Meaning of Planning
 - b. Planning Theory
 - c. Planning Law
 - d. Human Settlements and History of Planning
 - e. The Future
 - f. Global Dimensions of Planning
2. Planning skills
 - a. Research Written, Oral and Graphic Communication
 - b. Quantitative and Qualitative Methods
 - c. Plan Creation and Implementation
 - d. Planning Process Methods
 - e. Leadership
3. Values and ethics
 - a. Professional Ethics and Responsibility
 - b. Governance and Participation
 - c. Sustainability and Environmental Quality
 - d. Growth and Development
 - e. Social Justice

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

Describe here:

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

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

Program

Description and

Requirements

Attach Documents

Is the career/profession for graduates of this program regulated by the State of Illinois?

No

Program of Study

Baccalaureate degree requires at least 120 semester credit hours or 180 quarter credit hours and at least 40 semester credit hours (60 quarter credit hours) in upper division courses" (source: <https://www.ibhe.org/assets/files/PublicAdminRules2017.pdf>). For proposals for new bachelor's degrees, if this minimum is not explicitly met by specifically-required 300- and/or 400-level courses, please provide information on how the upper-division hours requirement will be satisfied.

Revised programs [BAUSP No Changes to Sample Sequence.docx](#)

Attach a revised Sample Sequence (for undergraduate program) or college-level forms.

Catalog Page Text - Overview Tab

Description of program for the catalog page. This is not official content, it is used to help build the new catalog page for the program. Can be edited in the catalog by the college or department.

Statement for

Programs of

Study Catalog

General education: Students must complete the [Campus General Education](#) requirements including the campus general education language requirement.

[Minimum hours for graduation is 120, to include a minimum of 40 hours of upper-division coursework generally at the 300- and 400-level. These hours can be drawn from all elements of the degree.](#)

Course List

Code	Title	Hours
Foundation Courses		14
FAA 101	Arts at Illinois	1
RHET 105	Writing and Research (or equivalent)	4
ECON 102	Microeconomic Principles	3
or ACE 100	Introduction to Applied Microeconomics	
UP 116	Urban Informatics I (or equivalent)	3
or STAT 100	Statistics	
3-4 hours selected from:		3-4
AAS 100	Intro Asian American Studies	

Code	Title	Hours
AFRO 100	Intro to African American St	
AIS 102	Contemp Issues in Ind Country	
GGIS 101	Global Development & Environment	
GGIS 104	Social and Cultural Geography	
LLS 100	Intro Latina/Latino Studies	
SOC 100	Introduction to Sociology	

Course List

Code	Title	Hours
	Urban Studies & Planning Core	43
UP 101	Introduction to City Planning	3
UP 201	Planning in Action	3
UP 203	Cities: Planning & Urban Life	3
or UP 204	Chicago: Planning & Urban Life	
UP 211	Local Planning, Gov't and Law	3
UP 312	Communication for Planners	4
UP 316	Urban Informatics II	3
UP 347	Junior Planning Workshop	4
	Select one workshop from:	4
UP 447	Land Use Planning Workshop	
UP 455	Economic Development Workshop	
UP 456	Sustainable Planning Workshop	
UP 457	Small Town/Rural Planning Workshop	
UP 478	Community Development Workshop	
UP 401	Undergraduate Capstone Seminar (Individual portfolio development, networking opportunities, and a culmination event.)	1
	Plus 15 hours of UP electives in addition to Foundation, Core, & Concentration	15

Course List

Code	Title	Hours
	Required Concentration. Choose one below:9-11	
	Sustainability	
	Global Cities	
	Policy & Planning	
	Social Justice	

Course List

Code	Title	Hours
	Summary of Credits for BAUSP	
	General Education	22-25
	Foundation Courses	14
	Urban Studies & Planning Core	43
	Concentration	9-11
	Free Electives	27-32
	A minimum of 40 credits at the 300 or 400 course level are required	
	Total Degree Hours	120

Corresponding Degree BA Bachelor of Arts

Program Features

Academic Level Undergraduate

Does this major have transcribed concentrations? Yes ~~No~~

Will you admit to the concentration directly? No

Is a concentration required for graduation? Yes

What is the typical time to completion of this program?
4 years

What are the minimum Total Credit Hours required for this program?
120

CIP Code 303301 - Sustainability Studies.

Is This a Teacher Certification Program?
No

Will specialized accreditation be sought for this program?
No

Delivery Method

This program is available:

On Campus - Students are required to be on campus, they may take some online courses.

Admission Requirements

Desired Effective Admissions Term

Is this revision a change to the admission status of the program?

No

Provide a brief narrative description of the admission requirements for this program. Where relevant, include information about licensure requirements, student background checks, GRE and TOEFL scores, and admission requirements for transfer students.

Admitted students are not admitted directly to a concentration. There are no changes to admissions requirements.

Students declare their concentration in the first or second year of study.

Electing one of the four concentrations is required for graduation. Students may choose two concentrations, if they complete both gateway courses and distinct concentration courses, with no overlap. No more than two concentrations are permitted. ~~Students declare their concentration in the first or second year of study.~~

Enrollment

Describe how this revision or phase down/elimination will impact enrollment and degrees awarded. If this is an elimination/phase down proposal include the plans for the students left in the program.

No impact.

Estimated Annual Number of Degrees Awarded

Year One Estimate

5th Year Estimate (or when fully implemented)

What is the matriculation term for this program?

Fall

Budget

Are there budgetary implications for this revision?

No

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

No

Additional Budget Information

Attach File(s)

Financial Resources

How does the unit intend to financially support this proposal?

n/a

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

No

Attach letters of support

What tuition rate do you expect to charge for this program? e.g, Undergraduate Base Tuition, or Engineering Differential, or Social Work Online (no dollar amounts necessary)

Are you seeking a change in the tuition rate or differential for this program?

No

Faculty Resources

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

No impact.

Library Resources

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

Library collections, resources and services are sufficient to support this editorial program revision.

EP Documentation

EP Control Number EP.24.002

Attach Rollback/Approval Notices

This proposal requires HLC inquiry No

DMI Documentation

Attach Final Approval Notices

Banner/Codebook Name BA:Urban Stud & Planning -UIUC

Program Code: 10KR5504BA

Minor Code	Conc Code	Degree Code	BA	Major Code
5504				
Senate Approval Date				
Senate Conference Approval Date				
BOT Approval Date				
IBHE Approval Date				
HLC Approval Date				
DOE Approval Date	NA			
Effective Date:				
Attached Document Justification for this request				
Program Reviewer Comments	Brooke Newell (bsnewell) (04/28/23 3:56 pm): Rollback: Justification and Program of Study section. Detailed email sent to Nicole			

Urban Studies & Planning, BA

For the degree of Bachelor of Arts Major in Urban Studies & Planning

Sample Sequence

First Year			
FIRST SEMESTER	HOURS	SECOND SEMESTER	HOURS
UP 101	3	UP 116 or STAT 100	3
ECON 102 or ACE 100		UP 201	3
Comp. I or Language Other than English (3rd level)		4Language Other than English (3rd level) or Comp. I	4
FAA 101		1General Education course	3
Foundation Course		3General Education course	3
Free Elective course	1		
	15		16
Second Year			
FIRST SEMESTER	HOURS	SECOND SEMESTER	HOURS
UP 203 or 204	3	Concentration Gateway course	3
UP Elective		UP 211	3
General Education course		3UP Elective	3
General Education course		3General Education course	3
General Education course		3General Education course	3
	15		15
Third Year			
FIRST SEMESTER	HOURS	SECOND SEMESTER	HOURS
Concentration Elective		3Concentration Elective	4
UP 312		4 UP 316	3
UP Elective		3 UP 347	4

First Year			
FIRST SEMESTER	HOURS	SECOND SEMESTER	HOURS
General Education course		3UP Elective	3
Free Elective course		1Free Elective course	1
	14		15

Fourth Year			
FIRST SEMESTER	HOURS	SECOND SEMESTER	HOURS
UP 400-level Workshop		4UP 401	1
UP Elective		3Free Elective courses	14
Free Elective courses		8	
	15		15

Total Hours 120

Program Change Request

Date Submitted: 04/20/23 12:52 pm

Viewing: **1146 : Dance Minor, UG**

Last approved: 03/15/23 10:49 am

Last edit: 08/23/23 8:42 am

Changes proposed by: Nicole Turner

[Dance Minor](#)

Catalog Pages

Using this

Program

Proposal Type:

In Workflow

1. **U Program Review**
2. **1801 Head**
3. **KR Dean**
4. **University Librarian**
5. **COTE Programs**
6. **Provost**
7. **Senate EPC**
8. Senate
9. U Senate Conf
10. Board of Trustees
11. IBHE
12. HLC
13. DMI

Approval Path

1. 04/25/23 8:52 am
Emily Stuby
(eastuby):
Approved for U
Program Review
2. 04/27/23 11:19
am
Sara Hook
(sarahook):
Approved for 1801
Head
3. 05/05/23 9:02 am
Nicole Turner
(nicturn):
Approved for KR
Dean
4. 05/05/23 10:24
am
Chris Prom
(prom): Approved
for University
Librarian
5. 05/05/23 10:25
am
Brenda Clevenger

(bmclvngr):
Approved for
COTE Programs
6. 08/23/23 8:31 am
Brooke Newell
(bsnewell):
Approved for
Provost

History

1. Aug 19, 2022 by
Nicole Turner
(nicturn)
2. Aug 22, 2022 by
Brooke Newell
(bsnewell)
3. Mar 15, 2023 by
Nicole Turner
(nicturn)

Minor (ex. European Union Studies)

This proposal is
for a:
Revision

Administration Details

Official Program Name	Dance Minor, UG	
Diploma Title		
Sponsor College	Fine & Applied Arts	
Sponsor Department	Dance	
Sponsor Name	John Toenjes	
Sponsor Email	jtoenjes@illinois.edu jtoenjes@illinois.edu >	
College Contact	Nicole Turner	College Contact Email
	nicturn@illinois.edu	
College Budget Officer	Greg Anderson	
College Budget Officer Email	gnanders@illinois.edu	

List the role for rollbacks (which role will edit the proposal on questions from EPC, e.g., Dept Head or Initiator) and/or any additional stakeholders. Purpose: List here who will do the editing work if proposal needs rolled back. And any other stakeholders.

KR Dean

Does this program have inter-departmental administration?

No

Proposal Title

Effective Catalog Term Fall 2023

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

Revise the Undergraduate Minor in Dance in the College of Fine and Applied Arts

Does this proposal have any related proposals that will also be revised during the next 6 weeks? Consider Majors, Minors, Concentrations & Joint Programs in your department. Please know that this information is used administratively to move related proposals through workflow efficiently. Example: If you are revising the BS proposal and one related concentration within the next 6 weeks, "This BS proposal (key 567) is related to the Concentration A proposal (key 145)."

Program Justification

Provide a brief description of what changes are being made to the program.

Add one additional course option to complete the 300/400 level Context requirement.
Added total hours required: 18 to bottom of table.

Did the program content change 25% or more in relation to the total credit hours, since the 2020-2021 catalog. (<http://catalog.illinois.edu/archivedacademiccatalogs/2020-2021/>)

No

Why are these changes necessary?

DANC 426 is a special topics course that is open to dance minors, but is not currently an option to fulfill minor requirements. The department has determined it can serve as a 300/400 level Context option, which provides students one additional option to meet that requirement.

Added total hours required: 18 to bottom of table, per provost's office request.

Instructional Resources

Will there be any reduction in other course offerings, programs or concentrations by your department as a

result of this new program/proposed change?

No

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

No

Does the program include other courses/subjects outside of the sponsoring department impacted by the creation/revision of this program?

No

Program Regulation and Assessment

Plan to Assess and Improve Student Learning

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

List the program's student learning outcomes. Each outcome should identify what students are expected to know and/or be able to do upon completing this program.

Student learning will be assessed through the achievement of the student learning objectives in each of the required classes at the end of each semester. The program learning objectives are:

1. To move, speak, and write with an understanding of various dance forms' rich cultural histories.
2. To move, speak, and write with an understanding of the potential intersectionality of dance with other fields of study.
3. To model embodied presence in all aspects of learning and citizenship.

The Department will keep data that compares the number of students that fill out the Intent to Minor with graduation rates. The faculty will evaluate the success of completion annually during the year-end business meeting.

Minors will be included in regular department outcomes assessment.

There are no certification or licensure requirements in this program.

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

Describe here:

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

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

Program
Description and
Requirements

Attach Documents

Is the career/profession for graduates of this program regulated by the State of Illinois?

No

Program of Study

Baccalaureate degree requires at least 120 semester credit hours or 180 quarter credit hours and at least 40 semester credit hours (60 quarter credit hours) in upper division courses” (source: <https://www.ibhe.org/assets/files/PublicAdminRules2017.pdf>). For proposals for new bachelor’s degrees, if this minimum is not explicitly met by specifically-required 300- and/or 400-level courses, please provide information on how the upper-division hours requirement will be satisfied.

An undergraduate minor should consist of at least 16 - and no more than 21 hours - of course work, with at least 6 hours of 300- or 400- level courses. Except for clearly remedial offerings, prerequisite courses within the sponsoring unit count towards the total; prerequisite courses outside the sponsoring unit do not count toward this total. The unit sponsoring the minor and that unit's college may set educationally necessary prerequisites for eligibility for the minor within these constraints. Does this proposal meet these criteria?

Yes

Revised programs [Dance minor FA 23 revision side by side 42023.docx](#)

Attach a revised Sample Sequence (for undergraduate program) or college-level forms.

Catalog Page Text - Overview Tab

Description of program for the catalog page. This is not official content, it is used to help build the new catalog page for the program. Can be edited in the catalog by the college or department.

The undergraduate minor in Dance offers students an in-depth experience in the study and practice of dance. Dance is studied through a variety of perspectives and activities, including: dance technique classes, in a global variety of forms, and courses in making dances, dance history and context, and dance production. The minor is comprised of 18 hours of dance-related coursework. In addition to the life-long benefits of artistic fulfillment, health, and discipline that come from dance study, a minor in dance will benefit students who intend to pursue careers in any creative field, including related arts disciplines, the health and well-being industry, education, and body-based humanities research. Study in dance also significantly contributes to the creative economy by building audiences for all arts endeavors and broader public engagement efforts.

BA Dance and BFA Dance majors are not eligible for the undergraduate minor in Dance.

Statement for

Programs of Study Catalog

Students must take at least six hours of advanced (300-level or 400-level courses) and six hours of coursework must be distinct from credit earned for the student's major or another minor.

another minor.

Context - 6 hours

Course List

Code	Title	Hours
DANC 100	Intro to Contemporary Dance	3

Code	Title	Hours
or DANC 125	Black Dances of Resistance	
<u>Choose one from the following:</u>		<u>3</u>
DANC 340	Dancing Black Popular Culture	
DANC 405	<u>Social Impact through Motion/Media Arts + Technology</u>	
DANC 426	<u>Special Topics in Dance</u>	

Moving & Making - 8 hours

Course List

Code	Title	Hours
Choose 5 hours from:		
DANC 116	Dance I (sections include ballet, hip-hop, improvisation, jazz, modern, etc)	2
DANC 209	Lyric Theatre Dance	2
DANC 212	Musical Theater Dance	1
DANC 216	Dance II (with audition; sections include ballet, hip-hop, improvisation, jazz, modern, etc)	2
DANC 160	Dancing Techniques I (with audition)	1 to 3
DANC 260	Dancing Techniques II (with audition)	1 to 5
DANC 360	Dancing Techniques III (with audition)	1 to 5
DANC 460	Dancing Techniques IV (with audition)	1 to 5
Choose a minimum of 2 hours from:		
DANC 104	Making Dances	2
DANC 200	Explore Music through Dance	3
DANC 465	Screendance	3
Choose a minimum of 1 hour from:		
DANC 201	Yoga Practicum	2
DANC 245	Mindful Movement	1
DANC 345	Dance Anatomy and Kinesiology	3
DANC 401	Alexander Tech for Dancers	1

Production/Performance - 4 hours

Course List

Code	Title	Hours
Choose 2 hours from:		
DANC 231	Production Practicum II	1
DANC 331	Production Practicum III	1
DANC 431	Production Practicum IV	1
Choose 2 hours from:		
DANC 162	Viewing Dance	1
DANC 220	Undergraduate Performance Practice (section: senior thesis performance or process project)	1
DANC 424	Collaborative Performance	1
MUSC 469	LTI Main Stage (audition required)	1 to 2

Course List

Code	Title	Hours
------	-------	-------

Minimum Total Hours:18

Program Features

Academic Level Undergraduate

Is this minor?

A Comprehensive study in a single discipline

Is This a Teacher Certification Program?

No

Will specialized accreditation be sought for this program?

No

Other than certification via the students' degree audits, is there any additional planned mechanism to award/honor successful completion of the minor?

Yes

Please describe:

Minors will be named in our graduation ceremony and highlighted in our Pivot magazine.

Delivery Method

This program is available:

On Campus - Students are required to be on campus, they may take some online courses.

Enrollment

Will the department limit enrollment to the minor?

No

Describe how the department will monitor the admission to/enrollment in the minor.

At the launch of the minor program we will not limit enrollment. If the program expands beyond our resources (studio and personnel) we will re-assess and establish an overall limit for the minor program. Anyone declaring a minor will fill out a Departmental Form that declares their intent to minor. This will keep the Department advised to the size of the enrollment. We will also add all dance minors to our departmental student email list so that they can be updated on dance events and policies.

Are there any prerequisites for the proposed minor?

No

Describe how this revision or phase down/elimination will impact enrollment and degrees awarded. If this is an elimination/phase down proposal include the plans for the students left in the program.

No impact.

Budget

Are there budgetary implications for

No

this revision?

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

No

Additional Budget
Information

Attach File(s)

Financial Resources

How does the unit intend to financially support this proposal?

- o Class sizes particularly in our non-dance major classes will increase, but we are currently not at capacity. Class sizes in the major dance classes are also not at capacity, so minors with advanced skills will be able to enter these classes.
- o Currently, any dance student who wants to join major physical practice classes must audition in the class during the first week of the semester. Since this is already an ongoing practice with non-majors, this will not include additional work.
- o We expect that students wanting resources for job placement will utilize the job placement resources in FAA or at the campus career center.
- o We have selected courses that require little to no student advising. Students that enroll and pass the classes required of the minor should require no additional advising. The unit will appoint a specialized faculty member to be director of the non-majors program and the minors' advisor. The Director of the Non-Majors program will track the minors and serve as an advisor to minors who need additional support.

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

No

Attach letters of
support

Library Resources

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

Library collections, resources and services are sufficient to support this program revision.

EP Documentation

EP Control EP.24.002
Number

Attach
Rollback/Approval
Notices

This proposal requires HLC inquiry No

DMI Documentation

Attach Final Approval Notices

Banner/Codebook Name Dance

Program Code: 1146

Minor Code	1146	Conc Code	Degree Code	Major Code
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Senate Approval Date

Senate Conference Approval Date

BOT Approval Date

IBHE Approval Date

HLC Approval Date

DOE Approval Date NA

Effective Date:

Attached Document Justification for this request

Program Reviewer Comments

Dance Minor

for the Undergraduate Minor in Dance
[current]

Students must take at least six hours of advanced (300-level or 400-level courses) and six hours of coursework must be distinct from credit earned for the student's major or another minor.

Context - 6 hours

DANC 100 Intro to Contemporary Dance	3
or DANC 125 Black Dances of Resistance	
DANC 340 Dancing Black Popular Culture	3
or DANC 405 Social Impact through Motion/Media Arts + Technology	

Dance Minor

for the Undergraduate Minor in Dance
[proposed]

Students must take at least six hours of advanced (300-level or 400-level courses) and six hours of coursework must be distinct from credit earned for the student's major or another minor.

Context - 6 hours

DANC 100 Intro to Contemporary Dance	3
or DANC 125 Black Dances of Resistance	
Choose one of the following:	3
DANC 340 Dancing Black Popular Culture	
DANC 405 Social Impact through Motion/Media Arts + Technology	
DANC 426 Special Topics in Dance	

Moving & Making - 8 hours

Choose 5 hours from:

DANC 116	Dance I (sections include ballet, hip-hop, improvisation, jazz, modern, etc)	2
DANC 209	Lyric Theatre Dance	2
DANC 212	Musical Theater Dance	1
DANC 216	Dance II (with audition; sections include ballet, hip-hop, improvisation, jazz, modern, etc)	2
DANC 160	Dancing Techniques I (with audition)	1 to 3
DANC 260	Dancing Techniques II (with audition)	1 to 5
DANC 360	Dancing Techniques III (with audition)	1 to 5
DANC 460	Dancing Techniques IV (with audition)	1 to 5

Choose a minimum of 2 hours from:

DANC 104	Making Dances	2
DANC 200	Explore Music through Dance	3
DANC 465	Screendance	3

Choose a minimum of 1 hour from:

DANC 201	Yoga Practicum	2
DANC 245	Mindful Movement	1
DANC 345	Dance Anatomy and Kinesiology	3
DANC 401	Alexander Tech for Dancers	1

Production/Performance - 4 hours

Choose 2 hours from:

DANC 231	Production Practicum II	1
DANC 331	Production Practicum III	1
DANC 431	Production Practicum IV	1

Choose 2 hours from:

DANC 162	Viewing Dance	1
DANC 220	Undergraduate Performance Practice (section: senior thesis performance or process project)	1

DANC 424	Collaborative Performance	1
MUSC 469	LTI Main Stage (audition required)	1 to 2

Moving & Making - 8 hours

Choose 5 hours from:

DANC 116	Dance I (sections include ballet, hip-hop, improvisation, jazz, modern, etc)	2
DANC 209	Lyric Theatre Dance	2
DANC 212	Musical Theater Dance	1
DANC 216	Dance II (with audition; sections include ballet, hip-hop, improvisation, jazz, modern, etc)	2
DANC 160	Dancing Techniques I (with audition)	1 to 3
DANC 260	Dancing Techniques II (with audition)	1 to 5
DANC 360	Dancing Techniques III (with audition)	1 to 5
DANC 460	Dancing Techniques IV (with audition)	1 to 5

Choose a minimum of 2 hours from:

DANC 104	Making Dances	2
DANC 200	Explore Music through Dance	3
DANC 465	Screendance	3

Choose a minimum of 1 hour from:

DANC 201	Yoga Practicum	2
DANC 245	Mindful Movement	1
DANC 345	Dance Anatomy and Kinesiology	3
DANC 401	Alexander Tech for Dancers	1

Production/Performance - 4 hours

Choose 2 hours from:

DANC 231	Production Practicum II	1
DANC 331	Production Practicum III	1
DANC 431	Production Practicum IV	1

Choose 2 hours from:

DANC 162	Viewing Dance	1
DANC 220	Undergraduate Performance Practice (section: senior thesis performance or process project)	1

DANC 424 Collaborative Performance	1
MUSC 469 LTI Main Stage (audition required)	1 to 2

DANC 424 Collaborative Performance	1
MUSC 469 LTI Main Stage (audition required)	1 to 2

Program Change Request

Date Submitted: 05/18/23 11:49 am

Viewing: **5411 : Adult Development**

Minor, UG Minor

Last approved: 02/11/19 12:03 pm

Last edit: 08/23/23 8:42 am

Changes proposed by: Ashley Negangard

Catalog Pages
Using this
Program

[Adult Development Minor](#)

Proposal Type:

In Workflow

1. **U Program Review**
2. **1793 Committee Chair**
3. **1793 Head**
4. **KL Committee Chair**
5. **KL Dean**
6. **University Librarian**
7. **COTE Programs**
8. **Provost**
9. **Senate EPC**
10. Senate
11. U Senate Conf
12. Board of Trustees
13. IBHE
14. HLC
15. DMI

Approval Path

1. 05/24/23 8:46 am
Donna Butler
(dbutler):
Approved for U
Program Review
2. 05/24/23 9:56 am
Susan Koerner
(skoerner):
Approved for 1793
Committee Chair
3. 05/24/23 9:59 am
Ramona Oswald
(roswald):
Approved for 1793
Head
4. 05/24/23 10:19
am
Brianna Gregg
(bjgray2):
Approved for KL
Committee Chair

5. 05/24/23 10:29 am
Anna Ball (aball):
Approved for KL Dean
6. 05/25/23 9:21 am
Chris Prom (prom): Approved for University Librarian
7. 05/25/23 9:25 am
Brenda Clevenger (bmclvnr):
Approved for COTE Programs
8. 08/23/23 8:31 am
Brooke Newell (bsnewell):
Approved for Provost

History

1. Feb 11, 2019 by Mary Lowry (lowry)

Minor (ex. European Union Studies)

This proposal is for a:

[Revision](#)

Administration Details

Official Program Name Adult Development [Minor, UG](#) Minor

Diploma Title

Sponsor College Agr, Consumer, & Env Sciences

Sponsor Department Human Dvlpmnt & Family Studies

Sponsor Name [Ramona Oswald](#)

Sponsor Email roswald@illinois.edu

College Contact [Brianna Gregg](#)

College Contact Email

bjgray2@illinois.edu

College Budget

Officer

College Budget

Officer Email

List the role for rollbacks (which role will edit the proposal on questions from EPC, e.g., Dept Head or Initiator) and/or any additional stakeholders. Purpose: List here who will do the editing work if proposal needs rolled back. And any other stakeholders.

Does this program have inter-departmental administration?

No

Proposal Title

Effective Catalog Fall 2023

Term

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

Revise the Undergraduate Minor in Adult Development in the College of Agricultural, Consumer and Environmental Sciences

Does this proposal have any related proposals that will also be revised during the next 6 weeks? Consider Majors, Minors, Concentrations & Joint Programs in your department. Please know that this information is used administratively to move related proposals through workflow efficiently. Example: If you are revising the BS proposal and one related concentration within the next 6 weeks, "This BS proposal (key 567) is related to the Concentration A proposal (key 145)."

Program Justification

Provide a brief description of what changes are being made to the program.

We are proposing to revise the minor to remove a course no longer offered and to add two courses.

1. Remove AGED 490
2. Add HDFS 445: Substance Use and Family Health
3. Add HDFS 207: Self in Context
4. Remove footnotes 1 and 2

Did the program content change 25% or more in relation to the total credit hours, since the 2020-2021 catalog. (<http://catalog.illinois.edu/archivedacademiccatalogs/2020-2021/>)

No

Why are these changes necessary?

1. Remove AGED 490 (because the course is no longer being taught)
2. Add HDFS 445: Substance Use and Family Health (to add additional relevant options to students)
3. Add HDFS 207: Self in Context (to add additional relevant options to students)
4. For footnote 1, HDFS had a major curriculum change and this no longer applies. For footnote 2, students haven't been utilizing this option. Additionally, very few students outside of HDFS take these courses.

Instructional Resources

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

No

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

No

Does the program include other courses/subjects outside of the sponsoring department impacted by the creation/revision of this program?

No

Program Regulation and Assessment

Plan to Assess and Improve Student Learning

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

List the program's student learning outcomes. Each outcome should identify what students are expected to know and/or be able to do upon completing this program.

The HDFS curriculum regularly undergoes assessments as part of the campus-wide initiative to assess student learning outcomes. We will continue this practice for any revisions to the curriculum, which includes annual reports to campus and the department. HDFS student learning outcomes include the following: 1) HDFS students will demonstrate a strong foundation in theories and empirical knowledge associated with human development and family studies (i.e., developmental periods and domains; socialization contexts; diversity among families and children; research methods; family dynamics, transitions, and resilience; and family policy); 2) HDFS students will exhibit the skills necessary to effectively apply knowledge and generate new ideas to solve real world issues; 3) HDFS students will demonstrate a critical and reflexive orientation toward and sensitivity to issues of diversity and inclusion; 4) HDFS students will develop professional competence skills and establish well-informed career and professional goals.

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

Describe here:

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

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

Program

Description and

Requirements

Attach Documents

Is the career/profession for graduates of this program regulated by the State of Illinois?

No

Program of Study

Baccalaureate degree requires at least 120 semester credit hours or 180 quarter credit hours and at least 40 semester credit hours (60 quarter credit hours) in upper division courses" (source: <https://www.ibhe.org/assets/files/PublicAdminRules2017.pdf>). For proposals for new bachelor's degrees, if this minimum is not explicitly met by specifically-required 300- and/or 400-level courses, please provide information on how the upper-division hours requirement will be satisfied.

An undergraduate minor should consist of at least 16 - and no more than 21 hours - of course work, with at least 6 hours of 300- or 400- level courses. Except for clearly remedial offerings, prerequisite courses within the sponsoring unit count towards the total; prerequisite courses outside the sponsoring unit do not count toward this total. The unit sponsoring the minor and that unit's college may set educationally necessary prerequisites for eligibility for the minor within these constraints. Does this proposal meet these criteria?

Yes

Revised programs [Adult Development minor update.docx](#)

Attach a revised Sample Sequence (for undergraduate program)
or college-level forms.

Catalog Page Text - Overview Tab

Description of program for the catalog page. This is not official content, it is used to help build the new catalog page for the program. Can be edited in the catalog by the college or department.

The Adult Development minor combines theoretical and practical approaches to understanding issues faced by adults as individuals, partners, family members, learners, caregivers, and clients of social agencies. Course work examines adults from age 25 to 90+ in the contexts of evolving family roles, health issues, and social service needs. Students anticipating careers in social or health-related services will find an understanding of adult development and its attendant issues a valuable complement to other professional skills.

The minor requires a minimum of 18 hours. Students may count three hours earned in a community-based practicum or research project related to adult development toward the minor.

Statement for
Programs of
Study Catalog

Minimum required hours and supporting course work: At least six hours of advanced coursework must be distinct from credit

earned for the student's major or another minor. Courses in the minor may not be taken Credit/No Credit. Students may count three hours earned in a community-based practicum or research project related to adult development toward the minor.

Minimum hours for minor: 18 hours.

Course List

Code	Title	Hours
Foundation courses		9
HDFS 105	Intro to Human Development	
HDFS 120	Intro to Family Studies	
HDFS 310	Adult Development	
One course selected from:		
Adult roles in the family context		3-4
HDFS 225	Close Relationships	
HDFS 425	Family Stress and Change	
HDFS 426	Family Conflict Management	
Adult choices/challenges		6
Choose at least 6 hours from:		
AGED 490	Course AGED 490 Not Found	
HDFS 207	Self in Context	
HDFS 445	Substance Use and Family Health	
CMN 336	Family Communication	
CMN 368	Sexual Communication	
EPSY 407	Adult Learning and Development	
HDFS/CHLH 404	Gerontology	
PSYC 361	The Psychology of Aging	
RST 316	Human Development and Recreation, Sport and Tourism	
SOCW 240	Death & Dying	
SOCW 315	Social Work Services for Older Adults	

Code	Title	Hours
Credit from HDFS 294, HDFS 450, or HDFS 494 may count towards the minor as approved by the minor advisor. 2		
Total Hours		18
1 HDFS majors pursuing the minor may not use this course to meet a major requirement. 2		
HDFS 294 – Research Internship, HDFS 450 – Practicum in HDFS, or HDFS 494 Applied Research Methods may count towards the Adult Development minor if these field/research experiences are focused on adults ages 25 – 90+. No more than 3 combined hours of HDFS 294, HDFS 450, HDFS 494 or equivalent field/research experience may be counted toward minor requirements.		

Program Features

Academic Level Undergraduate

Is this minor?

A Comprehensive study in a single discipline

Is This a Teacher Certification Program?

No

Will specialized accreditation be sought for this program?

No

Other than certification via the students' degree audits, is there any additional planned mechanism to award/honor successful completion of the minor?

No

Delivery Method

This program is available:

On Campus - Students are required to be on campus, they may take some online courses.

Enrollment

Will the department limit enrollment to the minor?

No

Describe how the department will monitor the admission to/enrollment in the minor.
see attached.

Are there any prerequisites for the proposed minor?

No

Describe how this revision or phase down/elimination will impact enrollment and degrees awarded. If this is an elimination/phase down proposal include the plans for the students left in the program.

The proposed revision will not impact enrollment or degrees awarded.

Budget

Are there budgetary implications for this revision? No

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

No

Additional Budget Information

Attach File(s)

Financial Resources

How does the unit intend to financially support this proposal?

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

No

Attach letters of support

Library Resources

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

Library collections, resources and services are sufficient to support this program.

EP Documentation

EP Control Number EP.24.002

Attach Rollback/Approval Notices

This proposal requires HLC inquiry No

DMI Documentation

Attach Final

Approval Notices

Banner/Codebook Name Adult Development

Program Code: 5411

Minor Code	5411	Conc Code	Degree Code	Major Code
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Senate Approval Date

Senate Conference Approval Date

BOT Approval Date

IBHE Approval Date

HLC Approval Date

DOE Approval Date

Effective Date:

Attached Document Justification for this request

Program Reviewer Comments **Brooke Newell (bsnewell) (05/08/23 2:08 pm):** Rollback: Requested revisions to Admin Details, Program Justification, Program Regulation and Assessment, Program of Study and Library Resources statement. Detailed email sent to Ashley and Brianna.

Department of Human Development and Family Studies

Side-by-Side Comparison Table (5.18.2023)

Hours	Current Approved	Hours	Proposed changes
9	<p>Foundation courses HDFS 105 – Intro to Human Development HDFS 120 – Intro to Family Studies HDFS 310 – Adult Development¹</p>	9	<p>Foundation courses HDFS 105 – Intro to Human Development HDFS 120 – Intro to Family Studies HDFS 310 – Adult Development¹ Remove</p>
3-4	<p>Adult roles in family context <i>One course selected from:</i> HDFS 225 – Close Relationships HDFS 425 – Family Stress and Change HDFS 426 – Family Conflict Management</p>	3-4	<p>Adult roles in family context <i>One course selected from:</i> HDFS 225 – Close Relationships HDFS 425 – Family Stress and Change HDFS 426 – Family Conflict Management</p>
6	<p>Adult choices/challenges <i>Six hours from:</i> AGED 490 – Adult Learning Principles CMN 336 – Family Communication CMN 368 – Sexual Communication EPSY 407 – Adult Learning and Development HDFS/CHLH 404 – Gerontology PSYC 361 – The Psychology of Aging RST 316 – Human Development and Recreation, Sport and Tourism SOCW 240 – Death & Dying SOCW 315 – Social Work Services for Older Adults</p>	6	<p>Adult choices/challenges <i>Six hours from:</i> Remove AGED 490 – Adult Learning Principles Add HDFS 207 – Self in Context Add HDFS 445 – Substance Use and Family Health CMN 336 – Family Communication CMN 368 – Sexual Communication EPSY 407 – Adult Learning and Development HDFS/CHLH 404 – Gerontology PSYC 361 – The Psychology of Aging RST 316 – Human Development and Recreation, Sport and Tourism SOCW 240 – Death & Dying SOCW 315 – Social Work Services for Older Adults</p>
18	Total required hours	18	Total required hours
	<i>Credit from HDFS 294, HDFS 450, or HDFS 494 may count towards the minor as approved by the minor advisor. 2</i>		<i>Remove: Credit from HDFS 294, HDFS 450, or HDFS 494 may count towards the minor as approved by the minor advisor.</i>
	<p>¹HDFS majors pursuing the minor may not use this course to meet a major requirement. ²HDFS 294 - Research Internship, HDFS 450 - Practicum in HDFS, or HDFS 494-Applied Research Methods may count towards the Adult Development minor if these field/research experiences are focused on adults ages 25 - 90+. No more than 3 combined hours of HDFS 294, HDFS 450, HDFS 494 or equivalent field/research experience may be counted toward minor requirements.</p>		<p>¹Remove: HDFS majors pursuing the minor may not use this course to meet a major requirement. ² Remove: HDFS 294 - Research Internship, HDFS 450 - Practicum in HDFS, or HDFS 494-Applied Research Methods may count towards the Adult Development minor if these field/research experiences are focused on adults ages 25 - 90+. No more than 3 combined hours of HDFS 294, HDFS 450, HDFS 494 or equivalent field/research experience may be counted toward minor requirements.</p>