

APPROVED BY SENATE
10/18/2021

: HEALTH AND WELL-BEING FOR DESIGNED ENVIRONMENTS, CERT (ONLINE)

In Workflow

1. U Program Review (dforgacs@illinois.edu; eastuby@illinois.edu; aledward@illinois.edu)
2. 1767 Committee Chair (dearborn@illinois.edu; khinders@illinois.edu)
3. 1767 Head (paco70@illinois.edu)
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7. Provost (kmartens@illinois.edu)
8. Senate EPC (bjlehman@illinois.edu; moorhouz@illinois.edu; kmartens@illinois.edu)
9. Senate (jtempel@illinois.edu)
10. U Senate Conf (none)
11. Board of Trustees (none)
12. IBHE (none)
13. HLC (kmartens@illinois.edu)
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Approval Path

1. Tue, 31 Aug 2021 16:24:29 GMT
Deb Forgacs (dforgacs): Approved for U Program Review
2. Tue, 31 Aug 2021 17:17:33 GMT
Lynne Dearborn (dearborn): Approved for 1767 Committee Chair
3. Tue, 31 Aug 2021 23:27:19 GMT
Francisco Rodriguez-Suarez (paco70): Approved for 1767 Head
4. Wed, 08 Sep 2021 13:40:06 GMT
Nicole Turner (nicturn): Approved for KR Dean
5. Wed, 08 Sep 2021 13:53:49 GMT
John Wilkin (jpwilkin): Approved for University Librarian
6. Wed, 06 Oct 2021 20:26:21 GMT
Allison McKinney (agrindly): Approved for Grad_College
7. Wed, 06 Oct 2021 21:08:35 GMT
Kathy Martensen (kmartens): Approved for Provost

New Proposal

Date Submitted: Tue, 31 Aug 2021 14:53:16 GMT

Viewing:: Health and Well-being for Designed Environments, CERT (online)

Changes proposed by: Nicole Turner

Proposal Type

Proposal Type:

Major (ex. Special Education)

Administration Details

Official Program Name

Health and Well-being for Designed Environments, CERT (online)

Sponsor College

Fine & Applied Arts

Sponsor Department

Architecture

Sponsor Name

Dr. Lynne Dearborn, Professor, School of Architecture

Sponsor Email

dearborn@illinois.edu

College Contact

Asst Dean 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.

Unit Sponsor, Dr. Lynne Dearborn 1767 Head

Does this program have inter-departmental administration?

No

Proposal Title**Effective Catalog Term**

Fall 2022

Provide a brief, concise description (not justification) of your proposal.

Establish the Campus Graduate Certificate in Health and Well-being for Designed Environments. This proposal will initiate establishment of a portfolio of Campus Graduate Certificates in the School of Architecture.

Program Justification

Provide *abrief* justification of the program, including highlights of the program objectives, and the careers, occupations, or further educational opportunities for which the program will prepare graduates, when appropriate.

This proposal seeks approval of a Campus Graduate Certificate in Health and Well-being for Designed Environments. This certificate will focus early and mid-career environmental design professionals on the mental and physical health consequences of built space and increase knowledge about how environmental design can become a tool for improving occupant health and the health of the public more broadly. The courses in this Campus Graduate Certificate are designed to increase research literacy among professionals, expose them to research linking built environments and health; introduce design and construction strategies that result in healthier environments; and build competency with tools and analysis methods recently adopted from the public health field that will enable assessment of the health impact of environmental design proposal throughout the design process and following construction in order to improve occupant outcomes and address health equity in renovation and new construction projects.

Our market studies for this certificate indicate there is significant demand for a design and health focused certification among early and mid-career professionals in architecture who have earned at least a pre-professional degree in architecture and are working in the profession. This certificate is designed for learners who may not be ready to pursue one of our in-residence graduate degree options but who have a desire to develop a knowledge base and skill set in the area of environmental design and health. Architecture is a field where most professional licensure jurisdictions require annual continuing education (CE). There is the potential for courses in this certificate to also meet those professional CE requirements.

This certificate draws on one newly developed course and two existing courses within the School of Architecture. All courses in this certificate will be delivered in an online format and in a time schedule that enables those working full time to take two courses in the fall semester and one course in the spring semester to complete the certificate in two semesters. This certificate will prepare graduates to be advocates for and meet current demands within architecture firms for designers of healthier built environments.

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 impacted by the creation/revision of this program?

No

Program Regulation and Assessment

Briefly describe the plan to assess and improve student learning, including the program's learning objectives; when, how, and where these learning objectives will be assessed; what metrics will be used to signify student's achievement of the stated learning objectives; and the process to ensure assessment results are used to improve student learning. (Describe how the program is aligned with or meets licensure, certification, and/or entitlement requirements, if applicable).

At the completion of the Health and Well-being for Designed Environments Certificate Program, you should demonstrate the following at a level useful and applicable in professional environmental design practice:

- 1) Knowledge – awareness of foundational theories and studies linking built environment qualities and characteristics to the mental and physical health of occupants and members of surrounding communities.
- 2) Organization – ability to identify appropriate target projects, plan and implement a design and health focused strategy throughout the arc of these environmental design projects, organize resources, and effectively manage an interdisciplinary project team.
- 3) Research – ability to locate, select, and apply appropriate research literature; identify suitable sources of health data or devise methods to collect relevant data; analyze data to understand the relationship between a design project and occupant and community health; develop strategies for post-occupancy collection of applicable human-centric data.
- 4) Application – demonstrate skill in applying findings of environment-and-health-related analysis to a variety of architectural project types through the pre-, schematic-, design-development, construction, and post-occupancy phases of a project with the aim of improving occupant and public health outcomes.
- 5) Communication – ability to use various and appropriate forms of communication during and on completion of the design process, to elicit information, explain, dialogue and persuade, adapting to multiple professional, client, and community audiences and situations.

These program learning objectives map onto the course learning objects for the three courses in the certificate and will be assessed through short formative assessments as well as intermediate and end of course summative assessments. Summative assessments will take the form of exams and/or comprehensive projects. At the end of each year, the faculty involved in teaching the certificate courses will collaborate to examine the outcomes of summative assessments to determine the extent to which students are meeting learning outcomes for each course as well as for the program and strategies for modification to improve outcomes for students.

In addition, these faculty will track student completion/retention rates for courses and the certificate and if these lag behind projections, identify remedies and implement. We will also survey the alumni of the certificate upon completion of the program and then again one year following to measure how effectively their training enabled them to apply knowledge and skills from the certificate courses in practice situations and where they would suggest modifications to increase efficacy in the professional context. These metrics will then be used to make changes to the program and evaluate if the changes are effective. While there is no professional licensure or certification for this certificate, it is intended to meet the need for professional continuing education in environmental design and construction fields, thus it is important to conduct both formative and summative assessment along the way as well as capturing certificate holder's reflections a year following completion.

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/PrivateAdminRules2017.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.

All proposals must attach the new or revised version of the Academic Catalog program of study entry. Contact your college office if you have questions.

For new programs, attach Program of Study

ARCH 525 in CIM.pdf

Catalog Page Text - Overview Tab

Text for Overview tab on 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.

Overview page:

The Health and Well-being for Designed Environments Certificate at the University of Illinois at Urbana Champaign is designed to provide environmental design professionals with an in-depth understanding of the relationship between conditions in the built environment and individual performance and population health, well-being, and quality of life. This Campus Graduate Certificate not only provides strong foundational knowledge of built environment and health and new tools for design in this area, but also offers students multiple opportunities to apply this knowledge and skill in on-going projects.

Certificate coursework enables students to develop expertise in research and strategies for environmental design to improve human health and wellbeing outcomes through design solutions and interventions in diverse environment types and contexts, at a range of scales. Responding to an unmet need in the profession, students completing the certificate will be prepared to work on interdisciplinary teams addressing complex societal problems involving the built environment’s critical role in human health and wellbeing in the US and internationally.

Degree requirements page:

The Health and Well-being for Designed Environments Certificate requires 12 credit hours (three courses) to complete upon admission. Students should follow the program of study below to meet the certificate coursework requirement. Students should complete ARCH 521 and ARCH 563, offered in fall semester, before enrolling in ARCH 525, offered in spring semester.

Students who have successfully completed this 12-credit hour certificate may use the certificate to satisfy the following degree requirements, provided they apply and are admitted to the indicated degree program:

- 12 hours of Health and Wellbeing Concentration Courses in the MARCH degree in the School of Architecture.
- 12 hours of elective coursework in the MS in Architectural Studies degree in the School of Architecture.

Statement for Programs of Study Catalog

Code	Title	Hours
Certificate Requirements		
ARCH 521	Applications in the Built Environment, Architecture and Global Health and Well-Being	4
ARCH 563	Soc/Beh Research Designed Env	4
ARCH 525 (new course in development: Project-scale Health Impact Assessment)		4
Total Hours		12

Corresponding Degree

CERT Campus Graduate Certificate

Program Features

Academic Level

Graduate

Does this major have transcripted concentrations?

No

What is the typical time to completion of this program?

2 semesters

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

12

What is the required GPA?

2.75

CIP Code

040902 - Architectural and Building Sciences/Technology.

Is This a Teacher Certification Program?

No

Will specialized accreditation be sought for this program?

No

Delivery Method

This program is available:

Online Only - The entire program is delivered online, students are not required to come to campus.

Describe the use of this delivery method:

All three courses required for the Certificate are delivered online.

Institutional Context

University of Illinois at Urbana-Champaign

Describe the historical and university context of the program's development. Include a short summary of any existing program(s) upon which this program will be built.

Explain the nature and degree of overlap with existing programs and, if such overlap exists, document consultation with the impacted program's home department(s).

The University of Illinois recently approved campus graduate certificates to reach a new population of learners. The Health and Well-being for Designed Environments Graduate Certificate will leverage coursework available in the School of Architecture. Providing a Campus Graduate Certificate in Health and Well-being for Designed Environments will expand access to courses in the department while developing a practice-oriented skillset addressing design and construction methods that result in healthier built environments. For students who are interested in gaining additional depth, the certificate courses could translate into advanced standing upon admission to our existing graduate degree programs including the Master of Architecture, the Master of Science in Architectural studies, and the PhD in Architecture.

University of Illinois

Briefly describe how this program will support the University's mission, focus and/or current priorities. Demonstrate the program's consistency with and centrality to that mission.

This program responds directly to Campus Strategic Plan Goal 2C: "Provide new educational pathways and enhance current programs to increase flexibility and to foster education across disciplines". The Health and Well-being for Designed Environments Graduate Certificate will expand access to University of Illinois credentials. The impact is threefold – 1) addresses a new market of working professionals who gain flexibility in obtaining a standalone credential; 2) offers continuing education for architecture professionals in a popular emerging architectural subdiscipline; 3) provides a new pathway to architecture graduate degree programs.

Admission Requirements

Desired Effective Admissions Term

Fall 2022

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.

Prospective applicants must apply for admission to the Campus Graduate Certificate specifically through the Graduate College admissions process. Graduate and professional admissions minimum requirements will apply - <https://grad.illinois.edu/admissions/apply/requirements>

Describe how critical academic functions such as admissions and student advising are managed.

Current academic and administrative staff in School of Architecture Student Services office have the capacity to support admissions, maintain records, and process student registration in the Campus Graduate Certificate and related coursework. A faculty member in the Health and Well-being program area of the school will serve as advisor for students in this certificate. Depending on the growth of the Campus Graduate Certificate, additional staff may be needed but would be offset by the additional revenue generated through the certificate program.

Enrollment

Number of Students in Program (estimate)

Year One Estimate

10

5th Year Estimate (or when fully implemented)

30

Estimated Annual Number of Degrees Awarded

Year One Estimate

10

5th Year Estimate (or when fully implemented)

30

What is the matriculation term for this program?

Fall

Budget

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

Yes

Please explain/describe:

One teaching faculty hire.

Additional Budget Information

This proposal is possible because of a 3-year teaching faculty hire supported by a Chancellor's Initiative for Growth grant. We project the program will be self-supporting by year 4. Based on the year 5 estimate, we do not anticipate this program proposal requiring additional staffing beyond that faculty hire.

Financial Resources

How does the unit intend to financially support this proposal?

This Certificate will be supported by existing faculty, including the recent 3-year teaching faculty hire mentioned above, and staff as part of their normal departmental responsibilities. Current instructional staff in the School of Architecture will teach the relevant courses.

Current academic and administrative staff in School of Architecture Student Services office will support admissions, maintain records, and process student registration in the Campus Graduate Certificate and related coursework. A faculty member in the Health and Well-being program area of the school will serve as advisor for students in this certificate.

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

No

Attach letters of support

Health and Well-being for Designed Environments CERT Self-Supporting Justification.docx

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)

FAA Online Graduate Certificate tuition rate, new request submitted for BOT agenda

Is this program requesting self-supporting status?

Yes

Resource Implications

Facilities

Will the program require new or additional facilities or significant improvements to already existing facilities?

No

Technology

Will the program need additional technology beyond what is currently available for the unit?

No

Non-Technical Resources

Will the program require additional supplies, services or equipment (non-technical)?

No

Resources

For each of these items, be sure to include in the response if the proposed new program or change will result in replacement of another program(s). If so, which program(s), what is the anticipated impact on faculty, students, and instructional resources? Please attach any letters of support/acknowledgement from faculty, students, and/or other impacted units as appropriate.

Faculty Resources

Please address the impact on faculty resources including any changes in numbers of faculty, class size, teaching loads, student-faculty ratios, etc. Describe how the unit will support student advising, including job placement and/or admission to advanced studies.

Two of the proposed courses in this Campus Graduate Certificate are taught by current faculty, including a 3-year teaching faculty hire supported by a Chancellor's Initiative for Growth grant through which this proposal is being supported. The third course is a newly proposed course that will be taught by a senior core faculty member. We do not expect there to be any additional impact on faculty resources, teaching loads, or ratios.

Should demand for this Campus Graduate Certificate exceed our estimates, an additional faculty member and/or one or two graduate teaching assistants may be required to support larger online course sizes and to maintain existing teaching loads and student-faculty ratios. We will be using previously authorized faculty for this staffing. If growth exceeds expectations, additional faculty or teaching assistant hires may be requested accordingly.

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.

Current library resources are sufficient to support students enrolled in the Architecture Health & Wellbeing certificate and taking the corresponding courses.

Market Demand

What market indicators are driving this proposal? If similar programs exist in the state, describe how this program offers a unique opportunity for students:

This Certificate focuses on an aspect of the built environment that has gained visibility as a result of the COVID-19 pandemic and also broader health equity conversations that have followed COVID and the Black Lives Matter Movement. Architecture firms are reaching out for graduates with this type of expertise. Our Master of Architecture (MARCH) degree graduates who specialize in this area are highly sought after by a broad range of architecture firms across the US.

Pre-COVID, we completed two studies to identify the best type of program to deliver this set of knowledge and skills to address the growing market in the architecture profession in this area. This certificate, offered fully online, will meet the demand expressed for a design and health focused certification among early and mid-career professionals in architecture who have earned at least a pre-professional degree in architecture and are working in the profession. There are no other programs like this in the state of Illinois nor in the US. The program addresses the demand for skills and knowledge in this area by professionals who are place bound by their employment. This Certificate is designed for learners who are not ready or able to pursue one of our in-residence graduate degree options but who have a desire to develop a knowledge base and skill set in the area of environmental design and health.

Explain how the program will meet the needs of regional and state employers, including any state agencies, industries, research centers, or other educational institutions that expressly encouraged the program's development.

Discuss projected future employment and or additional educational opportunities for graduates of this program. Compare estimated demand with the estimated supply of graduates from this program and existing similar programs in the state. Where appropriate, provide documentation by citing data from such sources as employer surveys, current labor market analyses, and future workforce projections.

(Whenever possible, use state and national labor data, such as that from the Illinois Department of Employment Security at <http://ides.illinois.gov/> and/or the U.S. Bureau for Labor Statistics at <http://www.bls.gov/>).

Given the stand-alone certificate, graduate level format of this content as well as the working professional target audience, the expectation is that most learners will be seeking opportunities to develop specialization in design and health that can lead to career advancement and prospects to consult in this area. The courses in the certificate program will provide learners with the knowledge and skills necessary for such opportunities. The certificate program can also attract learners that may later return to the University for a graduate degree program to further expand their skillset. This Graduate Certificate would provide benefit to the students that it serves, the many architecture firms headquartered in Chicago, and the State of Illinois at large. The employees, Illinois workforce, employers, and the general public will benefit from an architectural workforce more versed in how to design healthier environments.

What resources will be provided to assist students with job placement?

The demand for assistance with job placement is not expected given that the target audience is professionals already working in the profession. Most students are likely to be employed and able to navigate job placement and career growth opportunities independently. For recent bachelor's degree earners who enroll in the certificate they may use the assistance of the FAA Career Services Associate Director and the School of Architecture alumni network to support their career search.

EP Documentation

EP Control Number

EP:22.029

This proposal requires HLC inquiry

Yes

DMI Documentation

Key: 1100

New Course Proposal

Date Submitted: 08/17/21 9:03 pm

Viewing: **ARCH 525 : Project-scale**

Health Impact Assessment

Last edit: 08/17/21 9:03 pm

Changes proposed by: Lynne Dearborn

In Workflow

1. **1767 Committee Chair**
2. **1767 Head**
3. **KR Dean**
4. Grad Dean
5. COTE
6. Provost
7. Registrar
8. Banner

General Information

Proposed Effective Term: Fall 2022

College: Fine & Applied Arts

Department/Unit Name (ORG Code): Architecture (1767)

Course Subject: Architecture (ARCH)

Course Number: 525

Course Title: Project-scale Health Impact Assessment

Abbreviated Title: Project-scale HIA

Course

Description:

This course will introduce Health Impact Assessment (HIA), a public health tool used to consider the potential health impacts of prospective plans, programs, and policies that may not conventionally include health outcomes in the decision-making process.

Students will learn the values and principles underpinning HIA, the steps required to complete an HIA and appropriate methods and approaches for each step. While historically employed in policy evaluation, public health, and community planning, HIA is a new tool to consider at the scale of site and building design. Students will develop capacity to employ this tool during pre-design and in the design process for architectural projects. Through this course, students will gain an understanding of the importance of engaging a breadth of project target audiences in the HIA process, as well as the use of HIA as a tool to address health inequities across impacted groups. Students will undertake an HIA project.

Approval Path

1. 08/18/21 11:53 am
Lynne Dearborn (dearborn):
Approved for 1767 Committee Chair
2. 08/23/21 4:08 pm
Francisco Rodriguez-Suarez (paco70):
Approved for 1767 Head

Justification

Justify new course and explain the nature and degree of overlap with existing courses, if applicable:

This new course will expose graduate students to the public health tool Health Impact Assessment. A examination of the courses offered in Community Health/public health and Urban and Regional Planning, as well as communication with faculty in those units, reveals that there is currently no other graduate course offered on the Urbana campus of the University of Illinois that focuses on Health Impact Assessment. In addition, the proposed course focuses on Health Impact Assessment not in the traditional area for HIA of government policies and large-scale community planning but rather at the project scale for environmental design projects. This shift in scale and focus offers new potential for this tool to improve occupant and community health outcomes through systematic consideration of appropriate mental and physical health measures in the environmental design process.

Please attach the course syllabus:

[ARCH525 Syllabus 08172021.pdf](#)

Course Information

Course Credit

Course credit:

Undergraduate:

Graduate: 4

Professional:

Justification for
Change in
Graduate Credit:

This course builds upon foundational graduate content in the prerequisite ARCH 521 course. It requires that students engage in detailed health-and-environment research, data collection, and assessment of the health impacts of design proposals. In doing this, it offers and new set of skills for graduate students to apply in their design work and take into the architectural profession upon graduation.

**Registrar Use
Only:**

Banner Credit:

Billable Hours:

Grading Type

Grading type: Letter Grade

Alternate Grading
Type (optional):

Available for DFR: No

Repeatability

May this course
be repeated? No

Credit Restrictions

Credit
Restrictions:

Advisory Statements

Prerequisites:
Successful completion of ARCH 321 or ARCH 521.

Concurrent
Enrollment
Statement:

Restricted
Audience
Statement:
Graduate standing or permission of instructor.

Cross-listing

Cross Listed
Courses:

Fees

Is a fee requested
for this course? No

Course Description in the Catalog Entry

This is how the above information will be represented in the Catalog:

This course will introduce Health Impact Assessment (HIA), a public health tool used to consider the potential health impacts of prospective plans, programs, and policies that may not conventionally include health outcomes in the decision-making process. Students will learn the values and principles underpinning HIA, the steps required to complete an HIA and appropriate methods and approaches for each step. While historically employed in policy evaluation, public health, and community planning, HIA is a new tool to consider at the scale of site and building design. Students will develop capacity to employ this tool during pre-design and in the design process for architectural projects. Through this course, students will gain an understanding of the importance of engaging a breadth of project target audiences in the HIA process, as well as the use of HIA as a tool to address health inequities across impacted groups. Students will undertake an HIA project. Course Information: 4 graduate hours. No professional credit. Prerequisite: Successful completion of ARCH 321 or ARCH 521. Graduate standing or permission of instructor.

Additional Course Notes

Enter any other course information details to be included in the catalog:

Course Detail

Frequency of course:

Every Spring

Duration of the course Full

Anticipated Enrollment: 30

Expected distribution of student registration:	Graduate: 100 %	Professional: N/A
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Additional Course Information

Does this course replace an existing course? No

Does this course impact other courses? No

Does the addition of this course impact the departmental curriculum? No

Has this course been offered as a special topics or other type of experimental course? No

Will this course be offered on-line?
Online and Face-to-Face


Faculty members who will teach this course:
Lynne Dearborn, Lingyi Qiu

Course ID:

Comments to Reviewers:

Course Edits
Proposed by:
Lynne Dearborn

Graduate College Request & Justification Form for Program Classification (if needed)

 The Graduate College | University of Illinois at Urbana-Champaign

**REQUEST & JUSTIFICATION FORM FOR PROGRAM CLASSIFICATION
TRADITIONAL, SELF-SUPPORTING or REIMBURSABLE**

CURRENT PROGRAMS:
Current graduate programs can request a change in classification to Traditional or Reimbursable, but not to Self-supporting.

NEW PROGRAMS:
New programs seeking Traditional classification do not need to complete this form.

New programs seeking Self-supporting classification should be aware of the following:

- Students enrolled in Self-supporting programs are ineligible to hold waiver-generating appointments. **NOTE:** There is no mechanism within the Human Resources Front End system that restricts the appointment of a Self-supporting program student to an assistantship. Therefore, if a unit (faculty or staff) appoints a student, in error, significant problems result for everyone involved.
- Self-supporting status results in reduced flexibility for the program. Even if a student in the program is most qualified for a particular assistantship appointment and financing is available through the program, the program status makes the student ineligible.
- Because Traditional, Reimbursable and Self-supporting programs each yield 90% of net tuition, and the Reimbursable classification avoids the limitations above, a program might find the Reimbursable classification more advantageous than Self-supporting.

Please contact the Fellowship Office at the Graduate College if you have questions or seek clarifications, (217) 333-0036 or gradfellowships@illinois.edu.

COLLEGE OR SCHOOL: School of Architecture

IS THIS A NEW OR EXISTING PROGRAM:
 New Program
 Existing Program Program Code: _____ Current Classification: _____

REQUESTED CLASSIFICATION: TRADITIONAL REIMBURSABLE SELF-SUPPORTING

JUSTIFICATION: On a separate sheet, please address the following.

- Describe the reasons for this request and explain: (a) the pros and cons of the classification requested, and (b) how the requested classification will benefit and not adversely affect the academic quality of the program.
- Describe the expected impact of the requested classification to new students. How will these measures affect the affordability of the program? What type of financial aid, if any, will be offered? Note: Continuing students will not be affected as they are subject to the rules in effect at the time of their admission.
- What provisions will be made to communicate the implications of the classification to prospective and newly admitted students?
- Name the college and program contact persons in charge of implementing and communicating the classification and its consequences to students.

Unit Head Signature and Date _____ Date _____

College Dean Signature and Date _____ Date _____

June 2014 Page 1

1) Describe the reasons for this request and explain: (a) the pros and cons of the classification requested, and (b) how the requested classification will benefit and not adversely affect the academic quality of the program.

This Campus Graduate Certificate is comprised of two existing courses currently taught, and a third new course, all of which are or will be offered as part of the Health and Well-being Concentration in the Master of Architecture

(MARCH) degree. This certificate, offered online, will serve employed professional students who are place-bound and outside the Champaign-Urbana community and not planning to enter the School of Architecture's other campus-based graduate degree programs but are willing to enroll in a self-supporting graduate certificate that has value as a professional qualification.

- a) The population of students anticipated to enroll in this certificate will include mainly early and mid-career environmental design professionals who have earned at least a pre-professional degree in architecture and are working in the profession. This certificate is designed for learners who may not be ready to pursue one of our in-residence graduate degree options but who have a desire to develop a knowledge base and skill set in environmental design and health. Architecture is a field where most professional licensure jurisdictions require annual continuing education (CE). Given that the target audience for this certificate includes primarily working professionals already employed, the self-supporting classification is logical. There is the potential for courses in this certificate to also meet professional CE requirements. Individuals in the environmental design professions generally anticipate paying tuition for most continuing education courses they complete. The primary audience that will be negatively impacted by this self-supporting classification are tuition waiver eligible U of I and state employees.
- b) Unlike many graduate programs in the College of Fine and Applied Arts, only about one-third of professional masters-level graduate students in the School of Architecture receive assistantships or fellowships. Likewise, only rarely do students admitted to the School of Architecture's Master of Science in Architectural Studies degree program receive assistantships or fellowships. This set of conditions has not adversely affected the academic quality of the school's MARCH or MSAS programs which are highly regarded by professional firms who hire the school's graduates.

2) Describe the expected impact of the requested classification to new students. How will these measures affect the affordability of the program? What type of financial aid, if any, will be offered? Note: Continuing students will not be affected as they are subject to the rules in effect at the time of their admission.

We expect that the self-supporting classification will have little impact on mid-career professionals. We expect that large firms may provide partial or full tuition support for those working in their firms. However, early-career professionals working in small architecture firms expect to pay for continuing education and this percentage of prospective students will be limited to those who are most interested in developing expertise through this valuable professional growth opportunity. Small architecture firms comprise a shrinking percentage of all architecture firms in the US.

New students enrolled in the proposed CGC with self-supporting status will be eligible for financial aid.

3) What provisions will be made to communicate the implications of the classification to prospective and newly admitted students?

Students in the proposed CGC are not eligible for graduate assistantships and fellowships. Implications of self-supporting status, including tuition rate and financial aid eligibility, will be communicated to prospective students via the program's website and other communications throughout the recruiting and admissions process.

4) Name the college and program contact persons in charge of implementing and communicating the classification and its consequences to students.

Francisco Rodriguez, Director of the School of Architecture
David Isern, Associate Director, School of Architecture

Nicole Turner, Assistant Dean of Academic Programs & International Education in the College of Fine + Applied Arts