EP.25.001
September 16, 2024

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

EP.25.001   Report of Administrative Approvals Through September 9, 2024

In accordance with Part B.9.a of the Senate *Bylaws*, "Senate committees are authorized to act for and in the name of the Senate on minor matters. Such actions shall be reported promptly to the Senate…" Below is a listing of items categorized as administrative approvals and approved by the Senate Committee on Educational Policy in the name of the Senate on the dates indicated. For each program listing, there is no change to the total hours required. Additional information for each approval is attached.

<u>Section 1.</u>   **This Section Approved by EP on August 26, 2024**

A.   <u>Graduate Programs</u>
1.   **Revise the Concentration in Entrepreneurship & Innovation in the Grainger College of Engineering and the Graduate College** – adds a corresponding program to the list of programs whose students are eligible to pursue this floating concentration.
2.   **Revise the Master of Science in Information Management in the School of Information Sciences and the Graduate College** – adds alternative course option for required course; adds clarifying language and specific course numbers for the Research/Independent Study section; adds maximum hours in guided research/independent study statement in Other requirements; moves Research/Independent study section for clarity; and extends temporary suspension of admissions which was set to expire at the end of Spring 2024 to continue through Summer 2025.

B.   <u>Undergraduate Programs</u>
1.   **Revise the Undergraduate Minor in Anthropology in the College of Liberal Arts and Sciences** – adds four course options from which students can select to fulfill requirements; adds text to clarify one 100-level course substitution allowed for 1 of the 2 required courses for the 'Select at least two of the following' course list; adds clarifying course rubric information; modifies minimum 300-400 level course statement to include the ANTH rubric.
2.   **Revise the Bachelor of Science in Hospitality Management in the College of Agricultural, Consumer and Environmental Sciences** – removes 9 hours of Social and Behavioral Sciences that was erroneously in the POS table from a previous revision. The POS table still contains the campus requirements for Social and Behavioral Sciences; removes ACE 261 and replaces it with ACE 262; adds FSHN 439 and removes the advanced FSHN elective hours; removes ACES 101 and replaces it with FSHN 123; requires FSHN 293 be completed for minimum of 4 hours; adds ALEC 115 as option in the college speech requirements; removes MATH 234, 220, 221 as required choose from list in the quantitative reasoning courses; modifies the formatting of the POS and additional text (e.g., graduation requirements, university requirements, and general education requirements) to adhere to the campus General

Education template; removes RHET 105 from specifically being noted in the POS table; and moves coursework and creates headers from the Prescribe Course/Gen Ed table previously into the Dept and Major coursework table.

3. **Revise the Bachelor of Science in Accountancy plus Data Science in the Gies College of Business** – revises the General Education structure to align with the campus General Education requirements by removing the specific behavioral science course requirement and removing additional 200-level course requirement and requirement for a course to be taken in each sub-category in the Humanities and the Arts; moves ACCY 201, ACCY 202, ECON 102 and ECON 103 as separate rows in the POS table; removes notes within table for the Business Core requirements, specifically under the heading Business Sequence as they are no longer accurate; changes 'Accounting Specialization' to 'Accountancy Requirements'; adds MATH 220 and MATH 221 as options to the Data Science Core; indents MATH course options in the POS table; and removes the Summary of Total Hours table.

4. **Revise the Bachelor of Science in Finance plus Data Science in the Gies College of Business** – revises the General Education structure to align with the campus General Education requirements by removing the specific behavioral science course requirement and removing additional 200-level course requirement and requirement for a course to be taken in each sub-category in the Humanities and the Arts; moves ACCY 201, ACCY 202, ECON 102 and ECON 103 as separate rows in the POS table; removes notes within table for the Business Core requirements, specifically under the heading Business Sequence as they are no longer accurate; indents MATH course options in the Data Science core table in POS; adds MATH 220 and MATH 221 as options to the Data Science Core; moves ACCY 201 and ACCY 202 and ECON 102 and ECON 103 as separate rows in the POS table; adds ability for a student to use one 3-credit FIN 490 toward their degree; changes "Finance Specialization" to "Finance Requirements"; removes list of Finance courses under Finance Specialization to eliminate confusion; and removes the Summary of Total Hours table.

5. **Revise the Bachelor of Science in Business plus Data Science in the Gies College of Business** – revises the General Education structure to align with the campus General Education requirements by removing the specific behavioral science course requirement and removing additional 200-level course requirement and requirement for a course to be taken in each sub-category in the Humanities and the Arts; and removes the Summary of Total Hours table.

6. **Revise the Undergraduate Minor in Global Markets & Society in the College of Liberal Arts and Sciences** – removes HIST 412 from the "Specialization Track, Analytical Approaches & Languages" and CMN 476 course from the "Specialization Track, Global Encounters" choose from lists; and revises the Specialization Track course lists to be listed vertically instead of as a block of horizontal course lists.

7. **Revise the Bachelor of Science in Materials Science & Engineering in the Grainger College of Engineering** – modifies the formatting of the program of study and additional text (e.g., graduation requirements, university requirements, and general education requirements) to adhere to the campus General Education Template; and removes one eliminated course.

8. **Revise the Bachelor of Science in Chemistry in the College of Liberal Arts and Sciences** – changes the wording that describes how transfer students can substitute 1 hour of 200 level or higher Chemistry for CHEM 150; modifies the formatting of the POS and additional text (e.g., graduation requirements, university requirements, and general education

requirements) to adhere to the campus General Education Template; corrects a previous answer to the question whether this is a teacher certification program; and corrects a previous answer to the question whether accreditation will be sought for the program.

9. **Revise the Concentration in Environmental Chemistry in the Bachelor of Science in Chemistry in the College of Liberal Arts and Sciences** – changes the wording that describes how transfer students can substitute 1 hour of 200 level or higher Chemistry for CHEM 150; modifies the formatting of the POS and additional text (e.g., graduation requirements, university requirements, and general education requirements) to adhere to the campus General Education Template; and corrects a previous answer to the question whether accreditation will be sought for the program.

10. **Revise the Bachelor of Science in Liberal Arts and Sciences in Chemistry in the College of Liberal Arts and Sciences** – changes the wording that describes how transfer students can substitute 1 hour of 200 level or higher Chemistry for CHEM 150; modifies the formatting of the POS and additional text (e.g., graduation requirements, university requirements, and general education requirements) to adhere to the campus General Education Template; and corrects a previous answer to the question whether this is a teacher certification program.

11. **Revise the Bachelor of Science in Liberal Arts and Sciences in Integrative Biology in the College of Liberal Arts and Sciences** – removes 6 deactivated and adds 6 courses to the IB Advanced Area course list; moves 2 courses from the elective category to the area category of IB core curriculum; updates student learning outcomes; modifies the formatting of the POS and additional text (e.g., graduation requirements, university requirements, and general education requirements) to adhere to the campus General Education Template; revises some area headers and adds a statement on the Honors concentration; moves blocked course lists to be listed line-by-line; and revises catalog page text.

12. **Revise the Concentration in Honors Integrative Biology in the Bachelor of Science in Liberal Arts and Sciences in Integrative Biology in the College of Liberal Arts and Sciences** – removes 10 deactivated and one previously approved elective courses; adds 4 elective courses; electives listed with the KIN rubric updated to the new HK rubric; updates student learning outcomes; modifies formatting of the POS and additional text (e.g., graduation requirements, university requirements, and general education requirements) to adhere to the campus General Education Template; reorganizes POS table to denote distinctive requirements for the Honors concentration and moves blocked course lists to be listed line-by-line; and revises catalog page text.

13. **Revise the Undergraduate Interdisciplinary Minor in South Asian Studies in the College of Liberal Arts and Sciences** – adds and removes elective courses and corrects the response in the Program Features section in CIM-P.

14. **Revise the Bachelor of Science in Bioengineering in the Grainger College of Engineering** – modifies the formatting of the POS and additional text (e.g., graduation requirements, university requirements, and general education requirements) to adhere to the campus General Education Template; removes a technical elective course option; replaces special topics courses with permanent course numbers; and removes special topics courses that are no longer offered.

15. **Revise the Bachelor of Science in Computer Science in the Grainger College of Engineering** – modifies the formatting of the POS and additional text (e.g., graduation requirements, university requirements, and general education requirements) to adhere to the campus

General Education Template; removes reference to two deactivated courses; changes 'Total Hours chosen from the following" to "Total hours" and moves the line to the bottom of the Foundational Math and Science Courses section; removes four deactivated technical elective course options; updates sample sequence.

16. **Revise the Bachelor of Science in Civil Engineering in the Grainger College of Engineering** – modifies the formatting of the POS and additional text (e.g., graduation requirements, university requirements, and general education requirements) to adhere to the campus General Education Template; removes two courses from elective list due to course deactivations and removes reference to a course substitute that no longer exists; and adds ECON 102/103 as a major requirement instead of being defined as a requirement only in paragraph text.

17. **Revise the Bachelor of Science in Industrial Engineering in the Grainger College of Engineering** – modifies the formatting of the POS and additional text (e.g., graduation requirements, university requirements, and general education requirements) to adhere to the campus General Education Template; removes deactivated course and updates course rubric and numbers due to change from KIN and CHLH to HK; adds ECON 102/103 as a major requirement instead of being defined as a requirement only in paragraph text; and adds SE 400 as a course option to all track options.

18. **Revise the Bachelor of Science in Systems Engineering & Design in the Grainger College of Engineering** – modifies the formatting of the POS and additional text (e.g., graduation requirements, university requirements, and general education requirements) to adhere to the campus General Education Template; removes several deactivated courses and updates course rubric and numbers due to change from KIN to HK; and adds ECON 102/103 as a major requirement instead of being defined as a requirement only in paragraph text.

19. **Revise the Concentration in Radiological, Medical & Instrumentation Applications in the Bachelor of Science in Nuclear, Plasma & Radiological Engineering in the Grainger College of Engineering** – modifies the formatting of the POS and additional text (e.g., graduation requirements, university requirements, and general education requirements) to adhere to the campus General Education Template; removes several deactivated courses from elective list; and adds ECON 102/103 as a major requirement instead of being defined as a requirement only in paragraph text.

20. **Revise the Bachelor of Fine Arts in Art Education in the College of Fine and Applied Arts** – updates course numbers that were renumbered recently.

21. **Revise the Undergraduate Minor in Theatre in the College of Fine and Applied Arts** – adds THEA 402 and THEA 209 to list of elective options; removes THEA 463 from list of elective options; removes superscripts.

Section 2. **This Section Approved by EP on September 9, 2024**

A. **Graduate Programs**
1. **Revise the Master of Education in Educational Psychology in the College of Education and the Graduate College** - eliminating the headings of the existing foundations requirement of four hours of Psychological Foundations Courses in Educational Psychology and four hours of Philosophical and Social Foundations Courses in Education Policy, Organization and Leadership and Curriculum & Instruction and combining the existing course options into one

Foundations category for eight hours. There will not be any additional course options added.; moving the text "Masters degree students must take a graduate level College of Education course outside their degree granting department" listed under the Other Requirements heading to the new Foundations Courses Requirement to now say, "Select two of the following foundations courses, taken for four credit hours each. At least one of these two courses must be a course from outside the degree granting department"; and reorganizing the courses in alphabetical and numerical order under the Foundations Courses requirement section. We are not adding existing courses to the program.

2. **Revise the Master of Arts in Education Policy, Organization & Leadership in the College of Education and the Graduate College** – eliminating the headings of the existing foundations requirement of four hours of Psychological Foundations Courses in Educational Psychology and four hours of Philosophical and Social Foundations Courses in Education Policy, Organization and Leadership and Curriculum & Instruction and combining the existing course options into one Foundations category for eight hours. There will not be any additional course options added.; moving the text "Masters degree students must take a graduate level College of Education course outside their degree granting department" listed under the Other Requirements heading to the new Foundations Courses Requirement to now say, "Select two of the following foundations courses, taken for four credit hours each. At least one of these two courses must be a course from outside the degree granting department"; reorganizing the courses in alphabetical and numerical order under the Foundations Courses requirement section. We are not adding existing courses to the program.; separating the text, "400/500-Level Courses approved by Advisor (Independent Study can be applied up to a maximum of 8 hours)" into 2 lines that now states, "400/500 Level Courses approved by the advisor" for 16-22 on one line and a separate line for "Independent Study (min/max) (optional)" for 0-8 hours for clarity.; and removing the text, "(Optional) Concentration Courses. May overlap with other coursework requirements: 16-22 hours" from the POS study and revised the text "Requirements may overlap" to say, "Concentration courses may overlap with other coursework requirements" in the Other requirements section.

3. **Revise the Master of Education in Education Policy, Organization & Leadership in the College of Education and the Graduate College** – eliminating the headings of the existing foundations requirement of four hours of Psychological Foundations Courses in Educational Psychology and four hours of Philosophical and Social Foundations Courses in Education Policy, Organization and Leadership and Curriculum & Instruction and combining the existing course options into one Foundations category for eight hours. There will not be any additional course options added.; and moving the text "Masters degree students must take a graduate level College of Education course outside their degree granting department" listed under the Other Requirements heading to the new Foundations Courses Requirement to now say, "Select two of the following foundations courses, taken for four credit hours each. At least one of these two courses must be a course from outside the degree granting department".

4. **Revise the Certificate of Advanced Study in Education Policy, Organization & Leadership in the College of Education and the Graduate College** - eliminating the headings of the existing foundations requirement of four hours of Psychological Foundations Courses in Educational Psychology and four hours of Philosophical and Social Foundations Courses in

Education Policy, Organization and Leadership and Curriculum & Instruction and combining the existing course options into one Foundations category for eight hours. There will not be any additional course options added.; adding the text "Select two of the following foundations courses, taken for four credit hours each. At least one of these two courses must be a course from outside the degree granting department" to the Foundations Courses requirement; reorganizing the courses in alphabetical and numerical order under the Foundations Courses requirement section. We are not adding existing courses to the program.; and removing the text, "If the student does not have a Master's degree from the University of Illinois Urbana-Champaign, the foundation courses listed below must be completed." which was listed above the POS twice and added the phrase "in the "Foundations Courses" section" directly under the "Foundations Courses" heading.

5. **Revise the Master of Education in Early Childhood Education in the College of Education and the Graduate College** - eliminating the headings of the existing foundations requirement of four hours of Psychological Foundations Courses in Educational Psychology and four hours of Philosophical and Social Foundations Courses in Education Policy, Organization and Leadership and Curriculum & Instruction and combining the existing course options into one Foundations category for eight hours. There will not be any additional course options added.; moving the text "Masters degree students must take a graduate level College of Education course outside their degree granting department" listed under the Other Requirements heading to the new Foundations Courses Requirement to now say, "Select two of the following foundations courses, taken for four credit hours each. At least one of these two courses must be a course from outside the degree granting department"; and reorganizing the courses in alphabetical and numerical order under the Foundations Courses requirement section. We are not adding existing courses to the program.

6. **Revise the Master of Science in Curriculum and Instruction in the College of Education and the Graduate College** - eliminating the headings of the existing foundations requirement of four hours of Psychological Foundations Courses in Educational Psychology and four hours of Philosophical and Social Foundations Courses in Education Policy, Organization and Leadership and Curriculum & Instruction and combining the existing course options into one Foundations category for eight hours. There will not be any additional course options added.; moving the text "Masters degree students must take a graduate level College of Education course outside their degree granting department" listed under the Other Requirements heading to the new Foundations Courses Requirement to now say, "Select two of the following foundations courses, taken for four credit hours each. At least one of these two courses must be a course from outside the degree granting department"; and reorganizing the courses in alphabetical and numerical order under the Foundations Courses requirement section. We are not adding existing courses to the program.

7. **Revise the Master of Arts in Curriculum and Instruction in the College of Education and the Graduate College** - eliminating the headings of the existing foundations requirement of four hours of Psychological Foundations Courses in Educational Psychology and four hours of Philosophical and Social Foundations Courses in Education Policy, Organization and Leadership and Curriculum & Instruction and combining the existing course options into one Foundations category for eight hours. There will not be any additional course options added.; moving the text "Masters degree students must take a graduate level College of

Education course outside their degree granting department" listed under the Other Requirements heading to the new Foundations Courses Requirement to now say, "Select two of the following foundations courses, taken for four credit hours each. At least one of these two courses must be a course from outside the degree granting department"; and reorganizing the courses in alphabetical and numerical order under the Foundations Courses requirement section. We are not adding existing courses to the program.

8. **Revise the Master of Education in Curriculum and Instruction in the College of Education and the Graduate College** - eliminating the headings of the existing foundations requirement of four hours of Psychological Foundations Courses in Educational Psychology and four hours of Philosophical and Social Foundations Courses in Education Policy, Organization and Leadership and Curriculum & Instruction and combining the existing course options into one Foundations category for eight hours. There will not be any additional course options added.; moving the text "Masters degree students must take a graduate level College of Education course outside their degree granting department" listed under the Other Requirements heading to the new Foundations Courses Requirement to now say, "Select two of the following foundations courses, taken for four credit hours each. At least one of these two courses must be a course from outside the degree granting department"; and reorganizing the courses in alphabetical and numerical order under the Foundations Courses requirement section. We are not adding existing courses to the program.

9. **Revise the Certificate of Advanced Study in Curriculum and Instruction in the College of Education and the Graduate College** - eliminating the headings of the existing foundations requirement of four hours of Psychological Foundations Courses in Educational Psychology and four hours of Philosophical and Social Foundations Courses in Education Policy, Organization and Leadership and Curriculum & Instruction and combining the existing course options into one Foundations category for eight hours. There will not be any additional course options added.; adding the text "Select two of the following foundations courses, taken for four credit hours each. At least one of these two courses must be a course from outside the degree granting department" to the foundations requirement.; reorganizing the courses in alphabetical and numerical order under the Foundations requirement. We are not adding existing courses to the program.; and revising the text above the POS to say, "If the student does not have a Master's degree from the University of Illinois Urbana-Champaign, Foundation Courses Requirement must be completed as prerequisites:".

10. **Revise the Master of Arts in Educational Psychology in the College of Education and the Graduate College** – eliminating the headings of the existing foundations requirement of four hours of Psychological Foundations Courses in Educational Psychology and four hours of Philosophical and Social Foundations Courses in Education Policy, Organization and Leadership and Curriculum & Instruction and combining the existing course options into one Foundations category for eight hours. There will not be any additional course options added.; moving the text "Masters degree students must take a graduate level College of Education course outside their degree granting department" listed under the Other Requirements heading to the new Foundations Courses Requirement to now say, "Select two of the following foundations courses, taken for four credit hours each. At least one of these two courses must be a course from outside the degree granting department";

reorganizing the courses in alphabetical and numerical order under the Foundations Courses heading. We are not adding existing courses to the program.; and adjusting the elective hours range for accuracy, given the eight hours of foundations plus the range of 599 (2-8) to equal 32 due to mathematical error.

B. **Undergraduate Programs**
   1. **Revise the Bachelor of Fine Arts in Theatre in the College of Fine and Applied Arts** – modifies the formatting of the Program of Study and additional text (e.g., graduation requirements, university requirements, and general education requirements) to adhere to the campus General Education Template; moves General, Non-Theatre Electives to its own table and further toward bottom; deletes a footnote; creates a concentration table; in summary of credits table: Updates title and removes credit hours from Gen Ed and open electives; removes Language; removes parentheses about concentration requirements.
   2. **Revise the Concentration in Stage Management in the Bachelor of Fine Arts in Theatre in the College of Fine and Applied Arts** – modifies the formatting of the Program of Study and additional text (e.g., graduation requirements, university requirements, and general education requirements) to adhere to the campus General Education Template; adds THEA core, General Non-THEA electives, and summary of credits table to Program of Study table; changes to major that are also reflected here include: moving General, Non-Theatre Electives to its own table and further toward bottom; deletes a footnote; In summary of credits table: updates title and removes credit hours from Gen Ed and open elective, removes Language, and removes parentheses about concentration requirements.
   3. **Revise the Concentration in Theatre Studies in the Bachelor of Fine Arts in Theatre in the College of Fine and Applied Arts** – modifies the formatting of the Program of Study and additional text (e.g., graduation requirements, university requirements, and general education requirements) to adhere to the campus General Education Template; adds THEA core, General Non-THEA electives, and summary of credits table to Program of Study table; changes to major that are also reflected here include: moving General, Non-Theatre Electives to its own table and further toward bottom; deletes a footnote; In summary of credits table: updates title and removes credit hours from Gen Ed and open elective, removes Language, and removes parentheses about concentration requirements; fixes THEA 200-level course requirement issue with linking to THEA 200 and standardized description; adds THEA rubric to any 300 or 400-level theatre course requirement; and adds THEA, DANC, and MUS/MUSC rubrics to supporting professional electives requirement.
   4. **Revise the Concentration in Acting in the Bachelor of Fine Arts in Theatre in the College of Fine and Applied Arts** – modifies the formatting of the Program of Study and additional text (e.g., graduation requirements, university requirements, and general education requirements) to adhere to the campus General Education Template; adds THEA core, General Non-THEA electives, and summary of credits table to Program of Study table; changes to major that are also reflected here include: moving General, Non-Theatre Electives to its own table and further toward bottom; deletes a footnote; In summary of credits table: updates title and removes credit hours from Gen Ed and open elective, removes Language, and removes parentheses about concentration requirements.
   5. **Revise the Concentration in Costume Design & Technology in the Bachelor of Fine Arts in Theatre in the College of Fine and Applied Arts** – modifies the formatting of the Program of

Study and additional text (e.g., graduation requirements, university requirements, and general education requirements) to adhere to the campus General Education Template; adds THEA core, General Non-THEA electives, and summary of credits table to Program of Study table; changes to major that are also reflected here include: moving General, Non-Theatre Electives to its own table and further toward bottom; deletes a footnote; In summary of credits table: updates title and removes credit hours from Gen Ed and open elective, removes Language, and removes parentheses about concentration requirements.

6. **Revise the Concentration in Scenic Technology in the Bachelor of Fine Arts in Theatre in the College of Fine and Applied Arts** – modifies the formatting of the Program of Study and additional text (e.g., graduation requirements, university requirements, and general education requirements) to adhere to the campus General Education Template; adds THEA core, General Non-THEA electives, and summary of credits table to Program of Study table; changes to major that are also reflected here include: moving General, Non-Theatre Electives to its own table and further toward bottom; deletes a footnote; In summary of credits table: updates title and removes credit hours from Gen Ed and open elective, removes Language, and removes parentheses about concentration requirements.

7. **Revise the Concentration in Lighting Design & Technology in the Bachelor of Fine Arts in Theatre in the College of Fine and Applied Arts** – modifies the formatting of the Program of Study and additional text (e.g., graduation requirements, university requirements, and general education requirements) to adhere to the campus General Education Template; adds THEA core, General Non-THEA electives, and summary of credits table to Program of Study table; changes to major that are also reflected here include: moving General, Non-Theatre Electives to its own table and further toward bottom; deletes a footnote; In summary of credits table: updates title and removes credit hours from Gen Ed and open elective, removes Language, and removes parentheses about concentration requirements.

8. **Revise the Concentration in Sound Design & Technology in the Bachelor of Fine Arts in Theatre in the College of Fine and Applied Arts** – modifies the formatting of the Program of Study and additional text (e.g., graduation requirements, university requirements, and general education requirements) to adhere to the campus General Education Template; adds THEA core, General Non-THEA electives, and summary of credits table to Program of Study table; changes to major that are also reflected here include: moving General, Non-Theatre Electives to its own table and further toward bottom; deletes a footnote; In summary of credits table: updates title and removes credit hours from Gen Ed and open elective, removes Language, and removes parentheses about concentration requirements.

9. **Revise the Concentration in Scenic Design in the Bachelor of Fine Arts in Theatre in the College of Fine and Applied Arts** – modifies the formatting of the Program of Study and additional text (e.g., graduation requirements, university requirements, and general education requirements) to adhere to the campus General Education Template; adds THEA core, General Non-THEA electives, and summary of credits table to Program of Study table; changes to major that are also reflected here include: moving General, Non-Theatre Electives to its own table and further toward bottom; deletes a footnote; In summary of credits table: updates title and removes credit hours from Gen Ed and open elective, removes Language, and removes parentheses about concentration requirements.

10. **Revise the Concentration in Arts & Entertainment Technology in the Bachelor of Fine Arts in Theatre in the College of Fine and Applied Arts** – modifies the formatting of the Program

of Study and additional text (e.g., graduation requirements, university requirements, and general education requirements) to adhere to the campus General Education Template; adds THEA core, General Non-THEA electives, and summary of credits table to Program of Study table; changes to major that are also reflected here include: moving General, Non-Theatre Electives to its own table and further toward bottom; deletes a footnote; In summary of credits table: updates title and removes credit hours from Gen Ed and open elective, removes Language, and removes parentheses about concentration requirements; removes general education notes from POS in 'choose 12 credits' elective list.

Program Change Request

Date Submitted: 02/15/24 3:05 pm

Viewing: **5861 : Entrepreneurship & Innovation - Floating (on campus & online)**

Last approved: 05/23/23 6:41 am

Last edit: 08/19/24 4:04 pm

Changes proposed by: Laura Miller

Catalog Pages Using this Program

[Entrepreneurship & Innovation](#)

Proposal Type:

In Workflow

1. **U Program Review**
2. **1855 Committee Chair**
3. **1855 Head**
4. **KP Committee Chair**
5. **KP 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. 02/19/24 1:06 pm
   Donna Butler
   (dbutler):
   Approved for U
   Program Review
2. 02/20/24 11:11 am
   Keilin Jahnke
   (deahl1):
   Approved for 1855
   Committee Chair
3. 02/22/24 8:22 am
   Jed Taylor (jedt):
   Approved for 1855
   Head
4. 04/16/24 10:03 am
   Keri Pipkins (kcp):
   Approved for KP

Committee Chair

5. 04/16/24 10:15
am
Cindy Pruitt
(cpruitt):
Approved for KP
Dean
6. 04/22/24 4:00 pm
Claire Stewart
(clairest):
Approved for
University
Librarian
7. 04/26/24 10:00
am
Allison McKinney
(agrindly):
Approved for
Grad_College
8. 04/26/24 10:52
am
Suzanne Lee
(suzannel):
Approved for
COTE Programs
9. 08/15/24 11:38
am
Brooke Newell
(bsnewell):
Approved for
Provost

History

1. Nov 21, 2019 by
Deb Forgacs
(dforgacs)
2. Oct 13, 2021 by
Keilin Jahnke
(deahl1)
3. Mar 16, 2022 by
Mary Lowry
(lowry)
4. May 23, 2023 by
Laura Miller
(arriola)

Concentration (ex. Dietetics)

This proposal is
for a:
  Revision

Administration Details

Official Program Name	Entrepreneurship & Innovation - Floating (on campus & online)
Diploma Title	
Sponsor College	Grainger College of Engineering
Sponsor Department	Technology Entrepreneur Ctr
Sponsor Name	Ranjitha Kumar ~~Andy Singer~~
Sponsor Email	ranjitha@illinois.edu ~~acsinger@illinois.edu~~
College Contact	Keri Carter Pipkins
College Contact Email	

kcp@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.

Keilin Jahnke

Does this program have inter-departmental administration?

No

Proposal Title

Effective Catalog Term	Fall 2024

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 Entrepreneurship & Innovation in the Grainger College of Engineering 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.

Adding a corresponding program, Engineering: Instrumentation and Applied Physics, MEng, to the list of programs whose students are eligible to pursue this floating concentration.

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 program was added to the letter of support as Physics accepted their first class in Fall 2023 for the Engineering: Instrumentation and Applied Physics, MEng (1PKS6084MENG).

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

Please attach any letters of support/acknowledgement for any Instructional Resources

Updated Grad Concentration in Entrepreneurship Ltr from Physics.pdf

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.

> Learning objectives for the Graduate Concentration in Entrepreneurship and Innovation are designed to provide students in engineering graduate programs the skills and resources necessary to become successful innovators, entrepreneurs, and leaders in industry positions. This concentration will allow students to build a solid foundation of business practices and gain an entrepreneurial mindset.

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

Describe here:

> Student learning outcomes and program objectives are assessed by the TE/ILEE Courses and Curricula Committee through the collection and evaluation of data. This Committee is responsible for proposing and overseeing improvements to the concentration. Data is continually collected and formally discussed in order to make improvements to the program curriculum, individual course learning objectives, and overall program objectives. Assessment is done through multiple processes, including:
>
> 1. Formal course evaluations (ICES).
> 2. Discussions between students, instructors, academic advisors, and graduate coordinators (from the student's primary department).
> 3. Evaluation of how specific course objectives fulfill overall program objectives.
> 4. Evaluation of specific course objectives and student outcomes.
> 5. Supervision by the Associate Dean for Innovation and Entrepreneurship.
> 6. Discussion of program recommendations from program alum.

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

<div style="border:1px solid #ccc; padding:1em;">

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   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

Course List

Code	Title	Hours
Core Courses		6
TE 460	Lectures in Engineering Entrepreneurship	
TE 461	Technology Entrepreneurship	
TE 565	Technol Innovation & Strategy	
Elective Courses		6
	Students may select a different elective course in consultation with their Advisor and the Technology Entrepreneur Center.	
TE 450	Startups: Incorporation, Funding, Contracts, & Intellectual Property	
TE 466	High-Tech Venture Marketing	
TE 510	Advanced Creativity	
TE 566	Finance for Engineering Mgmt	
TE 567	Venture Funded Startups	
Total Hours		12

Other Requirements

Grad Other Degree Requirements

Requirement	Description
A minimum of 4 500-level credit hours.	
Minimum GPA:	3.0
Participating departments will be responsible for defining how credits from this concentration apply to the student's primary program of study.	

</div>

Program Relationships

Corresponding Program(s):

Corresponding Program(s)

Corresponding Program(s)
Aerospace Engineering, BS-MS
Aerospace Engineering, MS (on campus & online)
Aerospace Engineering, PhD
Agricultural & Biological Engineering, MS
Agricultural & Biological Engineering, PhD
Bioengineering, MEng
Bioengineering: Bioinstrumentation, MEng (on campus & online)
Bioengineering: General Bioengineering, MEng (on campus & online)
Bioengineering, PhD
Bioengineering, MS
Bioinformatics: Computer Science, MS
Biomedical Image Computing, MS (on-campus and online)
Chemical Engineering, MS
Chemical Engineering, PhD
Civil Engineering, MS (on campus & online)
Civil Engineering, PhD
JP: Computer Science, BS & MCS
JP: Computer Science, BS & MS
Computer Science, MCS (on-campus, off campus & online)
Computer Science, MS
Computer Science, PhD
Electrical & Computer Engineering, MEng (on campus & online)
Electrical & Computer Engineering, MS
Electrical and Computer Engineering, PhD
Engineering: Aerospace Systems Engineering, MEng (On campus & Online)
Engineering: Autonomy and Robotics, MEng
Engineering: Chemical Engineering Leadership, MEng (on campus & online)
Engineering: Energy Systems, MEng (on campus & online)
Engineering: Plasma Engineering, MEng (On campus & Online)
Environmental Engineering in Civil Engineering, MS (on campus & online)
Environmental Engineering in Civil Engineering, PhD
Industrial Engineering, MS (on campus & online)
Industrial Engineering, PhD
Materials Science & Engineering, MS
Materials Science and Engineering, PhD
Mechanical Engineering, MEng (on campus & online)
Nuclear, Plasma, and Radiological Engineering, MS
Nuclear, Plasma, and Radiological Engineering, PhD

Corresponding Program(s)
Physics, MS
Physics, PhD
Systems and Entrepreneurial Engineering, MS
Systems & Entrepreneurial Engineering, PhD
Teaching of Physics, MS
Engineering: Instrumentation and Applied Physics, MEng

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 is available on campus & online.

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.
                    Not applicable

Budget

Are there   No
budgetary
implications for
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?

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 revision.

EP Documentation

EP Control
Number
EP.25.001

Attach
Rollback/Approval
Notices

This proposal
requires HLC
inquiry
No

DMI Documentation

Attach Final
Approval Notices

Banner/Codebook   Entrepreneurship and Innovation

Name

Program Code: 5861

Minor Code		Conc Code	5861	Degree Code		Major Code

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   **Mary Lowry (lowry) (02/15/24 9:59 am):** Rollback: Please see email dated 2-15-24
Allison McKinney (agrindly) (04/26/24 10:00 am): Administratively approved.

Key: 871

2/6/2024

Jed Taylor
Assistant Dean for Innovation and Entrepreneurship, and Executive Director of TEC
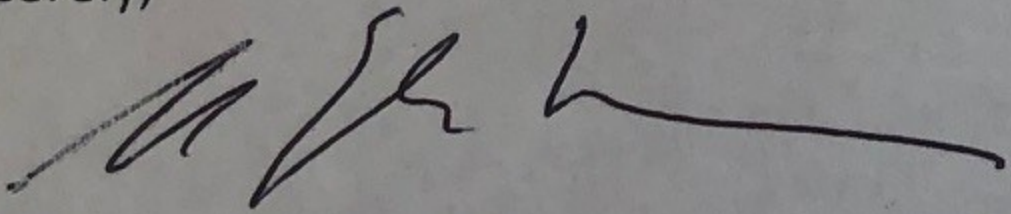351 Coordinated Science Lab, MC228

Dear Jed,

The Department of Physics (Phys) supports TEC in the implementation of a transcriptable concentration in Entrepreneurship and Innovation. Students will consult with their primary adviser regarding completion of the degree and concentration requirements.

Students may apply a maximum of 4 credit hours of Entrepreneurship & Innovation concentration coursework toward either their professional development requirements or elective requirements, subject to department approval, and provided they apply and are admitted to the Entrepreneurship & Innovation Concentration.

The concentration will be available to students enrolled in the following program codes:

- MS Physics (10KS0240MS)
- MS Teaching of Physics (10KS0241MS)
- PhD Physics (10KS0240PHD)
- MEng Instrumentation and Applied Physics (1PKS6084MENG)

Sincerely,

Matthias Grosse Perdekamp
Department Head

Program Change Request

Date Submitted: 04/11/24 9:40 am

Viewing: **1PKS5581MS & 1PKS5581MSU : Information Management, MS (on campus & online)**

Last approved: 09/07/22 11:20 am

Last edit: 08/19/24 4:04 pm

Changes proposed by: Amber Holmes

	[Information Management, MS](#)
Catalog Pages Using this Program	

Proposal Type:

In Workflow

1. **U Program Review**
2. **1992 Head**
3. **LP Grad Committee Chair**
4. **LP Committee Chair**
5. **LP 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. 04/12/24 4:46 pm
   Donna Butler
   (dbutler):
   Approved for U
   Program Review
2. 04/12/24 5:00 pm
   Amber Holmes
   (aflowers):
   Approved for 1992
   Head
3. 04/15/24 9:22 am
   Amber Holmes
   (aflowers):
   Approved for LP
   Grad Committee
   Chair
4. 04/15/24 10:16
   am
   Amber Holmes

(aflowers):
Approved for LP
Committee Chair

5. 04/15/24 11:46
am
Catherine Blake
(clblake):
Approved for LP
Dean

6. 04/22/24 4:03 pm
Claire Stewart
(clairest):
Approved for
University
Librarian

7. 05/01/24 2:21 pm
Allison McKinney
(agrindly):
Approved for
Grad_College

8. 05/01/24 8:18 pm
Suzanne Lee
(suzannel):
Approved for
COTE Programs

9. 08/15/24 11:38
am
Brooke Newell
(bsnewell):
Approved for
Provost

History

1. May 1, 2020 by
Dustin Janes
(djanes3)

2. May 4, 2022 by
Emily Stuby
(eastuby)

3. Sep 7, 2022 by
Mary Lowry
(lowry)

Major (ex. Special Education)

This proposal is
for a:
Revision

Administration Details

Official Program Name
Information Management, MS (on campus & online)

Diploma Title

Sponsor College
Information Sciences, School of

Sponsor Department
Information Sciences

Sponsor Name
Catherine Blake

Sponsor Email
clblake@illinois.edu

College Contact
Catherine Blake

College Contact Email
clblake@illinois.edu

College Budget Officer
Vicki van Uithoven

College Budget Officer Email
vlvanu@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.

Catherine Blake, LP Dean

Does this program have inter-departmental administration?

No

Proposal Title

Effective Catalog Term
Fall 2024

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 Master of Science in Information Management in the School of Information Sciences 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.	Currently there are three required courses for this degree, IS 504, IS 507, and IS 515, Information Modeling.
	1. Adding alternative course option (IS 455) for a required course (IS 515).
	2. Added the course numbers (IS 579 and IS 589) and the word 'optional' for the Research/Independent Study row in the Program of Study table.
	3. Added maximum hours in guided research/independent study statement in Other Requirements section at the bottom of POS table where total hours remain unchanged.
	4. Moved Research/Project/Independent study under Electives in POS table.
	5. Requesting an extension of the temporary admissions suspension of the online modality. The current temporary suspension of admissions is through Spring 2024. This request is to extend the suspension for another year through Summer 2025, which will allow us to complete our work to construct a more targeted program.

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. Our intent is to provide students in the MSIM program with greater flexibility in how they obtain core knowledge in information organization. IS 455 provides a different perspective than 515, but covers the material considered critical by faculty.

2. Included clarifying language, "optional", along with course numbers with the Research/Project/Independent study for student transparency.

3. Included the maximum number of hours at the bottom of POS as it didn't exist before and was requested.

4. As Research/Independent Study is optional, it was moved and indented under Electives in the POS table.

5. This temporary suspension admission request is for the online modality of the program and to extend the temporary admissions suspension that is set to expire at the end of Spring 2024 to continue through Summer 2025. This time would allow us time to complete our work necessary before we can admit students.

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.

> Upon completion of the MSIM program, students will be able to:
>
> • Manage information using best practices in management and policy; knowledge representation; human-centered design and systems; and data analytics.
> • Define and successfully address a tractable research question or real world problem in information management using the appropriate scientific and/or research methods.
> • Accurately convey the implications of analytical results (in both oral and written modalities) to diverse stakeholders.
> • Articulate and critique the range of values and of ethical standpoints within which complex sociotechnical design occurs.
> • Apply best practices for providing value, leadership, and team building.
> • Stay up-to-date by learning how to read, analyze, discuss, synthesize, and critique advances reported in the research literature. ~~Update to course numbers will not impact program regulation and assessment.~~

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

Describe here:

> Immediate responsibility for assessment of learning outcomes rests with a standing Program Committee for the MSIM degree, and with the Program Director who chairs the committee. A broader supervisory responsibility is shared by the Associate Dean of Academic Affairs and by the faculty of the School as a whole.
>
> The program committee regularly surveys enrolled students about their perceptions of the program and unmet needs (for instance, desired elective courses). Our most recent survey was undertaken two years ago. We also maintain first-destination data and review employment outcomes for MSIM graduates yearly. Finally, we have two student representatives on the MSIM committee who are empowered to convey student concerns and discuss curriculum with the faculty on the committee. All three of these evaluative mechanisms contributed to motivate the currently proposed revision.

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.

> • Manage information: students should know how to design relational database schemas and extract information using state-of-the-art analytic methods.
> • Define and successfully address a tractable research question: courses must include opportunities for independent projects that are substantial and polished enough to enhance a graduate's portfolio.
> • Accurately convey the implications of analytical results: analysis in student projects must demonstrate that they understand the limitations of analytical methods and can integrate quantitative results with social context. We assess this especially in the required course IS 507, but also in other data analytics courses.
> • Articulate and critique the range of values and of ethical standpoints within which complex sociotechnical design occurs. We assess this in required courses that include, especially, IS 504, Sociotechnical Information Systems.
> • Apply best practices for providing value, leadership, and team building. We assess this through group work and class participation, and regularly discuss these "soft skills" in the program committee. We also assess students' success after they leave the program; ultimately this is the benchmark that defines satisfactory performance.
> • Stay up-to-date by learning how to read, analyze, discuss, synthesize, and critique advances reported in the research literature. Students should know how to find new methods, and assess whether the methods they are employing are still best practices.

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

> The program committee meets twice a semester, and assessment of student learning outcomes is part of its agenda that needs to be addressed every year.

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   MSIMProgram.xlsx
Report-of-Temporary-Suspension-of-Admission-Final-04_11_24.pdf

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 Master of Science (MS) in Information Management prepares students for professional roles in the design and management of information systems and services in organizations in a range of sectors. Areas of specialization include data science and analytics; knowledge management and information consulting.

Statement for Programs of Study Catalog

Course List

Code	Title	Hours
IS 504	Sociotechnical Information Systems	4
IS 507	Data, Statistical Models and Information	4
One of the following two courses:		4
IS 515	Information Modeling	
IS 455	Database Design and Prototyping	
Elective courses (subject to Other Requirements and Conditions below)		28
Research/Independent Study (optional)		max 4
IS 579	Guided Research Experience	
IS 589	Independent Study	
Total Hours		40

Other Requirements may overlap

Grad Other Degree Requirements

Requirement	Description
Minimum Hours Required within the Unit	28
Minimum 500-level Hours Required Overall	12
Maximum Guided Research/Independent Study	4
Competency in at least one programming language	
Minimum GPA:	2.75

Corresponding Degree	MS Master of Science

Program Features

Academic Level	Graduate

Does this major have transcripted concentrations?   No

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

What are the minimum Total Credit Hours required for this program?
40

What is the required GPA?   2.75

CIP Code	110401 - Information Science/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 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 will be able to register for applicable courses either in-person on campus or online.

The online modality is in temporary suspension of admission from Spring 2022 through Spring 2024, approved in Spring 2022.

Offered to both on-campus and online (remote)students.Currently offered in bothformats.Extension 2 year Suspension of Temporary Suspension of Admissions to allow people to enroll for the online version of the MS in Fall 2025. Information Management.

Admission Requirements

Desired Effective Admissions Term   Fall 2025

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.

The general admission requirements of the Graduate College apply. Consideration is also given to language study and computer skills, relevant work experience, letters of reference, and evidence of leadership. International students must score at least 620 on the paper-based Test of English as a Foreign Language (TOEFL) (260 on the computer-based test; 104 on the iBT version); or 7.5 on each section of the IELTS.

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.

We do not anticipate that a slight expansion of flexibility in required courses will directly impact enrollment and degrees awarded, but it may permit growth that would otherwise be difficult to sustain.

Estimated Annual Number of Degrees Awarded

Year One Estimate   5th Year Estimate (or when
                                                     fully implemented)

What is the   Fall
matriculation
term for this
program?

Budget

Are there   No
budgetary
implications for
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?
                        There are no costs implied by this change. In fact expanding the range of options will
                        give us slightly more flexibility in staffing.
                        1. Marked yes on self-supporting status to correct the CIM-P record.

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)
                        Grad in Information Sciences – MSIM rate

Are you seeking a change in the tuition rate or differential for this
program?
                        No

Is this program requesting self-supporting status?
                        Yes 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.

This will slightly reduce the pressure on IS 515 and slightly increase the pressure on IS 455. But we can address this by shifting faculty between the courses; there is no inherent reason that this change should require us to hire more faculty.

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 resources are already sufficient to support students in this program.

EP Documentation

EP Control Number	EP.25.001
Attach Rollback/Approval Notices	
This proposal requires HLC inquiry	No

DMI Documentation

Attach Final Approval Notices	
Banner/Codebook Name	MS:Information Management-UIUC & MS: Information Mgt Onl -UIUC
Program Code:	1PKS5581MS & 1PKS5581MSU

Minor Code	Conc Code	Degree Code		Major Code
5581		MS		

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) (08/25/23 10:37 am):** Rollback: Requested revisions to justification and program of study sections. Email sent to Cathy Blake **Brooke Newell (bsnewell) (09/05/23 8:23 pm):** Rollback: Requested revisions to Justification, Delivery Method, and Program of study section side by side document. Email sent to Catherine Blake and Amber Holmes **Brooke Newell (bsnewell) (10/01/23 8:05 pm):** Rollback: Email sent to Amber **Mary Lowry (lowry) (10/16/23 3:05 pm):** Rollback: Please see email dated 10-16-23 **Mary Lowry (lowry) (10/27/23 2:37 pm):** Rollback: Please see email dated 10-27-23 **Mary Lowry (lowry) (01/23/24 2:54 pm):** Rollback: Rollback to attach form. **Mary Lowry (lowry) (02/16/24 11:06 am):** Rollback: Please see email dated 2-16-24 **Mary Lowry (lowry) (03/05/24 2:39 pm):** Rollback: Please see email dated 3-5-24 **Mary Lowry (lowry) (04/05/24 2:52 pm):** Rollback: Please change 2a on the form to 'through summer 25' and add some detail of the work being done in #5 of the why part of the justification.

Key: 352

Program description, MSIM CURRENT

Number	Title	Hours
IS 504	Sociotechnical In	4
IS 507	Data, Statistical I	4
IS 515	Information Moc	4
Research/Project/Independen max 4		
Elective courses (subject to Ot		28
Total hours		**40**

Other Requirements May Overlap
Minimum hours in the unit	28
Minimum 500-level hours requ	12

Competency in at least one programming language
| Minimum GPA | 2.75 |

Program description, MSIM REVISED

Number	Title	Hours
IS 504	Sociotechnical Informa	4
IS 507	Data, Statistical Model	4
one of the following two:		4
IS 515	Information Modeling	
IS 455	Database Design and Prototyping	
Elective Courses (subject to Other Require		28
Research/Independen max 4		
IS 579	Guided Research Experience	
IS 589	Independent Study	
Total hours		**40**

Other Requirements May Overlap
Minimum hours in the unit	28
Minimum 500-level hours required overal	12
Maximum hours in guided research / inde	4

Competency in at least one programming language
| Minimum GPA | 2.75 |

University of Illinois Urbana-Champaign

Report to the Senate Educational Policy Committee
of a <u>Temporary Suspension of Admission</u>
of a Degree, Major, Concentration, or Minor

Temporary Suspension – To temporarily suspend admission to/enrollment in a program for a semester, year, or more. Please fill out this form. Once completed, please upload this as part of a CIM Program revision online. If you have questions, please email Brooke Newell (bsnewell@illinois.edu).

Suspension of Admission in order to Eliminate or Replace a Program – To phase down and eliminate a program. This is not the appropriate form. Please complete a phase down/elimination in the CIM P online system.

Non-Direct Admission Designated Program (previously "Permanent Suspension") – To change a program's admission status from open to one that does not directly admit students. This is not the appropriate form. Please fill out the **Change to Non-Direct Admission Status** form.

PROGRAM INFORMATION

1. Official Program Name (*Example: Business Administration, MS*): Information Management, MS

2. What is the anticipated duration of the suspension of admission?
   Be specific – list in semesters or years.

   a. This temporary admissions suspension request is for the online modality of the program to extend the temporary admissions suspension that is set to expire at the end of Spring 2024 to instead be through Summer 2025.

3. What governance process was used to make this decision?
   a. Majority of the elected members of our faculty Executive Committee voted to extend the temporary suspension.

4. Have students been accepted, but have not yet matriculated into the program?
   a. No

5. How many students are currently enrolled in the program?
   a. None currently. Extending the current temporary extension to create and revise courses for a more targeted program.

6. Are there plans to direct prospective students to a different program during the suspension period? Yes, students are directed to a current residential program
   If yes, please specify the program(s). Please attach your communication with the affected program(s) to this proposal as an appendix (required).

7. Indicate any advising or other impact on continuing students in the suspended program:
   a. Advising is available to the residential program

8. How will you ensure that current students in the suspended program will be able to continue their degree progress?
   a. Not Applicable – there are no students in the program

INSTRUCTIONAL RESOURCES

9. Does this suspension affect any other units on campus? **No**
    If yes, please explain. Please attach your communication with the affected units to this proposal as an appendix (required).

10. Does this suspension affect students outside of the unit?   **No**
    If yes, please explain.

11. Catalog Page Text: *The text below will appear on the Academic Catalog page for the program unless the sponsoring unit needs alternative text. If that is the case, provide the text below.*

    Information Management, MS online is not currently accepting applications; suspension of admissions effective Spring 2022. We will start accepting applications for the Fall 2025 cohort.

Program Change Request

Date Submitted: 03/04/24 10:24 am

Viewing: **0340 : Anthropology Minor**

Last edit: 08/19/24 4:05 pm

Changes proposed by: Petra Jelinek

[Anthropology Minor](#)

Catalog Pages
Using this
Program

Proposal Type:

In Workflow

1. **U Program Review**
2. **1241 Head**
3. **KV 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. 03/04/24 5:44 pm
   Donna Butler
   (dbutler):
   Approved for U
   Program Review
2. 04/16/24 2:00 pm
   Brenda Farnell
   (bfarnell):
   Approved for 1241
   Head
3. 04/16/24 3:38 pm
   Stephen Downie
   (sdownie):
   Approved for KV
   Dean
4. 04/22/24 4:11 pm
   Claire Stewart
   (clairest):
   Approved for
   University
   Librarian
5. 04/22/24 4:21 pm
   Suzanne Lee
   (suzannel):
   Approved for

Minor (ex. European Union Studies)

This proposal is for a:
  Revision

Administration Details

Official Program Name	Anthropology Minor
Diploma Title	
Sponsor College	Liberal Arts & Sciences
Sponsor Department	Anthropology
Sponsor Name	Brenda Farnell, Department Head, Department of Anthropology
Sponsor Email	bfarnell@illinois.edu
College Contact	Stephen R. Downie

College Contact Email
  sdownie@illinois.edu

College Budget Officer	Michael Wellens
College Budget Officer Email	wellens@illinois.edu

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.
  Petra E. Jelinek, Director of Undergraduate Studies, jelinek@illinois.edu

Does this program have inter-departmental administration?
  No

Proposal Title

Effective Catalog Term	Fall 2024

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 Anthropology in the College of Liberal Arts and 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.

1) Adding four courses (ANTH 102, ANTH 103, ANTH 104, ANTH 105) from which students can select to fulfill requirements.

2) Adding text to clarify that students may make one 100-level course substitution for 1 of the 2 required courses for the 'Select at least two of the following' course list. There is no change in number of required hours for the minor.

3) In the POS, adding clarifying course rubric information into the statement "Anthropology courses at any level."

4) In POS, modified the statement "Minimum of six hours of 300- or 400-level 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/)
No

Why are these changes necessary?

1) The addition of four courses will provide students with more flexibility in completing requirements while still maintaining a solid and rigorous foundation.

2) For each pair of course options, the 100-level course presents material at an introductory level whereas the 200-level course covers the same material with more depth and breath. As examples, the pair ANTH 104 (Talking Culture) and ANTH 270 (Language in Culture) both focus on linguistic anthropology, and the pair ANTH 105 (World Archaeology) and ANTH 220 (Introduction to Archaeology) both offer an introduction to the archaeology subdiscipline. The opportunity to substitute one of the two required 200-level courses with a 100-level course offering provides additional courses to fulfill requirements. As indicated above, there is no change in the number of required hours for the minor.

3. For student transparency, added the clarifying ANTH rubric.

4. For student transparency, added clarifying "Six hours of 300- or 400-level courses in Anthropology (ANTH)."

Decisions for these changes were made in consultation with the Biological Anthropology faculty after a meeting with the Director of Undergraduate Studies, Department Head, and Undergraduate Advisor. These revisions will resolve differences between the Academic Catalog and the Anthropology website and will provide additional course options for completing the minor.

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 who graduate with an undergraduate minor in Anthropology will be expected to have:
>
> - A broad knowledge of cultural, social, linguistic, and biological facets of the human condition and the theories and methods anthropologists use to study them.
>
> - An understanding of the ethical and social dimensions of anthropological research and their impacts on society through social, political, cultural resource management, biological variation, and change over time.

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   Side by Side Comparative Table of
Proposed Changes_Anthropology Minor_a
(1)(2).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.

Statement for Programs of Study Catalog

Course List

Code	Title	Hours
Select at least 2 of the following courses. Up to one 100-level course may be chosen from the options listed below.		6
ANTH 220	Introduction to Archaeology	
or ANTH 105	World Archaeology	
ANTH 230	Sociocultural Anthropology	
or ANTH 103	Anthro in a Changing World	
ANTH 240	Biological Anthropology	
or ANTH 102	Human Origins and Culture	
ANTH 270	Language in Culture	
or ANTH 104	Talking Culture	
Six hours of 300- or 400-level courses in Anthropology (ANTH). Only 3 hours of ANTH 499 may be used to fulfill this requirement.		6
Anthropology (ANTH) courses at any level.		6
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?
                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.

The academic advisor monitors admission/enrollment in the minor.

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 revisions will have no significant impact on enrollment and 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?

No impact to unit

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.25.001
Attach Rollback/Approval Notices	
This proposal requires HLC inquiry	No

DMI Documentation

Attach Final Approval Notices	
Banner/Codebook Name	Anthropology
Program Code:	0340

Minor Code		Conc Code	Degree Code	Major Code
0340				

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) (06/08/23 2:52 pm):** Rollback: Requested revisions to the Justification and Program of Study section. Detailed email sent to Brenda, Stephen,

Andrea and Ripan.

Brooke Newell (bsnewell) (01/26/24 9:52 am): Rollback: Email sent to Petra, Brenda, Stephen, and Andrea

Stephen Downie (sdownie) (02/20/24 3:04 pm): Rollback: At request of unit.

Brooke Newell (bsnewell) (02/28/24 10:05 am): Rollback: Per discussion with Andrea Ray.

Key: 258

Anthropology Minor

Green = Course Addition	
Red = Course Removal	
Yellow = Updated Text or credit hours	
Orange = Order changed only	

Current Requirements	Current Hours		Proposed Requirements	Proposed Hours
Select at least two of the following:	6		Select at least 2 of the following courses. Up to one 100-level course may be chosen from the options listed below.	6
ANTH 220			ANTH 220 or ANTH 105	
ANTH 230			ANTH 230 or ANTH 103	
ANTH 240			ANTH 240 or ANTH 102	
ANTH 270			ANTH 270 or ANTH 104	
Minimum of six hours of 300- or 400-level courses. Only 3 hours of ANTH 499 may be used to fulfill this requirement.	6		Six hours of 300- or 400-level anthropology (ANTH) courses. Only 3 hours of ANTH 499 may be used to fulfill this requirement.	6
Anthropology courses at any level.	6		Anthropology (ANTH) courses at any level.	6
Total Hours	18		Total Hours	18

Program Change Request

Date Submitted: 04/11/24 2:25 pm

Viewing: **10KL6143BS : Hospitality Management, BS**

Last approved: 09/23/22 1:52 pm

Last edit: 08/19/24 4:05 pm

Changes proposed by: Brianna Gregg

Hospitality Management, BS

Catalog Pages Using this Program

Proposal Type:

In Workflow

1. **U Program Review**
2. **1698 Committee Chair**
3. **1698 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. 04/12/24 4:42 pm Donna Butler (dbutler): Approved for U Program Review
2. 04/12/24 4:43 pm Rebecca Snook (snook): Approved for 1698 Committee Chair
3. 04/15/24 5:27 pm Rebecca Snook (snook): Approved for 1698 Head
4. 04/16/24 4:35 pm Brianna Gregg (bjgray2): Approved for KL Committee Chair
5. 04/17/24 9:05 am Anna Ball (aball):

Approved for KL Dean

6. 04/22/24 4:12 pm
Claire Stewart (clairest):
Approved for University Librarian
7. 04/22/24 4:21 pm
Suzanne Lee (suzannel):
Approved for COTE Programs
8. 08/15/24 11:39 am
Brooke Newell (bsnewell):
Approved for Provost

History

1. Sep 23, 2022 by Rebecca Snook (snook)

Major (ex. Special Education)

This proposal is for a:
[Revision](#)

Administration Details

Official Program Name	Hospitality Management, BS
Diploma Title	Bachelor of Science in Hospitality Management
Sponsor College	Agr, Consumer & Env Sciences
Sponsor Department	Food Science and Human Nutrition
Sponsor Name	Yuan-Xiang Pan
Sponsor Email	yxpan@illinois.edu
College Contact	Brianna Gregg

College Contact Email

bjgray2@illinois.edu

College Budget Officer	Nichole Isaac ~~Tosha Waller-Mumm~~
College Budget Officer Email	nmisaac@illinois.edu ~~wallermu@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.

Roll back to 1698 Committee Chair role.

Does this program have inter-departmental administration?

No

Proposal Title

Effective Catalog Term	Fall 2024

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 Science in Hospitality Management 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.	(1) Removes 9 hours of Social and Behavioral Sciences that was an error in a previous revision. The POS table still contains the campus requirements for Social and Behavioral Sciences (2) Also, we are removing ACE 261 and replacing it with ACE 262 since the former is no longer offered and the latter was created to replace it. (3) Adding new course requirement, FSHN 439. (4) With the addition of FSHN 439, we have removed the advanced FSHN elective hours. (5) Removes ACES 101 as the college orientation course and replacing with FSHN 123, the department level orientation course. (6) Requiring FSHN 293, off campus internship course be completed for a minimum of 4 hours in the degree requirements. (7) Adding ALEC 115 as an option to complete the college speech requirement (8) Removing MATH 234, 220, 221 as a required quantitative reasoning course

(9) Modifying the formatting of the POS and additional text (e.g., graduation requirements, university requirements, and general education requirements) to adhere to the campus General Education Template

(10) Removed RHET 105 from specifically being noted in program of study.

(11) Moved coursework and created headers from the Prescribed Course/Gen Ed table previously into the Dept and Major coursework 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?

These changes are necessary to keep the current curriculum updated with the correct courses offered and to eliminate confusion.

(1) There was an error on the current program for Hospitality Management and this update provides clarity into what is needed for the degree as intended.

(2) ACE 261 was deactivated in summer 2022.

(3) FSHN 439, Design Thinking for Restaurants is an essential part of the Hospitality Management curriculum and therefore should be a required course within the degree program.

(4) With FSHN 439 being added, the reduction of electives is being done to keep the degree program manageable within the total 126 hours required.

(5) The departments within ACES will be taking over the orientation course for new students. Therefore we created FSHN 123 which will replace the college level ACES 101 course. This allows the departments to build the course in Banner, assign instructors, manage enrollment and overrides.

(6) To ensure contact hours within the internship experience, increasing the minimum hours to 4 ensures students are getting a more robust experience to apply towards their degree

(7) ALEC 115 is a new course that focuses on the speech requirements as it relates to food, agriculture and the environment.

(8) The math preparation in the statistics requirement in the curriculum is sufficient to meet learning outcomes in the degree program.

(9) Per Office of the Provost General Education initiative for transparency and accessibility."

(10) Removed RHET 105 because students should follow the campus guidelines for Composition I placement

(11) Moved coursework and created headers from the Prescribed Course/Gen Ed table previously into the Dept and Major coursework table in order to make the program easier to read and explain to students.

40 hours of advanced level or courses with two or more prerequisites course work within the degree program:
2 ANSC 309
3 BADM 300
3 BADM 310
3 BADM 320
4 FSHN 340
3 FSHN 345
3 FSHN 346
2 FSHN 439
3 FSHN 441
3 FSHN 442
4 FSHN 443
3 LEAD 321
3 PSYC 245 - PSCY 100 or PSYC 103 and STAT 100 as pre-requisite
1 hour of free elective advanced credit. Students have at least 8 hours of free electives - outlined in the attached sample sequence.

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

ACES 101 - Contemporary Issues in ACES
~~PSYC 100 - Intro Psych~~
~~ACE 100 - Intro to Applied Micro~~
~~ECON 102 - Microeconomic Principles~~
~~ACCY 200 - Fundamentals of Accounting~~
~~ACE 161 - Microcomputer Applications~~
~~ANSC 309 - Meat Production and Marketing~~
~~BADM 300 - The Legal Environment of Bus~~
~~BADM 310 - Mgmt and Organizational Beh~~
~~BADM 320 - Principles of Marketing~~
~~LEAD 321 - Training and Development~~
~~PSYC 245 - Industrial Org Psych~~
MATH 234 - Calculus for Business I
ALEC 115 - Talk About Food, Ag, Env
MATH 220 - Calculus
MATH 221 - Calculus I
ACE 262 - App Stat Mthds & Data AnlytcsI
RHET 105 - Writing and Research
~~CMN 101 - Public Speaking~~
~~CMN 111 - Oral & Written Comm I~~
~~CMN 112 - Oral & Written Comm II~~
ACE 261 - Applied Statistical Methods
~~CPSC 241 - Intro to Applied Statistics~~
~~ECON 202 - Economic Statistics I~~
~~PSYC 235 - Intro to Statistics~~
~~STAT 100 - Statistics~~
~~CHEM 101 - Introductory Chemistry~~
~~MCB 100 - Introductory Microbiology~~
~~MCB 101 - Intro Microbiology Laboratory~~

Please attach any   ACES 101 Removal and Support.pdf

| letters of support/acknowledgement for any Instructional Resources consider faculty, students, and/or other impacted units as appropriate. | [ALEC 115 Support.pdf](#)
[Comp I Rhet Update - English Support Letter 1 (1) 2.pdf](#)
[ACE262_Letter of support.docx](#)
[Acknowledgement for Hospitality Management major_MATH234.pdf](#) |

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 HM program will continue to participate in campus assessment activities. These objectives will be assessed yearly in September. The program coordinator collects data from faculty and prepares assessment report which is submitted to campus and shared with other Hospitality Management faculty.

Hospitality Management Student Learning Outcomes

1. Professionally manage the preparation, presentation and service of quality food. Apply science concepts to the food and beverage component of the hospitality industry. Identify hotel/lodging management and allied hospitality industries' concepts

2. Integrate human, financial and physical resources management into hospitality related operations. Practice and evaluate elements of service management

3. Demonstrate ability to analyze, assess, evaluate, adapt and apply problem solving skills

4. Demonstrate effective written and oral communication skills

5. Gain practical and professional experiences. Integrate and practice ethics, leadership, and collaboration

For the past 5-8 years we have focused and measured the following three questions to assess student learning at the program level and reported our findings to campus. The data collected is used to make curriculum, program and course enhancements to ensure student learning. These questions will be reassessed and updated every 5-8 years or as needed.

Question 1:
Do our students practice effective written communication?
Student Learning Outcome: #4
Sources/Methods for acquiring evidence: Review of student capstone project report and book reports from FSHN 442
Timeline: 2017-2019

Question 2:
Can students effectively apply management and business principles taught in the classroom to practical situations?
Student Learning Outcome: #1 and #3
Sources/Methods for acquiring evidence: Student performance on senior capstone project and internship employer evaluations.
Timeline: 2017-2020

Question 3:
Do students have an appropriate/complete understanding of industry specific knowledge and skills?
Student Learning Outcome: #1

Sources/Methods for acquiring evidence: Feedback from departmental external advisory committee, HM external advisory committee and alumni survey
Timeline: 2018-2019

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   Sidebyside_SampleSequence_FSHN_HM.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 Hospitality Management major prescribes courses that meet the professional needs of the hospitality industry and career goals of students entering the major.The major is designed for students interested in integrating the basic principles of business and hospitality management with the goal of pursuing professional and management careers in hospitality-related industries.The program comprises 35 hours of hospitality-related course work, including food science; food management; nutrition; sanitation; purchasing; and the management of institutional, commercial, and fine dining facilities.Through the integration of food-focused theory, practice, and experience, it is the mission of the program to prepare leaders in the hospitality industry with a foundation in science, business, and management.~~

Statement for Programs of Study Catalog	

University Requirements

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. Students should consult their academic advisor for additional guidance in fulfilling this requirement.

The university and residency requirements can be found in the Student Code (§ 3-801) and in the Academic Catalog. ~~Prescribed Courses including Campus~~

General Education Requirements

Follows the campus General Education (Gen Ed) requirements. Some Gen Ed requirements may be met by courses required and/or electives in the program.

Course List

Code / Title	Hours
Composition I	4
Advanced Composition	3
Humanities & the Arts (6 hours)	6
Natural Sciences & Technology (6 hours)	6
fulfilled by CHEM 101, MCB 100, FSHN 101, FSHN 120	
Social & Behavioral Sciences (6 hours)	6
fulfilled by PSYC 100 and ACE 100 or ECON 102	
Cultural Studies: Non-Western Cultures (1 course)	3
Cultural Studies: US Minority Cultures (1 course)	3
Cultural Studies: Western/Comparative Cultures (1 course)	3
Quantitative Reasoning (2 courses, at least one course must be Quantitative Reasoning I)	6-8
fulfilled by STAT 100, ACE 262, CPSC 241, ECON 202 or PSYC 235; and any other course approved as Quantitative Reasoning I or II	
Language Requirement (Completion of the third semester or equivalent of a language other than English is required)	0-15

Course List

Code	Title	Hours
~~Composition I and Speech~~		~~6-7~~
~~Select one of the following:~~		
~~RHET 105~~	~~Writing and Research~~	
~~& CMN 101~~	~~and Public Speaking (or equivalent; see college Composition I requirement)~~	
~~CMN 111~~	~~Oral & Written Comm I~~	
~~& CMN 112~~	~~and Oral & Written Comm II~~	
~~Advanced Composition~~		~~3-4~~
~~Select one course from campus approved list of Advanced Composition courses.~~		
~~Cultural Studies~~		~~9~~
~~Select one course from Western culture, one from non-Western culture, and one from U.S. minority culture from campus approved lists.~~		
~~Foreign Language~~		
~~Coursework at or above the third level is required for graduation.~~		
~~Quantitative Reasoning I~~		~~3-4~~
~~Select one of the following:~~		
~~MATH 220~~	~~Calculus~~	
~~MATH 221~~	~~Calculus I~~	

Code	Title	Hours
MATH 234	Calculus for Business I	
Quantitative Reasoning II		3-4
Select one of the following:		
ACE 261	Course ACE 261 Not Found	
CPSC 241	Intro to Applied Statistics	
ECON 202	Economic Statistics I	
PSYC 235	Intro to Statistics	
Department Foundation		18-21
CMN 101	Public Speaking	
or ALEC 115	Let's Talk about Food, Agriculture, and the Environment	
or CMN 111	Oral & Written Comm I	
& CMN 112	and Oral & Written Comm II	
STAT 100	Statistics	
or ACE 262	Applied Statistical Methods and Data Analytics I	
or CPSC 241	Intro to Applied Statistics	
or ECON 202	Economic Statistics I	
or PSYC 235	Intro to Statistics	
Natural Sciences and Technology		8
CHEM 101	Introductory Chemistry	
MCB 100	Introductory Microbiology	
MCB 101	Intro Microbiology Laboratory	
Humanities and the Arts		6
Select 6 credit hours from campus approved list.		
Social and Behavioral Sciences		9
Select 9 credit hours from campus approved list		
ACES Prescribed Course		2
ACES 101	Contemporary Issues in ACES	
Social and Behavioral Sciences		7-8
PSYC 100	Intro Psych	
ACE 100	Introduction to Applied Microeconomics	
or ECON 102	Microeconomic Principles	
Major Required Courses		60-63
Major Core		46
FSHN 101	The Science of Food and How it Relates to You	
FSHN 120	Contemporary Nutrition	
FSHN 123	FSHN Orientation to Illinois	
FSHN 140	Introduction to Hospitality	
FSHN 145	Intro Hospitality Management	
FSHN 232	Science of Food Preparation	
FSHN 249	Food Service Sanitation	
FSHN 292	Hospitality Management: Professional Issues	
FSHN 293	Off Campus Internship (4 hours required for graduation)	
FSHN 340	Food Production and Service	
FSHN 345	Strategic Operations Management	
FSHN 346	Foundations of Hotel Management	
FSHN 439	Design Thinking for Restaurants	
FSHN 441	Services Management	

Code	Title	Hours
FSHN 442	Hospitality Management & Leadership Skills	
FSHN 443	Management of Fine Dining	
ANSC 309	Meat Production and Marketing	
Management Core		24-25
ECON 102	Microeconomic Principles	
or ACE 100	Introduction to Applied Microeconomics	
ACE 161	Microcomputer Applications	
ACCY 200	Fundamentals of Accounting	
BADM 300	The Legal Environment of Bus	
BADM 310	Mgmt and Organizational Beh	
BADM 320	Principles of Marketing	
LEAD 321	Training and Development	
PSYC 245	Industrial Org Psych	
Electives		
Select at least 6 credit hours from 300-400 level courses.		
Minimum of 40 hours of advanced credit required		
Total Minimum Hours		126

Corresponding Degree	BS Bachelor of Science

Program Features

Academic Level	Undergraduate
Does this major have transcripted concentrations?	No

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

What are the minimum Total Credit Hours required for this program?
  126

CIP Code	520905 - Restaurant/Food Services Management.

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   Fall 2024

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.

Freshman admissions will follow College of ACES admission standards and students will be admitted directly into the Hospitality Management degree program. Freshman applicants must meet general course pattern admission requirements of the University. Detailed information on the admission process may be obtained from the Office of Undergraduate Admissions.

Transfer admissions will remain the same as for the concentration.
Hospitality Management: The minimum GPA for admission consideration is 2.50 (A=4.00). Sophomore-level transfer admission requires completion of transfer coursework equivalent to the following University of Illinois courses: CHEM 101, Introductory Chemistry or an introductory chemistry course with Lab MATH 112, Algebra or higher1 Junior-level transfer admission requires completion of transfer coursework equivalent to the following University of Illinois courses: CHEM 101, Introductory Chemistry or an introductory chemistry course with lab MATH 220, Calculus or MATH 234, Calculus for Business I Completion of transfer coursework equivalent to the following University of Illinois courses and graduation requirement prior to transfer is highly recommended: ACCY 201, Accounting and Accountancy I or an intro to financial accounting course ACE 100, Intro to Applied Microeconomics or ECON 102, Microeconomic Principles ACE 161, Microcomputer Applications or CS 105, Intro Computing: Non-Tech CMN 101, Public Speaking FSHN 101, The Science of Food and How it Relates to You FSHN 120, Contemporary Nutrition MCB 100, Introductory Microbiology and MCB 101, Intro Microbiology Laboratory – strongly recommended PSYC 100, Intro Psych RHET 105, Writing and Research2 STAT 100, Statistics Language other than English3.

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 revision will not impact enrollment.

Estimated Annual Number of Degrees Awarded

| Year One Estimate | 0 | 5th Year Estimate (or when fully implemented) | 20 |

What is the matriculation term for this   Fall

program?

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 support will continue as it was for theconcentration.~~

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)
                        FSHN Differential rate currently used

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.

  There will be no impact on faculty resources.

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, including collections and services, will not be impacted by the revision of this program.The current Library resources are sufficient.

EP Documentation

EP Control Number	EP.25.001
Attach Rollback/Approval Notices	
This proposal requires HLC inquiry	No

DMI Documentation

Attach Final Approval Notices	
Banner/Codebook Name	BS:Hospitality Management-UIUC
Program Code:	10KL6143BS

Minor Code	Conc Code	Degree Code	BS	Major Code
6143				

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) (03/28/24 2:41 pm): Rollback: Email sent to Becca
and Brianna
Brooke Newell (bsnewell) (04/05/24 10:33 am): Rollback: Email sent to Brianna
Brooke Newell (bsnewell) (04/11/24 8:21 am): Rollback: Email sent to Brianna

Key: 1099

ILLINOIS

COLLEGE OF AGRICULTURAL, CONSUMER & ENVIRONMENTAL SCIENCES

Academic Programs
128 Mumford Hall, MC-710
1301 W. Gregory Drive
Urbana, IL 61801

March 28, 2024

To whom it may concern:

The College of Agricultural, Consumer & Environmental Sciences (ACES) acknowledges and supports the removal of ACES 101, Contemporary Issues in ACES, as part of the College of ACES related major curriculum revisions. Majors included within the following departments and program will be impacted.

- Agricultural & Biological Engineering
- Agricultural Consumer Economics
- Agricultural Leadership Education and Communication
- Animal Sciences
- Crop Sciences
- Food Science & Human Nutrition
- Human Development and Family Studies
- Natural Resources and Environmental Sciences
- College of ACES sponsored programs:
  - ACES Undeclared
  - Sustainability in Food and Environmental Systems

Please let me know if you have questions.

Sincerely,

Assistant Dean for Learning Innovation
Teaching Associate Professor
dskorte@illinois.edu | 217.244.8086

ILLINOIS

COLLEGE OF AGRICULTURAL, CONSUMER & ENVIRONMENTAL SCIENCES

Academic Programs
128 Mumford Hall, MC-710
1301 W. Gregory Drive
Urbana, IL 61801

April 2, 2024

To whom it may concern:

The program of Agricultural Leadership, Education, and Communication acknowledges and supports the addition of ALEC 115, Let's talk about Food, Agriculture, and the Environment as an option in curriculum to meet the communication requirement degree programs in the College of ACES. Majors included within the following departments have the support to add this course to their degree program if so desired.

- Animal Sciences
- Agricultural Consumer Economics
- Food Science & Human Nutrition
- Agricultural & Biological Engineering
- Human Development and Family Studies
- Crop Sciences
- Natural Resources and Environmental Sciences
- College of ACES sponsored programs: ACES Undeclared and Sustainable Food and Environmental Systems

Please let me know if you have questions.

Sincerely,

Associate Dean
College of ACES
University of Illinois at Urbana Champaign
aball@illinois.edu

UNIVERSITY OF ILLINOIS
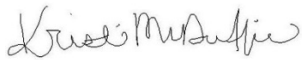**URBANA-CHAMPAIGN**

February 12, 2024

Dear Senate Committee on Educational Policy,

The Department of English acknowledges the proposal revision to **remove references to RHET 101**, **RHET 102**, and **RHET 105** from the academic programs and their associated concentrations listed below as these programs update to the new General Education template. The revised template will **add reference to the "Composition I" General Education Requirement**, rather than specific Rhetoric courses, to be consistent in supplying students with general education requirement information. Students are placed into Composition I courses based on proficiency and placement guidelines maintained by across campus and updated on the CITL Placement and Proficiency (P&P) website as well as the Course Explorer General Education website. The change should not impact the number of students registering in Rhetoric or any other Composition I courses as the placement process is not changing; rather, the replacement of specific courses with the General Education requirement on program documentation makes the process more transparent to students and advisors and helps ensure students are following accurate P&P guidance.

Programs:

Animal Sciences, BS
Crop Sciences, BS
Human Development and Family Studies, BS
Natural Resources & Environmental Sciences, BS
Agricultural & Consumer Economics, BS
Agronomy, BS
Food Science, BS
Agricultural & Consumer Economics: Agri-Accounting, BS
Agricultural & Consumer Economics: Farm Management, BS
Agricultural & Consumer Economics: Agribusiness Markets & Management, BS
Agricultural & Consumer Economics: Consumer Economics and Finance, BS
Agricultural & Consumer Economics: Environmental Economics and Policy, BS
Agricultural & Consumer Economics: Policy, International Trade and Development, BS
Agricultural & Consumer Economics: Public Policy and Law, BS
Agricultural & Consumer Economics: Financial Planning, BS
Agricultural Communications, BS
Agricultural & Consumer Economics: Finance in Agribusiness, BS
Plant Biotechnology, BS
ACES Undeclared
Computer Science + Crop Sciences, BS
Computer Science + Animal Sciences, BS
Agricultural & Consumer Economics, BS and Agricultural & Applied Economics, MAAE
Crop Sciences BS & MS

Animal Sciences BS & MANSC
Computer Science & Animal Sciences, BS & Animal Science, MANSC
Computer Science + Crop Sciences, BS & Crop Sciences, MS
Engineering Technology and Management for Agricultural Systems, BS
Dietetics and Nutrition, BS
Hospitality Management, BS
Nutrition and Health, BS
Sustainability in Food & Environmental Systems, BS
Urban Studies & Planning, BA & Urban Planning, MUP
Chemical Engineering, BS
Chemical Engineering: Biomolecular Engineering, BS
Speech & Hearing Science, BS
Recreation, Sport & Tourism, BS
Social Work, BSW
Agricultural Leadership & Science Education, BS
Urban Studies & Planning: Sustainability, BA
Urban Studies & Planning: Policy & Planning, BA
Urban Studies & Planning: Global Cities, BA
Urban Studies & Planning: Social Justice, BA
Agricultural Leadership, Education, & Communications, BS
Secondary Education, BS

Dr. Kristi McDuffie
Rhetoric Program Director
Department of English
kmcduff@illinois.edu

Dr. Robert Markley
Head, and W. D. and Sara E. Trowbridge Professor
Department of English
rmarkley@illinois.edu

From: Low, Sarah <salow2@illinois.edu>
Sent: Sunday, December 4, 2022 8:33 AM
To: Gregg, Brianna J <bjgray2@illinois.edu>
Cc: Endres, Bryan <bendres@illinois.edu>; Paulson, Nicholas D <npaulson@illinois.edu>; Helton, Caroline Alyse <chelton@illinois.edu>
Subject: RE: ACE 262 from 261 Update to Academic Catalog

Hi, Brianna –

I approve of these changes.

Sincerely,
Sarah

From: Gregg, Brianna J <bjgray2@illinois.edu>
Sent: Wednesday, November 30, 2022 5:01 PM
To: Low, Sarah <salow2@illinois.edu>
Cc: Endres, Bryan <bendres@illinois.edu>
Subject: ACE 262 from 261 Update to Academic Catalog

Hello Dr. Low-

This email is to inform you and your department that the college would like to remove ACE 261 and replace it with ACE 262 as an option within the degree programs listed below. We do not believe you will see a large change in the demand in enrollment from these degree programs in ACE 262, but would like to give students the option to take this course to meet their degree statistics requirement.

- 10KL6143BS : Hospitality Management, BS
- 10KL0051BS : Natural Resources & Environmental Sciences, BS
- 10KL0002BS : Animal Sciences, BS

If this is option is agreeable to you, please confirm via email and I will attach your support to the changes made in the programs.

Thank you for your time-

Brianna

BRIANNA J GREGG
Assistant Dean of Student Services

College of Agricultural, Consumer and Environmental Sciences
University of Illinois at Urbana-Champaign
128 Mumford Hall | 1301 West Gregory Dr | Urbana, IL 61801
217.333.3380 | 217.333.9785 | bjgray2@illinois.edu
https://aces.illinois.edu/academics

ILLINOIS

Department of Mathematics, 273 Altgeld Hall
1409 W. Green St. (MC-382), Urbana, IL 60801

April 5, 2024

To whom it may concern:

The Department of Mathematics has been informed that the Hospitality Management major in the Department of Food Science and Human Nutrition is removing MATH 220 (Calculus), MATH 221 (Calculus I), and MATH 234 (Calculus for Business) as specifically required courses in their curriculum. We acknowledge these changes and have no concerns at the current time.

Sincerely,

Lee DeVille
Professor and Director of Undergraduate Studies, Mathematics

Original

for the degree of Bachelor of Science Major in Hospitality Management

Prescribed Courses including Campus General Education Requirements

Course List

Code	Title	Hours
Composition I and Speech		**6-7**
Select one of the following:		
RHET 105	Writing and Research	
& CMN 101	and Public Speaking (or	
CMN 111	Oral & Written Comm I	
& CMN 112	and Oral & Written Comm II	
Advanced Composition		**3-4**
	Select one course from campus approved	
Cultural Studies		**9**
	Select one course from Western culture,	
Foreign Language		
	Coursework at or above the third level is	
Quantitative Reasoning I		**3-4**
Select one of the following:		
MATH 220	Calculus	
MATH 221	Calculus I	
MATH 234	Calculus for Business I	
Quantitative Reasoning II		**3-4**
Select one of the following:		
ACE 261		
CPSC 241	Intro to Applied Statistics	
ECON 202	Economic Statistics I	
PSYC 235	Intro to Statistics	
STAT 100	Statistics	
Natural Sciences and Technology		**8**
CHEM 101	Introductory Chemistry	
MCB 100	Introductory Microbiology	
MCB 101	Intro Microbiology	
Humanities and the Arts		**6**
	Select 6 credit hours from campus approved	
Social and Behavioral Sciences		**9**
	Select 9 credit hours from campus approved	
ACES Prescribed Course		**2**
ACES 101	Contemporary Issues in	
Social and Behavioral Sciences		**9**
PSYC 100	Intro Psych	
ACE 100	Introduction to Applied	
or ECON 102	Microeconomic Principles	
Major Required Courses		**60-63**
ACCY 200	Fundamentals of	
ACE 161	Microcomputer Applications	
ANSC 309	Meat Production and	
BADM 300	The Legal Environment of	
BADM 310	Mgmt and Organizational	
BADM 320	Principles of Marketing	
FSHN 101	The Science of Food and	
FSHN 120	Contemporary Nutrition	
FSHN 140	Introduction to Hospitality	
FSHN 145	Intro Hospitality	
FSHN 232	Science of Food	
FSHN 249	Food Service Sanitation	
FSHN 292	Hospitality Management: Professional Issues	
FSHN 293	Off Campus Internship	
FSHN 340	Food Production and Service	
FSHN 345	Strategic Operations Management	
FSHN 346	Foundations of Hotel	
FSHN 441	Services Management	
FSHN 442	Hospitality Management &	
FSHN 443	Management of Fine Dining	
LEAD 321	Training and Development	
PSYC 245	Industrial Org Psych	
Electives		
	Select at least 6 credit hours from 300-400	
Minimum of 40 hours of advanced credit required		
Total Minimum Hours		**126**

Proposed Changes

Course List

Code	Title			Hours
Composition I				4
Advanced Composition				3
				6
Humanities & the Arts (6 hours)				6
Cultural Studies: Non-Western Cultures (1 course)				
Cultural Studies: US Minority Cultures (1 course)				6
Cultural Studies: Western/Comparative Cultures (1 course)				
Language Requirement (Completion of the third semester or				3
				3
Quantitative Reasoning I			**3-4**	3
				8-Jun
				0-12
Quantitative Reasoning (2 courses, at least one course must fulfilled			**3-4**	
			8	
Natural Sciences & Technology (6 hours) fulfilled by CHEM 101, MCB 100, FSHN 101,				
Social & Behavioral Sciences (6 hours) fulfilled			6	6

Code	Title		Hours
Major Required Courses			64
College Required Coursework			
CMN 101 or ALEC 115 or CMN 111 & CMN 112			
Statistics course: select on of the following		3-4	
STAT 100, ACE 262, CPSC 241, ECON 202, PSYC 235			
Natural Sciences and Technology			8
CHEM 101	Introductory Chemistry		
MCB 100	Introductory Microbiology		
MCB 101	Intro Microbiology		
Social and Behavioral Sciences			7-8
PSYC 100	Intro Psych		
ACE 100	Introduction to Applied		
or ECON 102	Microeconomic Principles		
Department Foundation			
CMN 101	Public Speaking		
or ALEC 115	Let's Talk about Food, Agriculture, and the Environment		
or CMN 111	Oral & Written Comm I		
& CMN 112	and Oral & Written Comm II		
STAT 100	Statistics		
or ACE 262	Applied Statistical Methods and Data Analytics I		
or CPSC 241	Intro to Applied Statistics		
or ECON 202	Economic Statistics I		
or PSYC 235	Intro to Statistics		
CHEM 101	Introductory Chemistry		
MCB 100	Introductory Microbiology		
MCB 101	Intro Microbiology Laboratory		
PSYC 100	Intro Psych		
Major Core			
FSHN 101	The Science of Food and How it Relates to You		
FSHN 120	Contemporary Nutrition		
FSHN 121	FSHN Orientation to Illinois		
FSHN 140	Introduction to Hospitality		
FSHN 145	Intro Hospitality Management		
FSHN 232	Science of Food Preparation		
FSHN 249	Food Service Sanitation		
FSHN 292	Hospitality Management:		
FSHN 293	Off Campus Internship /4		
FSHN 340	Food Production and Service		
FSHN 345	Strategic Operations		
FSHN 346	Foundations of Hotel		
FSHN 436	Design Thinking for		
FSHN 441	Services Management		
FSHN 442	Hospitality Management &		
FSHN 443	Management of Fine Dining		
ANSC 309	Meat Production and		
Management Core			
ECON 102	Microeconomic Principles		
or ACE 100	Introduction to Applied Microeconomics		
ACE 161	Microcomputer Applications		
ACCY 200	Fundamentals of Accounting		
BADM 300	The Legal Environment of Bus		
BADM 310	Mgmt and Organizational Beh		
BADM 320	Principles of Marketing		
LEAD 321	Training and Development		
PSYC 245	Industrial Org Psych		
Total Minimum Hours			126

Program Change Request

Date Submitted: 03/11/24 10:53 am

Viewing: **10KM6077BS : Accountancy + Data Science, BS**

Last approved: 03/16/22 10:13 am

Last edit: 08/19/24 4:07 pm

Changes proposed by: Ashley Lamb

Catalog Pages Using this Program

[Accountancy + Data Science, BS](#)

Proposal Type:

In Workflow

1. **U Program Review**
2. **1346 Head**
3. **1434 Head**
4. **1257 Head**
5. **1992 Head**
6. **1583 Head**
7. **KP Committee Chair**
8. **LP Committee Chair**
9. **KM Committee Chair**
10. **KP Dean**
11. **LP Dean**
12. **KV Dean**
13. **KM Dean**
14. **University Librarian**
15. **COTE Programs**
16. **Provost**
17. **Senate EPC**
18. Senate
19. U Senate Conf
20. Board of Trustees
21. IBHE
22. HLC
23. DMI

Approval Path

1. 03/16/24 8:39 pm Donna Butler (dbutler): Approved for U Program Review
2. 03/17/24 4:09 pm Michael Donohoe (mdonohoe): Approved for 1346 Head
3. 03/17/24 4:18 pm Margaret Fleck

(mfleck): Approved for 1434 Head

4. 03/17/24 6:04 pm Lee DeVille (rdeville): Approved for 1257 Head

5. 03/17/24 6:35 pm Catherine Blake (clblake): Approved for 1992 Head

6. 03/17/24 6:54 pm Bo Li (libo): Approved for 1583 Head

7. 03/19/24 1:52 pm Ashley Hallock (ahallock): Approved for KP Committee Chair

8. 03/20/24 5:22 am Lisa Bievenue (bievenue): Approved for LP Committee Chair

9. 04/05/24 2:45 pm Mitch Fisher (mfisher6): Approved for KM Committee Chair

10. 04/05/24 3:57 pm Cindy Pruitt (cpruitt): Approved for KP Dean

11. 04/05/24 4:40 pm Catherine Blake (clblake): Approved for LP Dean

12. 04/11/24 10:26 am Stephen Downie (sdownie): Approved for KV Dean

13. 04/11/24 1:43 pm
    Brooke Elliott
    (wbe): Approved
    for KM Dean
14. 04/22/24 4:11 pm
    Claire Stewart
    (clairest):
    Approved for
    University
    Librarian
15. 04/22/24 4:21 pm
    Suzanne Lee
    (suzannel):
    Approved for
    COTE Programs
16. 08/15/24 11:39
    am
    Brooke Newell
    (bsnewell):
    Approved for
    Provost

History

1. Mar 16, 2022 by
   Ashley Lamb
   (anlamb)

Major (ex. Special Education)

This proposal is
for a:
  Revision

Administration Details

Official Program Name	Accountancy + Data Science, BS
Diploma Title	
Sponsor College	Gies College of Business
Sponsor Department	Accountancy
Sponsor Name	Michael Donohoe ~~Theodore Sougiannis~~
Sponsor Email	mdonohoe@illinois.edu ~~sougiani@illinois.edu~~
College Contact	Nehemiah Scott ~~Jessen Hobson~~	College Contact Email

nehemiah@illinois.edu
~~jlhobson@illinois.edu~~

College Budget Officer   Gina Oleynichak

College Budget Officer Email   goleynic@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.

Ashley Lamb - Senior Associate Director BSA/MAS

Does this program have inter-departmental administration?

Yes

Interdisciplinary Colleges and Departments (list other colleges/departments which are involved other than the sponsor chose above)

Please describe the oversight/governance for this program, e.g., traditional departmental/college governance. Inclusion of/roles of elected faculty committees? Inclusion of/roles of any advisory committees.

Change CIP from 52,1399 to 30.7001

In Spring 2017, the College of Liberal Arts & Sciences submitted an Investment for Growth Proposal to "Jump Start Data Science", focusing on undergraduate data science education. Interim Provost John Wilkin supported the proposal, but called on LAS to work with three colleges (Engineering, the iSchool, and the Gies College of Business) to develop a collaborative approach to undergraduate data science at Illinois.

Those deans formed a task force (herein the "Data Science Education Task Force" or DSETF) to explore opportunities and make proposals for undergraduate data science education at Illinois. The DSETF conducted its work during academic years 2017—2018 and 2018—2019. At the core of their work was the vision that every Illinois undergraduate should have the opportunity to have a meaningful exposure to data science.

In February 2019, the four deans agreed to support a shared framework for X+Data Science majors, based on suggestions from the DSETF. The framework consisted of the following pieces.

1) A set of core competencies and common features which will be expected of X+Data science majors, together with a reference standard set of courses and activities that fulfills the data science portion of those expectations.

2) Each college can propose its own X+Data Science majors, which will be majors of that college. They may differ from the reference standard approach. When they do so, they should explain how the proposed major provides the expected competencies and features of an X+Data Science major in a manner that is appropriate for their students.

3) The deans will engage with the campus leadership to establish a Data Science Education committee. The committee will:
• Keep track of offerings related to data science to facilitate collaboration and reduce redundancy
• Facilitate the development of data science programs by connecting undergraduate data science education resources across the university
• Advise colleges on matters related to undergraduate data science education
• Review X+Data Science major proposals, commenting on how they meet the expectations for X+Data Science majors and engage collaboratively and strategically with the university's resources in data science education

College   Grainger College of Engineering

Department   Siebel School Comp & Data Sci

Is there an additional department involved in governance?
                     Yes

College   Liberal Arts & Sciences

Department   Mathematics

Is there an additional department involved in governance?
                     Yes

College	Information Science, School of
Department	Information Sciences

Is there an additional department involved in governance?
Yes

College	Liberal Arts & Sciences
Department	Statistics

Proposal Title

Effective Catalog Term   Fall 2024

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 Science in Accountancy plus Data Science in the Gies College of Business

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.

1. Revised the General Education structure in Gies College of Business Undergraduate programs to align with the campus structure for General Education Requirements. As such, we removed the specific behavioral science course requirement to fulfill the Social & Behavioral Science requirements. This now allows students to complete the Social & Behavioral Science requirements with the required ECON 102 and ECON 103 coursework. We also removed the additional 200 level course requirement and the requirement for a course to be taken in each sub-category in the Humanities & the Arts. This now allows for students to complete the Humanities & the Arts requirement with just 2 courses that satisfy this general education category at any level and in either Humanities & the Arts sub-category. We have included letters of support from the College of ACES, College of AHS, College of Education, College of Media, College of FAA, and College of LAS. In reviewing Gies students course selection for the additional Behavioral Science Gen Ed and Humanities Gen Ed in our current structure, these colleges would be most impacted by the removal of these requirements that are above and beyond what campus requires for general education.

2. Moved ACCY 201 and 202 and ECON 102 and 103 as separate rows in the POS table.

3. Removed notes within table for the Business Core requirements; specifically under the heading "Business Sequence" as they are no longer accurate.

4. Changed "Accounting Specialization" to "Accountancy Requirements."

5. We have added MATH 220 and 221 as options to the Data Science Core, as these are acceptable options with MATH 234 to complete the Calculus requirement for the Data Science core.

6. We indented the MATH course options in the Data Science Core table in POS.

7. We have removed the "Summary of Total Hours" table. The total hours of the program remain unchanged with the revision.

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. We revised the general education requirements to be aligned with the campus requirements. As campus the campus general education requirements evolved and were changed (ex. 2017 revision), Gies College of Business did not change all of our requirements to be aligned with the new structure and expectations. For example, Gies College of Business currently requires students to take a behavioral science general education course, despite two courses in the Business Core requirements being coded as social sciences general education (ECON 102 and ECON 103). Since campus requires only 2 courses (6 hours) in the Social & Behavioral Science category, with no restrictions on which sub-categories (Social Science or Behavioral Science) to be used to satisfy the 2 courses, we are removing the need for Gies students to complete a Behavioral Science requirement and allowing the Business Core courses to satisfy the Social & Behavioral Science Gen Ed Category. The other category that is not aligned with the campus structure and expectations for general education is in the Humanities & the Arts Category. The campus structure for this category is students must complete 2 courses (6 hours) of Humanities & the Arts general education courses with no restrictions on which sub-categories (Literature and the Arts and Historical Philosophical Perspectives) or level of class (100 – 400 level) need to be selected to satisfy the category. Currently, Gies requires students to complete 3 courses in the Humanities & the Arts Gen Ed category, with 1 course in both sub-categories (Literature & the Arts and Historical Philosophical Perspectives) and 1 course at the 200-level of above. We are removing the 200-level requirement and allowing students to complete the Humanities & the Arts Gen Ed category with 2 courses from either sub-category, which will align with the campus expectation.

2. We made this change to streamline the table. Requirements and credit hours are unchanged.

3. Removed notes within table for the Business Core requirements; specifically under the heading "Business Sequence" as they are no longer accurate. This will prevent confusion.

4. Changed "specialization" to "requirements" in the Accountancy coursework to limit potential confusion. Specializations are often groups of courses or a "track" within a major, but all students in this major need to complete the Accountancy requirements listed.

5. We have added MATH 220 and 221 as options to the Data Science Core, as these are acceptable options with MATH 234 to complete the Calculus requirement for the Data Science core. These courses have been accepted to satisfy the calculus requirement since the start of the program. This change better communicates the course options the students have for the calculus requirement. Additionally, students must take either MATH 220 or MATH 221 if they opt to take MATH 257 for their linear algebra requirement so this change also improves the information available for planning purposes.

6. We indented the MATH course options in the Data Science Core table in POS to improve readability and presentation of requirements.

7. We have removed the "Summary of Total Hours" table. With the variance in credit hours of general education requirements, the summary table can create unnecessary confusion for students. With the addition of the sample sequence and clarity in the general education, business core, and data science core tables, students will have the ability to view all requirements needed to complete the 124 credits to graduate with this degree.

Breakout of how a student gets 40 hours of 300-, 400- level coursework and/or 200 level with 2 or more preq

a. All Gies UG students have:
i. ACCY 202 – prereq of ACCY 201 which has a prereq of ECON 102/103 – 3 hours
ii. BUS 301 – 3 hours
iii. BUS 401 – 3 hours
iv. BADM 300 – 3 hours
v. BADM 310 – 3 hours
vi. BADM 320 – 3 hours
vii. BADM 449 – 3 hours

b. The Accountancy major has an additional 21 hours of required upper division courses.
i. ACCY 301 - 3 hours
ii. ACCY 302 - 3 hours
iii. ACCY 303 - 3 hours
iv. ACCY 304 - 3 hours
v. ACCY 312 - 3 hours
vi. ACCY 405 - 3 hours
vii. Select one of the following: ACCY 410 or ACCY 451 - 3 hours

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

Please attach any   FAA college support letter_Gies Gen Ed.pdf

letters of support/acknowledgement for any Instructional Resources consider faculty, students, and/or other impacted units as appropriate.	[Media_Gies_GenEd_LetterOfSupport.pdf](#) [Letter of Support_AHS.pdf](#) [Gies Letter of Support from ACES.pdf](#) [Education Support Letter.pdf](#) [LAS Supports Gies Gen Ed_2-26-2024.pdf](#)

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.

> Traditional course and program metrics currently used in our ACCY major will be used to assess and improve student performance. These include student satisfaction and hiring/placement statistics.

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 | ACCY + DS Sample Sequence 2_2024.docx |
| | Side by Side 2_9_2 ACCY + DS.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.

This major is sponsored by the Accountancy Department in the Gies College of Business, in collaboration with the Departments of Statistics, Computer Science, iSchool, and Mathematics. The ACCY+Data Science major is designed for students seeking to supplement their accounting foundation with a strong background in data science. The major prepares students for professional or graduate work in all Accounting fields, but particularly those focused on analytics.

For the Degree of Bachelor of Science in Accountancy
Major in Accountancy + Data Science
E-mail: ACCY@illinois.edu

General education: Students must complete the Campus General Education requirements including the campus general education language requirement.

Twelve hours of 300 and 400-level courses must be taken on this campus.

Minimum hours required for graduation: 124 hours

Departmental distinction: To graduate with distinction requires a specified minimum grade point average in all Accountancy, Computer Science, Statistics, Information Science, and Mathematics courses listed below.

A GPA of 3.25 is required for Distinction, 3.5 for High Distinction, and 3.75 for Highest Distinction.

Statement for Programs of Study Catalog

Graduation Requirements
Minimum hours required for graduation: 124 hours.

University Requirements
Minimum of 40 hours of upper-division coursework, generally at the 300- or 400-level. These hours can be drawn from all elements of the degree. Students should consult their academic advisor for additional guidance in fulfilling this requirement.
The university and residency requirements can be found in the Student Code (§ 3-801) and in the Academic Catalog.
General Education Requirements
Follows the campus General Education (Gen Ed) requirements. Some Gen Ed requirements may be met by courses required and/or electives in the program.

Course List

| Code | Title | Hours |

Code	Title	Hours
Composition I		4-6
Advanced Composition		3
Humanities & the Arts (6 hours)		6
Natural Sciences & Technology (6 hours)		6
Social & Behavioral Sciences (6 hours)		6
fulfilled by ECON 102 and ECON 103		
Cultural Studies: Non-Western Cultures (1 course)		3
Cultural Studies: US Minority Cultures (1 course)		3
Cultural Studies: Western/Comparative Cultures (1 course)		3
Quantitative Reasoning (2 courses, at least one course must be Quantitative Reasoning I)		6-10
fulfilled by STAT 107, STAT 207; MATH 220, MATH 221, or MATH 234		
Language Requirement (Completion of the third semester or equivalent of a language other than English is required)		0-15

Business Core

Course List

Code	Title	Hours
ACCY 201	Accounting and Accountancy I	3
ACCY 202	Accounting and Accountancy II	3
BADM 275	Fundamentals of Operations Management	3
BADM 300	The Legal Environment of Bus	3
BADM 310	Mgmt and Organizational Beh (This course includes limited voluntary participation as a subject in experiments)	3
BADM 320	Principles of Marketing	3
BADM 449	Business Policy and Strategy	3
Business Sequence		
	BUS 101, BUS 201, BUS 301 (under Meaningful Research) and BUS 401 are required for all Gies College of Business students. Students who enter the College their first year take each sequential course every fall.	
	Inter-College transfer students take BUS 301 and BUS 401 in their sophomore year. Off-campus transfer students take BUS 101 and BUS 201 in their junior year.	
BUS 101	Professional Responsibility and Business	3
BUS 201	Business Dynamics	3
BUS 401	Crafting Your Purpose in Business	3
CMN 101	Public Speaking	3
ECON 102	Microeconomic Principles	3
ECON 103	Macroeconomic Principles	3
FIN 221	Corporate Finance	3
Total Hours		42

Accountancy Requirements

Course List

Code	Title	Hours
ACCY 301	Atg Measurement & Disclosure	3
ACCY 302	Decision Making for Atg	3
ACCY 303	Accounting Institutions and Regulation	3
ACCY 304	Accounting Control Systems	3
ACCY 312	Principles of Taxation	3
ACCY 405	Assurance and Attestation	3

Code	Title	Hours
ACCY 410	Advanced Financial Reporting	3 or 4
or ACCY 451	Advanced Income Tax Problems	
Total Hours		21

Data Science Core

Course List

Code	Title	Hours
Mathematical Foundations		7-8
Choose one Calculus:		4-5
MATH 220	Calculus	
MATH 221	Calculus I	
MATH 234	Calculus for Business I	
Choose one Linear Algebra:		3
MATH 227	Linear Algebra for Data Science	
MATH 257	Linear Algebra with Computational Applications	
Data Science Fundamentals		12
STAT/CS/IS 107	Data Science Discovery	4
STAT 207	Data Science Exploration	4
CS 307	Modeling and Learning in Data Science	4
Computational Fundamentals		4
CS 277	Algorithms and Data Structures for Data Science	4
Social Impact in Data Science		6
IS 467	Ethics and Policy for Data Science	3
IS 477	Data Management, Curation & Reproducibility	3
Total Hours		29-30

Meaningful Research or Discovery Experience

Course List

Code	Title	Hours
One of the most important skills a student will gain in an ACCY+DS degree will be the ability to present data in meaningful ways. A meaningful research and experience is as much a pillar of this degree program as both the core coursework and the area of specialization. This capstone experience can be fulfilled through BUS 301. This course is an active learning, real-client experience that will allow students to join their data science skills with their business skills.		
Total Hours		3

University Composition Requirement For a list of the specific courses that meet this requirement, see the college Office of Undergraduate Affairs in 1055 Business Instructional Facility or see the Course Explorer for a list of approved general education courses.

Course List

Code	Title	Hours
Composition I: Principles of Composition		4-7
Advanced Composition		3

General Education Requirements Three courses in the Humanities & the Arts area are required and students must complete at least one course in the Literature & the Arts and Historical & Perspectives subcategories.At least one of the courses must be a 200 or higher level course.Two courses in the Natural Sciences & Technology area are required.It is strongly recommended that students complete one course in the Physical Sciences and Life Sciences subcategories.

Course List

Code	Title	Hours

Code	Title	Hours
A minimum of six courses is required, as follows:		18
Humanities & the Arts: Literature & the Arts (1-2 courses)		
Humanities & the Arts: Historical & Philosophical Perspectives (1-2 courses)		
Natural Sciences & Technology: Physical Sciences (0-2 courses)		
Natural Sciences & Technology: Life Sciences (0-2 courses)		
Behavioral Sciences (1 course)		
Cultural Studies: Non-Western Cultures (1 course)		
Cultural Studies: U.S. Minorities Cultures (1 course)		
Cultural Studies: Western/Comparative Cultures (1 course)		
Quantitative Reasoning (2 courses)		
Language Other Than English		

Course List

Code	Title	Hours
Completion of the third semester or equivalent of a language other than English is required.		0-15
Completion of three years of a single language in high school satisfies this requirement.		
Business Core Accounting Specialization Data Science Core		

Course List

Code	Title	Hours
Mathematical Foundations		7
MATH 234	Calculus for Business I	4
MATH 227	Linear Algebra for Data Science	3
or MATH 257	Linear Algebra with Computational Applications	
Data Science Fundamentals		12
STAT/CS/IS 107	Data Science Discovery	4
STAT 207	Data Science Exploration	4
CS 307	Modeling and Learning in Data Science	4
Computational Fundamentals		4
CS 277	Algorithms and Data Structures for Data Science	4
Social Impact in Data Science		6
IS 467	Ethics and Policy for Data Science	3
IS 477	Data Management, Curation & Reproducibility	3
Total Hours		29

Meaningful Research or Discovery Experience Summary of Total Hours

Course List

Code	Title	Hours
Total General Education Hours		25
Total Business Core Hours		42
Total Accounting Specialization Hours		21
Total Data Science Core Hours		29
Meaningful Research or Discovery Experience		3
Total Hours		124

Corresponding Degree	BS Bachelor of Science

Program Features

Academic Level   Undergraduate

Does this major   No
have transcripted
concentrations?

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

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

CIP Code   30.7001 - 30.7001

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.

  These are the same as those for our other degrees, which means the requirements are
  handled at the campus level.

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.
                        These changes will not impact enrollment.

Estimated Annual Number of Degrees Awarded

Year One Estimate   0   5th Year Estimate (or when   10
                                                  fully implemented)

What is the   Fall

matriculation
term for this
program?

Budget

Are there   No
budgetary
implications for
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?
> This is a revision of an existing degree program to partner with a data science
> component, and for the most part involves merely a shift in enrollments of courses
> taken within the units already. New courses largely shift enrollments away from
> existing courses (e.g., STAT 100 and CS 105 --> STAT/CS/IS 107; STAT 200 +
> STAT 212 --> STAT 207; MATH 225; etc.). In particular, as the appendix depicts,
> this new major simply adds a core of data science courses to the existing ACCY
> major. Three of these courses, STAT/CS/IS 107, STAT 207, and CS
> 307, will take the place of three existing courses in the Business Core, namely, CS
> 105, BADM 210, and BADM 211.

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)
> Gies Business Differential

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.

These changes will not impact our faculty resources.

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 revision.

EP Documentation

EP Control Number	EP.25.001
Attach Rollback/Approval Notices	
This proposal requires HLC inquiry	No

DMI Documentation

Attach Final Approval Notices	
Banner/Codebook Name	BS:Accountancy + DS - UIUC
Program Code:	10KM6077BS

Minor Code	Conc Code	Degree Code	BS	Major Code
6077				

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) (03/01/24 1:31 pm):** Rollback: Email sent to Ashley and Cory **Brooke Newell (bsnewell) (03/05/24 3:59 pm):** Rollback: Email to Ashley and Cory **Brooke Newell (bsnewell) (03/07/24 10:45 am):** Rollback: Per discussion **Brooke Newell (bsnewell) (03/08/24 9:29 am):** Rollback: Per discussion

Key: 968

February 16, 2024
FAA Letter of Support- Gies General Education Proposal

I write on behalf of the College of Fine and Applied Arts to offer our support for the proposed changes to the Gies General Education requirements, effective Fall 2024.

The revisions to eliminate the two additional general education courses beyond the campus requirement clearly serves the intended purposes of alignment and access. Removing one Humanities & the Arts course and one Behavioral Science course from the business major requirements will have a minimal impact on the College of Fine and Applied Arts. We also would support the opportunity for business majors to have additional flexibility to seek out campus minors of interests.

Therefore, we have no concerns with the proposal and offer our support for the elimination of additional general education requirements for business majors.

Sincerely,

Nicole Turner, Ph.D.

Nicole Turner, Ph.D.
Senior Assistant Dean of Academic Programs & International Education
College of Fine and Applied Arts
University of Illinois at Urbana-Champaign
nicturn@illinois.edu
(217) 300-2602

February 14, 2024

To: Nehemiah Scott, Associate Dean of Undergraduate Programs and Teaching Associate Professor of Business Administration and Josef and Margot Lakonishok Faculty Fellow

        Cory Ohms, Assistant Dean of Academic Affairs, Office of Undergraduate Programs, Gies College of Business

From: Katie Clark, College of Media

RE: Gies College of Business Undergraduate General Education Requirements Structure

Dear Dr. Scott and Cory,

Thank you for informing us of the proposed changes your college is making to the structure of your general education requirements. I understand that this proposal's purpose is to align the college structure of general education requirements with the current campus structure. Specifically, this proposal will make it so that Gies Undergraduate Students are no longer required to take a third humanities general education course at the 200 level or above and an additional behavioral science general education beyond the six hours of Social & Behavioral Sciences general education coursework required for Gies Undergraduate Students through our Business Core (Microeconomics and Macroeconomics). Gies Undergraduate Students will still be required to complete all campus general education requirements, and we welcome your students in Gies to complete the required general education categories through the courses offered in our college.

Sincerely,

Kathryn E Clark

Katie Clark
Associate Dean for Student Services
College of Media

COLLEGE OF APPLIED HEALTH SCIENCES

Office of the Dean
110 Huff Hall, MC-586
1206 S. Fourth St.
Champaign, IL 61820

Date: February 21, 2024

To: Nehemiah Scott, Associate Dean of Undergraduate Programs and Teaching Associate Professor of Business Administration and Josef and Margot Lakonishok Faculty Fellow

Cory Ohms, Assistant Dean of Academic Affairs, Office of Undergraduate Programs, Gies College of Business

From: Carla Santos, College of Applied Health Sciences

RE: Gies College of Business Undergraduate General Education Requirements Structure

Dear Dr. Scott and Cory,

Thank you for informing us of the proposed changes your college is making to the structure of your general education requirements. I understand that this proposal's purpose is to align the college structure of general education requirements with the current campus structure. Specifically, this proposal will make it so that Gies Undergraduate Students are no longer required to take a third humanities general education course at the 200 level or above and an additional behavioral science general education beyond the six hours of Social & Behavioral Sciences general education coursework required for Gies Undergraduate Students through the Business Core (Microeconomics and Macroeconomics). Gies Undergraduate Students will still be required to complete all campus general education requirements, and we welcome your students in Gies to complete the required general education categories through the courses offered in our college.

Sincerely,

Carla Santos, Ph.D.
Professor and Interim Associate Dean for Undergraduate and Graduate Academic Affairs

College of ACES
UNIVERSITY OF ILLINOIS URBANA-CHAMPAIGN

February 14, 2024

To: Nehemiah Scott, Associate Dean of Undergraduate Programs and Teaching Associate
        Professor of Business Administration and Josef and Margot Lakonishok Faculty Fellow

        Cory Ohms, Assistant Dean of Academic Affairs, Office of Undergraduate Programs, Gies
        College of Business

From: Germán Bollero, Dean, College of Agricultural, Consumer and Environmental Sciences
        (ACES)

RE: Gies College of Business Undergraduate General Education Requirements Structure

Dear Dr. Scott and Cory,

Thank you for informing us of the proposed changes your college is making to the structure of your
general education requirements. I understand that this proposal's purpose is to align the college
structure of general education requirements with the current campus structure. Specifically, this
proposal will make it so that Gies Undergraduate Students are no longer required to take a third
humanities general education course at the 200 level or above and an additional behavioral science
general education beyond the six hours of Social & Behavioral Sciences general education
coursework required for Gies Undergraduate Students through our Business Core (Microeconomics
and Macroeconomics). Gies Undergraduate Students will still be required to complete all campus
general education requirements, and we welcome your students in Gies to complete the required
general education categories through the courses offered in our college.

Sincerely,

Germán A. Bollero
Professor and Dean
Robert A. Easter Chair
College of Agricultural, Consumer and Environmental Sciences (ACES)

Date: February 23, 2024

To: Nehemiah Scott, Associate Dean of Undergraduate Programs and Teaching Associate
        Professor of Business Administration and Josef and Margot Lakonishok Faculty Fellow

        Cory Ohms, Assistant Dean of Academic Affairs, Office of Undergraduate Programs,
        Gies College of Business

From: Sarah McCarthey, Undergraduate Programs, College of Education

RE: Gies College of Business Undergraduate General Education Requirements Structure

Dear Dr. Scott and Cory,

Thank you for informing us of the proposed changes your college is making to the structure of your general education requirements. I understand that this proposal's purpose is to align the college structure of general education requirements with the current campus structure. Specifically, this proposal will make it so that Gies Undergraduate Students are no longer required to take a third humanities general education course at the 200 level or above and an additional behavioral science general education beyond the six hours of Social & Behavioral Sciences general education coursework required for Gies Undergraduate Students through our Business Core (Microeconomics and Macroeconomics). Gies Undergraduate Students will still be required to complete all campus general education requirements, and we welcome your students in Gies to complete the required general education categories through the courses offered in the College of Education.

Sincerely,

Sarah J. McCarthey
Sheila M. Miller Professor of Education
Interim Associate Dean of Undergraduate Programs
College of Education
University of Illinois at Urbana-Champaign
1310 S Sixth Street
Champaign, IL 61820
(217) 244 1149
mccarthe@illinois.edu

February 26, 2024

To: Nehemiah Scott, Associate Dean of Undergraduate Programs and Teaching Associate Professor
        of Business Administration and Josef and Margot Lakonishok Faculty Fellow

        Cory Ohms, Assistant Dean of Academic Affairs, Office of Undergraduate Programs, Gies College
        of Business

From: Dean Venetria K. Patton, LAS

RE: Gies College of Business Undergraduate General Education Requirements Structure

Dear Nehemiah and Cory,

Thank you for informing us of the proposed changes your college is making to the structure of your
general education requirements. I understand that this proposal's purpose is to align the college
structure of general education requirements with the current campus structure. Your proposal will make
it so that Gies Undergraduate Students are no longer required to take a course from the Behavioral
Sciences subcategory. To continue to satisfy the campus Social & Behavioral Sciences requirement (6
hours), students will be taking ECON 102 and ECON 103 as part of the Business Core Requirements.
These two social science courses are essential to your business core structure and their inclusion in your
programs of study attests to this. Your proposal also brings in alignment your Humanities & the Arts
general education requirement with that of campus, requiring 6 hours in this category instead of three
course (9 hours) representing both Literature & the Arts and Historical & Philosophical Perspectives
subcategories, of which one course in either subcategory must be at the 200-level or above. Gies
Undergraduate Students will still be required to complete all campus general education requirements,
and we welcome your students to complete the required general education categories through the
courses offered in our college.

Sincerely,

Venetria K. Patton
Harry E. Preble Dean

Sample Sequence for Bachelor of Science Major in Accountancy + Data Science

First Year			
First Semester Courses	**Hours**	**Second Semester Courses**	**Hours**
BUS 101	3	STAT 107	4
ECON 102	3	MATH 234 (Or MATH 220 Or MATH 221)	4
Composition I or CMN 101	4	ECON 103	3
Language Other Than English (3rd Level)	4	CMN 101 or Composition I	3
General Education course (select a course that satisfies Cultural Studies and Humanities & the Arts)	3	General Education course	3
semester sum	17	semester sum	17
Second Year			
First Semester Courses	**Hours**	**Second Semester Courses**	**Hours**
STAT 207	4	MATH 227 or 257	3
ACCY 201	3	ACCY 202	3
BUS 201	3	BADM 275	3
FIN 221	3	General Education course	3
General Education course	3	General Education course	3
semester sum	16	semester sum	15

Third Year			
First Semester Courses	**Hours**	**Second Semester Courses**	**Hours**
ACCY 301	3	ACCY 303	3
ACCY 302	3	ACCY 304	3
IS 467	3	CS 277	4
BADM 310	3	BADM 320	3
BUS 301	3	General Education course	3
semester sum	15	semester sum	16
Fourth Year			
First Semester Courses	**Hours**	**Second Semester Courses**	**Hours**
ACCY 312	3	ACCY 410 or ACCY 451	3
ACCY 405	3	IS 477	3
CS 307	4	BADM 300	3
BUS 401	3	BADM 449	3
General Education course	3		
semester sum	16	semester sum	12
Total Hours : ___124 hours_____ (Add up individual semester sums. Must **equal** degree total minimum hours requirement listed on the degree's requirements page in the catalog.)			

Courses listed in following order: Major, Business Core, Gen Ed, Elective

Current

General education: Students must complete the Campus General Education requirements including the campus general education language requirement.

Twelve hours of 300 and 400-level courses must be taken on this campus.

Minimum hours required for graduation: 124 hours

University Composition Requirements

For a list of the specific courses that meet this requirement, see the college Office of Undergraduate Affairs in 1055 Business Instructional Facility or see the Course Explorer for a list of approved general education courses.

General Education Requirements

Three courses in the Humanities & the Arts area are required and students must complete at least one course in the Literature & the Arts and Historical & Perspectives subcategories. At least one of the courses must be a 200 or higher level course. Two courses in the Natural Sciences & Technology area are required. It is strongly recommended that students complete one course in the Physical Sciences and Life Sciences subcategories.

Course List		
Code	Title	Hours
Composition I: Principles of Composition [1]		4-7
Advanced Composition		3

General Education Requirements

Course List		
Code	Title	Hours
A minimum of six courses is required, as follows:		18
Humanities & the Arts: Literature & the Arts (1-2 courses)		
Humanities & the Arts: Historical & Philosophical Perspectives (1-2 courses)		
Natural Sciences & Technology: Physical Sciences (0-2 courses)		
Natural Sciences & Technology: Life Sciences (0-2 courses) [5]		
Behavioral Sciences (1 course)		
Cultural Studies: Non-Western Cultures (1 course)		
Cultural Studies: U.S. Minorities Cultures (1 course)		
Cultural Studies: Western/Comparative Cultures (1 course)		
Quantitative Reasoning (2 courses)		

Language Other Than English

Course List		
Code	Title	Hours
Completion of the third semester or equivalent of a language other than English is required. Completion of three years of a single language in high school satisfies this requirement.		0-15

Business Core Requirements

Proposed

Graduation Requirements

Minimum hours required for graduation: 124 hours.

University Requirements

Minimum of 40 hours of upper-division coursework, generally at the 300- or 400-level. These hours can be drawn from all elements of the degree. Students should consult their academic advisor for additional guidance in fulfilling this requirement.

The University and residency requirements can be found in the Student Code (§ 3-801) and in the Academic Catalog.

General Education Requirements

Follows the campus General Education (Gen Ed) requirements. Some Gen Ed requirements may be met by courses required and/or electives in the program.

Course List		
Code	Title	Hours
Composition I: Principles of Composition		4-6
Advanced Composition		3

Humanities & the Arts (6 hours)	6
Natural Sciences & Technology (6 hours)	6
Social & Behavioral Sciences (6 hours) fulfilled by ECON 102 and ECON 103	6
Cultural Studies: Non-Western Cultures (1 course)	3
Cultural Studies: U.S. Minorities Cultures (1 course)	3
Cultural Studies: Western/Comparative Cultures (1 course)	3
Quantitative Reasoning (2 courses, at least one course must be Quantitative Reasoning I)	6-10

fulfilled by STAT 107, STAT 207; and MATH 220, MATH 221, or MATH 234

Language Requirement (Completion of the third semester or equivalent of a language other than English is required)	0-15

Business Core Requirements

Left column

Course List		
Code	**Title**	**Hours**
ACCY 201	Accounting and Accountancy I	6
& ACCY 202	and Accounting and Accountancy II	
BADM 275	Fundamentals of Operations Management	3
BADM 300	The Legal Environment of Bus	3
BADM 310	Mgmt and Organizational Beh	3
BADM 320	Principles of Marketing	3
BADM 449	Business Policy and Strategy	3
Business Sequence		
BUS 101, BUS 201, BUS 301 (under Meaningful Research) and BUS 401 are required for all Gies College of Business students. Students who enter the College their first year take each sequential course every fall.		
Inter-College transfer students take BUS 301 and BUS 401 in their sophomore year. Off-campus transfer students take BUS 101 and BUS 201 in their junior year.		
BUS 101	Professional Responsibility and Business	3
BUS 201	Business Dynamics	3
BUS 401	Global Business Perspectives	3
CMN 101	Public Speaking	3
ECON 102	Microeconomic Principles	6
& ECON 103	and Macroeconomic Principles	
FIN 221	Corporate Finance	3
Minimum Total Hours		42

Accounting Specialization

Course List		
Code	**Title**	**Hours**
ACCY 301	Atg Measurement & Disclosure	3
ACCY 302	Decision Making for Atg	3
ACCY 303	Accounting Institutions and Regulation	3
ACCY 304	Accounting Control Systems	3
ACCY 312	Principles of Taxation	3
ACCY 405	Assurance and Attestation	3
ACCY 410	Advanced Financial Reporting	3
OR ACCY 451	Advanced Income Tax Problems	
Total Hours		21

Data Science Core

Course List		
Code	**Title**	**Hours**
Mathematical Foundations		**7**
MATH 234	Calculus for Business I	4
MATH 227	Linear Algebra for Data Science	3
OR MATH 257	Linear Algebra with Computational Applications	
Data Science Fundamentals		**12**
STAT 107	Data Science Discovery	4
STAT 207	Data Science Exploration	4
CS 307	Modeling and Learning in Data Science	4
Computational Fundamentals		**4**
CS 277	Algorithms and Data Structures for Data Science	4
Social Impact in Data Science		**6**
IS 467	Eithcs and Policy for Data Science	3
IS 477	Data Management, Curation and Reproducibility	3
Total Hours		29

Meaningful Research or Discovery Experience

Course List		
Code	**Title**	**Hours**
BUS 301		3
Total Hours		3

Right column

Course List		
Code	**Title**	**Hours**
ACCY 201	Accounting and Accountancy I	3
ACCY 202	Accounting and Accountancy II	3
BADM 275	Fundamentals of Operations Management	3
BADM 300	The Legal Environment of Bus	3
BADM 310	Mgmt and Organizational Beh	3
BADM 320	Principles of Marketing	3
BADM 449	Business Policy and Strategy	3
BUS 101	Professional Responsibility and Business	3
BUS 201	Business Dynamics	3
BUS 401	Global Business Perspectives	3
CMN 101	Public Speaking	3
ECON 102	Microeconomic Principles	3
ECON 103	and Macroeconomic Principles	3
FIN 221	Corporate Finance	3
Minimum Total Hours		42

Accountancy Requirements

Course List		
Code	**Title**	**Hours**
ACCY 301	Atg Measurement & Disclosure	3
ACCY 302	Decision Making for Atg	3
ACCY 303	Accounting Institutions and Regulation	3
ACCY 304	Accounting Control Systems	3
ACCY 312	Principles of Taxation	3
ACCY 405	Assurance and Attestation	3
ACCY 410	Advanced Financial Reporting	3
OR ACCY 451	Advanced Income Tax Problems	
Total Hours		21

Data Science Core

Course List		
Code	**Title**	**Hours**
Mathematical Foundations		**7-8**
Choose one calculus:		4-5
MATH 220	Calculus	5
MATH 221	Calculus I	4
MATH 234	Calculus for Business I	4
Choose one linear algebra:		3
MATH 227	Linear Algebra for Data Science	3
MATH 257	Linear Algebra with Computational Applications	
Data Science Fundamentals		**12**
STAT 107	Data Science Discovery	4
STAT 207	Data Science Exploration	4
CS 307	Modeling and Learning in Data Science	4
Computational Fundamentals		**4**
CS 277	Algorithms and Data Structures for Data Science	4
Social Impact in Data Science		**6**
IS 467	Eithcs and Policy for Data Science	3
IS 477	Data Management, Curation and Reproducibility	3
Total Hours		29-30

Meaningful Research or Discovery Experience

Course List		
Code	**Title**	**Hours**
BUS 301		3
Total Hours		3

Summary of Total Hours		
Total General Education Hours		25
Total Business Core Hours		42
Total Accounting Specialization Hours		21
Total Data Science Core Hours		29
Meaningful Research or Discovery Experience		3
Total Hours		124

Program Change Request

Date Submitted: 03/08/24 11:38 am

Viewing: **10KM6076BS : Finance + Data Science, BS**

Last approved: 03/16/22 10:13 am

Last edit: 08/19/24 4:07 pm

Changes proposed by: Hanna Richmond

Catalog Pages
Using this
Program

[Finance + Data Science, BS](#)

Proposal Type:

In Workflow

1. **U Program Review**
2. **1260 Committee Chair**
3. **1260 Head**
4. **1434 Head**
5. **1992 Head**
6. **1257 Head**
7. **1583 Head**
8. **KP Committee Chair**
9. **LP Committee Chair**
10. **KM Committee Chair**
11. **KP Dean**
12. **LP Dean**
13. **KV Dean**
14. **KM Dean**
15. **University Librarian**
16. **COTE Programs**
17. **Provost**
18. **Senate EPC**
19. Senate
20. U Senate Conf
21. Board of Trustees
22. IBHE
23. HLC
24. DMI

Approval Path

1. 03/16/24 8:40 pm
Donna Butler
(dbutler):
Approved for U
Program Review
2. 03/16/24 11:34
pm
Nolan Miller
(nmiller):
Approved for 1260

Committee Chair

3. 03/18/24 12:28 pm
Louis Chan (l-chan2): Approved for 1260 Head

4. 03/18/24 8:21 pm
Elsa Gunter (egunter): Approved for 1434 Head

5. 04/03/24 1:32 pm
Catherine Blake (clblake): Approved for 1992 Head

6. 04/03/24 1:40 pm
Lee DeVille (rdeville): Approved for 1257 Head

7. 04/03/24 2:17 pm
Bo Li (libo): Approved for 1583 Head

8. 04/09/24 1:20 pm
Ashley Hallock (ahallock): Approved for KP Committee Chair

9. 04/09/24 2:32 pm
Catherine Blake (clblake): Approved for LP Committee Chair

10. 04/17/24 3:04 pm
Mitch Fisher (mfisher6): Approved for KM Committee Chair

11. 04/17/24 3:05 pm
Cindy Pruitt (cpruitt): Approved for KP Dean

12. 04/25/24 5:50 pm
Catherine Blake (clblake):

Approved for LP
Dean

13. 05/01/24 11:51
am
Stephen Downie
(sdownie):
Approved for KV
Dean

14. 05/01/24 2:25 pm
Brooke Elliott
(wbe): Approved
for KM Dean

15. 05/02/24 12:37
pm
Claire Stewart
(clairest):
Approved for
University
Librarian

16. 05/02/24 3:36 pm
Suzanne Lee
(suzannel):
Approved for
COTE Programs

17. 08/15/24 11:40
am
Brooke Newell
(bsnewell):
Approved for
Provost

History

1. Mar 16, 2022 by
Hanna Richmond
(hrichmnd)

Major (ex. Special Education)

This proposal is
for a:
[Revision](#)

Administration Details

Official Program   Finance + Data Science, BS
Name

Diploma Title

Sponsor College	Gies College of Business
Sponsor Department	Finance
Sponsor Name	Louis K.C. Chan
Sponsor Email	l-chan2@illinois.edu

College Contact   Nehemiah Scott ~~Jessen Hobson~~   College Contact Email

  nehemiah@illinois.edu
  ~~jlhobson@illinois.edu~~

College Budget Officer   Gina Oleynichak

College Budget Officer Email   goleynic@uillinois.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.

     Hanna Richmond - hrichmnd@illinois.edu

Does this program have inter-departmental administration?

     Yes

Interdisciplinary Colleges and Departments (list other colleges/departments which are involved other than the sponsor chose above)

Please describe the oversight/governance for this program, e.g., traditional departmental/college governance. Inclusion of/roles of elected faculty committees? Inclusion of/roles of any advisory committees.

CIP change from 52.1399 to 30.7004

In Spring 2017, the College of Liberal Arts & Sciences submitted an Investment for Growth Proposal to "Jump Start Data Science", focusing on undergraduate data science education. Interim Provost John Wilkin supported the proposal, but called on LAS to work with thee colleges (Engineering, the iSchool, and the Gies College of Business) to develop a collaborative approach to undergraduate data science at Illinois.

Those deans formed a task force (herein the "Data Science Education Task Force" or DSETF) to explore opportunities and make proposals for undergraduate data science education at Illinois. The DSETF conducted its work during academic years 2017—2018 and 2018—2019. At the core of their work was the vision that every Illinois undergraduate should have the opportunity to have a meaningful exposure to data science.

In February 2019, the four deans agreed to support a shared framework for X+Data Science majors, based on suggestions from the DSETF. The framework consisted of the following pieces.

1) A set of core competencies and common features which will be expected of X+Data science majors, together with a reference standard set of courses and activities that fulfills the data science portion of those expectations
2) Each college can propose its own X+Data Science majors, which will be majors of that college. They may differ from the reference standard approach. When they do so, they should explain how the proposed major provides the expected competencies and features of an X+Data Science major in a manner that is appropriate for their students.
3) The deans will engage with the campus leadership to establish a Data Science Education committee. The committee will:
• Keep track of offerings related to data science to facilitate collaboration and reduce redundancy
• Facilitate the development of data science programs by connecting undergraduate data science education resources across the university
• Advise colleges on matters related to undergraduate data science education
• Review X+Data Science major proposals, commenting on how they meet the expectations for X+Data Science majors and engage collaboratively and strategically with the university's resources in data science education

College	Grainger College of Engineering
Department	Siebel School Comp & Data Sci

Is there an additional department involved in governance?
Yes

College	Information Science, School of
Department	Information Sciences

Is there an additional department involved in governance?
Yes

College	Liberal Arts & Sciences

Department	Mathematics

Is there an additional department involved in governance?
Yes

College	Liberal Arts & Sciences
Department	Statistics

Proposal Title

Effective Catalog Term	Fall 2024

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 Science in Finance plus Data Science in the Gies College of Business

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)."

This proposal (970) is related to the Business Core (Key 558).

Program Justification

Provide a brief description of what changes are being made to the program.	1. Revised the General Education structure in Gies College of Business Undergraduate programs to align with the campus structure for General Education Requirements. As such, we removed the specific behavioral science course requirement to fulfill the Social & Behavioral Science requirements. This now allows students to complete the Social & Behavioral Science requirements with the required ECON 102 and ECON 103 coursework. We also removed the additional 200 level course requirement and the requirement for a course to be taken in each sub-category in the Humanities & the Arts. This now allows for students to complete the Humanities & the Arts requirement with just 2 courses that satisfy this general education category at any level and in either Humanities & the Arts sub-category. We have included letters of support from the College of ACES, College of AHS, College of Education, College of Media, College of FAA, and College of LAS. In reviewing Gies students course selection for the additional Behavioral Science Gen Ed and Humanities Gen Ed in our current structure, these colleges would be most impacted by the removal of these requirements that are above and beyond what campus requires for general education. We have included letters of support from the College of ACES, College of AHS, College of Media, College of FAA, and College of LAS. In reviewing Gies students course selection for the additional Behavioral Science Gen Ed and Humanities Gen Ed in our current structure, these colleges would be most

impacted by the removal of these requirements that are above and beyond what campus requires for general education.

2. Removed notes within table for the Business Core requirements; specifically under the heading "Business Sequence" as they are no longer accurate.

3. We indented the MATH course options in the Data Science Core table in POS.

4. Added MATH 220 and MATH 221 as options to the Calculus requirement. A specific letter of support is not attached because MATH is in workflow.

5. Moved ACCY 201 and 202 and ECON 102 and 103 as separate rows in the POS table.

6. Added the ability for a student to use one 3-credit FIN 490 toward their degree.

7. Changed "Finance Specialization" to "Finance Requirements."

8. Removed list of Finance courses under Finance Specialization.

9. Removed the "Summary of Total Hours" table. The total hours of the program remain unchanged with the revision.

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. We revised the general education requirements to be aligned with the campus requirements. As campus the campus general education requirements evolved and were changed (ex. 2017 revision), Gies College of Business did not change all of our requirements to be aligned with the new structure and expectations. For example, Gies College of Business currently requires students to take a behavioral science general education course, despite two courses in the Business Core requirements being coded as social sciences general education (ECON 102 and ECON 103). Since campus requires only 2 courses (6 hours) in the Social & Behavioral Science category, with no restrictions on which sub-categories (Social Science or Behavioral Science) to be used to satisfy the 2 courses, we are removing the need for Gies students to complete a Behavioral Science requirement and allowing the Business Core courses to satisfy the Social & Behavioral Science
Gen Ed Category. The other category that is not aligned with the campus structure and expectations for general education is in the Humanities & the Arts Category. The campus structure for this category is students must complete 2 courses (6 hours) of Humanities & the Arts general education courses with no restrictions on which sub-categories (Literature and the Arts and Historical Philosophical Perspectives) or level of class (100 – 400 level) need to be selected to satisfy the category. Currently, Gies requires students to complete 3 courses in the humanities & the Arts Gen Ed category, with 1 course in both sub-categories (Literature & the Arts and Historical Philosophical Perspectives) and 1 course at the 200-level of above. We are removing the 200-level requirement and allowing students to
complete the Humanities & the Arts Gen Ed category with 2 courses from either sub-category, which will align with the campus expectation.

2. Removed notes within table for the Business Core requirements; specifically under the heading "Business Sequence" as they are no longer accurate. This will prevent confusion.

3. We indented the MATH course options in the Data Science Core table in POS to improve readability and presentation of requirements.

4. We have added MATH 220 and 221 as options to the Data Science Core, as these are acceptable options with MATH 234 to complete the Calculus requirement for the Data Science core.

5. Made this change to streamline the table. Requirements and credit hours are unchanged.

6. Under previous guidelines, students could not use FIN 490 (Special Topics) as credit toward their degree. The Finance Department uses FIN 490 to pilot important courses to determine if they should be permanent offerings. However, without credit available, students are not enrolling in these special topics courses. The ability to count one 3-hour FIN 490 towards their degree program will encourage enrollment in these important courses.

7. Changed "specialization" to "requirements" in the Finance coursework to limit potential confusion. Specializations are often groups of courses or a "track" within a

major, but all students in this major need to complete the Finance requirements listed.

8. To eliminate confusion in the number of requirements and potential for discrepancies when FIN 400-level courses are added or removed from the course offerings.

9. We have removed the "Summary of Total Hours" table. With the variance in credit hours of general education requirements, the summary table can create unnecessary confusion for students. With the addition of the sample sequence and clarity in the general education, business core, and data science core tables, students will have the ability to view all requirements needed to complete the 124 credits to graduate with this degree.

Breakout of how a student gets 40 hours of 300, 400 level coursework and/or 200 level with 2 or more preq

a. All Gies UG students have 21 required upper division hours in the business core:
i. ACCY 202 – prereq of ACCY 201 which has a prereq of ECON 102/103 – 3 hours
ii. BUS 301 – 3 hours
iii. BUS 401 – 3 hours
iv. BADM 300 – 3 hours
v. BADM 310 – 3 hours
vi. BADM 320 – 3 hours
vii. BADM 449 – 3 hours

b. The Finance major has an additional 21 hours of required upper division courses.
i. FIN 300 - 3 hours
ii. FIN 321 - 3 hours
iii. FIN 411 - 3 hours
iv. Four FIN electives at the 400 level - 12 hours.

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

Please attach any letters of support/acknowledgement for any Instructional Resources consider faculty, students, and/or other impacted units as appropriate.	LAS Supports Gies Gen Ed_2-26-2024.pdf Letter of Support_AHS.pdf Gies Letter of Support from ACES.pdf Media_Gies_GenEd_LetterOfSupport.pdf FAA college support letter_Gies Gen Ed.pdf Education Support Letter.pdf

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.

Learning objectives and assessment for success in this program will be handled following our current process for all undergraduate Finance students. Success in the advanced classes requires success in prerequisites. We carefully monitor student progress through the initial years of the major in the advising process, giving mentoring where necessary.

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	Sample SequenceFINDS.xlsx
	Business Core Side by Side FIN + DSV2.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.

This major is sponsored by the Finance Department in the Gies College of Business, in collaboration with the Departments of Statistics, Computer Science, iSchool, and Mathematics. The FIN + Data Science major is designed for students who desire to supplement their finance foundation with a strong background in data science. The major prepares students for professional or graduate work in all Finance fields, but particularly those focused on analytics.

Statement for Programs of Study Catalog

Graduation Requirements

Minimum hours required for graduation: 124 hours.

University Requirements

~~University Composition Requirement For a list of the specific courses that meet this requirement, see the college Office of Undergraduate Affairs in 1055 Business Instructional Facility or see the Course Explorer for a list of approved general education~~courses. ~~General Education Requirements Three courses in the Humanities & the Arts area are required and students must complete at least one course in the Literature & the Arts and Historical & Perspectives~~subcategories.Minimum ~~At least one~~ of 40 hours of upper-division coursework, generally at the 300- ~~courses must be a 200~~ or 400- level. ~~higher level course.~~ These hours can be drawn from all elements of the degree. Students should consult their academic advisor for additional guidance in fulfilling this requirement.

Course List

~~Code~~	~~Title~~	~~Hours~~
~~Composition I: Principles of Composition~~		~~4-7~~
~~Advanced Composition~~		~~3~~

~~Two courses in the Natural Sciences & Technology area are~~required.The university and residency requirements can be found ~~It is strongly recommended that students complete one course~~ in the Student Code (§3-801) and in the Academic Catalog. ~~Physical Sciences and Life Sciences subcategories.~~

General Education Requirements

Follows the campus General Education (Gen Ed) requirements. Some Gen Ed requirements may be met by courses required and/or electives in the program.

Course List

Code	Title	Hours
Composition I		4-6
Advanced Composition		3
Humanities & the Arts (6 hours)		6
Natural Sciences & Technology (6 hours)		6
Social and Behavioral Sciences (6 hours)		6

Code	Title	Hours
	fulfilled by ECON 102 and ECON 103	
Cultural Studies: Non-Western Cultures (1 course)		3
Cultural Studies: US Minority Cultures (1 course)		3
Cultural Studies: Western/Comparative Cultures (1 course)		3
Quantitative Reasoning (2 courses, at least one course must be Quantiative Reasoning 1)		6-10
	fulfilled by STAT 107, STAT 207; and MATH 220 or MATH 221 or MATH 234	
Language Requirement (Completion of the third semester or equivalent of a language other than English is required)		0-15

Business Core Requirements

Course List

Code	Title	Hours
ACCY 201	Accounting and Accountancy I	3
ACCY 202	Accounting and Accountancy II	3
BADM 275	Fundamentals of Operations Management	3
BADM 300	The Legal Environment of Bus	3
BADM 310	Mgmt and Organizational Beh (This course includes limited voluntary participation as a subject in experiments)	3
BADM 320	Principles of Marketing	3
BADM 449	Business Policy and Strategy	3
Business Sequence		
BUS 101, BUS 201, BUS 301 (under Meaningful Research) and BUS 401 are required for all Gies College of Business students. Students who enter the College their first year take each sequential course every fall.		
Inter-College transfer students take BUS 301 and BUS 401 in their sophomore year. Off-campus transfer students take BUS 101 and BUS 201 in their junior year.		
BUS 101	Professional Responsibility and Business	3
BUS 201	Business Dynamics	3
BUS 401	Crafting Your Purpose in Business	3
CMN 101	Public Speaking	3
ECON 102	Microeconomic Principles	3
ECON 103	Macroeconomic Principles	3
FIN 221	Corporate Finance	3
Minimum Total Hours		42

Finance Requirements

Course List

Code	Title	Hours
FIN 300	Financial Markets	3
FIN 321	Advanced Corporate Finance	3
FIN 411	Investment & Portfolio Mngt	3
Four additional full-semester, 3 hour 400 level-Finance courses except FIN 494 or FIN 495 (Senior Research). A maximum of 3 credit hours of FIN 490 (Special Topics) can count toward this requirement.		12
FIN 412	Options and Futures Markets	3
FIN 415	Fixed Income Portfolios	3
FIN 418	Financial Modeling	3
FIN 423	Entrepreneurial Finance	3
FIN 424	Mergers and Acquisition	3

Code	Title	Hours
~~FIN 432~~	~~Managing Market Risks for Financial Institutions~~	~~3~~
~~FIN 433~~	~~Corporate Risk Management~~	~~3~~
~~FIN 435~~	~~Personal Wealth Management~~	~~3~~
~~FIN 444~~	~~Urban Real Estate Valuation~~	~~3~~
~~FIN 445~~	~~Real Estate Investment~~	~~3~~
~~FIN 447~~	~~Real Estate Development~~	~~3~~
~~FIN 463~~	~~Investment Banking~~	~~3~~
~~FIN 464~~	~~Applied Financial Analysis~~	~~3~~
Total Hours		21

Data Science Core

Course List

Code	Title	Hours
Mathematical Foundations		
Choose one Calculus:		4-5
MATH 220	Calculus	
MATH 221	Calculus I	
MATH 234	Calculus for Business I	
Choose one Linear Algebra:		3
MATH 227	Linear Algebra for Data Science	
MATH 257	Linear Algebra with Computational Applications	
Data Science Fundamentals		12
STAT/CS/IS 107	Data Science Discovery	4
STAT 207	Data Science Exploration	4
CS 307	Modeling and Learning in Data Science	4
Computational Fundamentals		4
CS 277	Algorithms and Data Structures for Data Science	4
Social Impact in Data Science		6
IS 467	Ethics and Policy for Data Science	3
IS 477	Data Management, Curation & Reproducibility	3
Total Hours		29

Meaningful Research or Discovery Experience

Course List

Code	Title	Hours
One of the most important skills a student will gain in the FIN + DS degree will be the ability to present data in meaningful ways. A meaningful research and experience is as much a pillar of this degree program as both the core coursework and the area of specialization. This capstone experience can be fulfilled through BUS 301. This course is an active learning, real-client experience that will allow students to join their data science skills with their business skills.		
Total Hours		3

Course List

~~Code~~	~~Title~~	~~Hours~~
~~A minimum of six courses is required, as follows:~~		~~18~~
~~Humanities & the Arts: Literature & the Arts (1-2 courses)~~		
~~Humanities & the Arts: Historical & Philosophical Perspectives (1-2 courses)~~		
~~Natural Sciences & Technology: Physical Sciences (0-2 courses)~~		
~~Natural Sciences & Technology: Life Sciences (0-2 courses)~~		
~~Behavioral Sciences (1 course)~~		

Course List

Code	Title	Hours
Completion of the third semester or equivalent of a language other than English is required. Completion of three years of a single language in high school satisfies this requirement.		0-15

Business Core Finance Specialization ———————————————————————— Data Science Core
Meaningful Research or Discovery Experience

Course List

Code	Title	Hours
One of the most important skills a student will gain in a FIN + DS degree will be the ability to present data in meaningful ways. A meaningful research and discovery experience is as much a pillar of this degree program as both the core coursework and the area of specialization. This capstone experience can be fulfilled through BUS 301, listed above in the Business Core. This course is an active learning, real-client experience that will allow students to join their data science skills with their business skills.		3

Summary of Total Hours

Course List

Code	Title	Hours
General Education Requirements		25
Total Business Core Hours		42
Total Finance Specialization Hours		21
Total Data Science Core Hours		29
Meaningful Research or Discovery Experience		3
Total Hours		124

Corresponding Degree   BS Bachelor of Science

Program Features

Academic Level   Undergraduate

Does this major have transcripted concentrations?   No

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

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

CIP Code   307104 - Financial Analytics.

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.

These are the same as those for our other degrees, which means the requirements are handled at the campus level.

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 revision will not impact enrollment or degrees awarded.

Estimated Annual Number of Degrees Awarded

Year One Estimate	0	5th Year Estimate (or when fully implemented)	10

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?

We currently have capacity to address the expected minor increases in enrollments due to this program. FIN+DS students will benefit from the same career services and advising services provided to all Gies students. The Departments of Statistics and Computer Science and the iSchool will provide advising for the data science portion of the degree program and will interface with our advisors.

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)

[Gies Business Differential](#)

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.

These changes will not impact our faculty resources.

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 revision.

EP Documentation

EP Control
Number   EP.25.001

Attach

Rollback/Approval Notices	
This proposal requires HLC inquiry	No

DMI Documentation

Attach Final Approval Notices	
Banner/Codebook Name	BS:Finance + DS - UIUC
Program Code:	10KM6076BS

Minor Code	Conc Code	Degree Code	BS	Major Code
6076				

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) (03/01/24 1:31 pm):** Rollback: Email sent to Hanna and Cory **Brooke Newell (bsnewell) (03/05/24 12:10 pm):** Rollback: Email sent to Hanna and Cory. **Brooke Newell (bsnewell) (03/07/24 10:45 am):** Rollback: per discussion **Brooke Newell (bsnewell) (03/08/24 9:49 am):** Rollback: Email sent to Hanna

February 26, 2024

To: Nehemiah Scott, Associate Dean of Undergraduate Programs and Teaching Associate Professor
        of Business Administration and Josef and Margot Lakonishok Faculty Fellow

        Cory Ohms, Assistant Dean of Academic Affairs, Office of Undergraduate Programs, Gies College
        of Business

From: Dean Venetria K. Patton, LAS

RE: Gies College of Business Undergraduate General Education Requirements Structure

Dear Nehemiah and Cory,

Thank you for informing us of the proposed changes your college is making to the structure of your
general education requirements. I understand that this proposal's purpose is to align the college
structure of general education requirements with the current campus structure. Your proposal will make
it so that Gies Undergraduate Students are no longer required to take a course from the Behavioral
Sciences subcategory. To continue to satisfy the campus Social & Behavioral Sciences requirement (6
hours), students will be taking ECON 102 and ECON 103 as part of the Business Core Requirements.
These two social science courses are essential to your business core structure and their inclusion in your
programs of study attests to this. Your proposal also brings in alignment your Humanities & the Arts
general education requirement with that of campus, requiring 6 hours in this category instead of three
course (9 hours) representing both Literature & the Arts and Historical & Philosophical Perspectives
subcategories, of which one course in either subcategory must be at the 200-level or above. Gies
Undergraduate Students will still be required to complete all campus general education requirements,
and we welcome your students to complete the required general education categories through the
courses offered in our college.

Sincerely,

Venetria K. Patton
Harry E. Preble Dean

COLLEGE OF APPLIED HEALTH SCIENCES

Office of the Dean
110 Huff Hall, MC-586
1206 S. Fourth St.
Champaign, IL 61820

Date: February 21, 2024

To: Nehemiah Scott, Associate Dean of Undergraduate Programs and Teaching Associate
         Professor of Business Administration and Josef and Margot Lakonishok Faculty Fellow

         Cory Ohms, Assistant Dean of Academic Affairs, Office of Undergraduate Programs, Gies
         College of Business

From: Carla Santos, College of Applied Health Sciences

RE: Gies College of Business Undergraduate General Education Requirements Structure

Dear Dr. Scott and Cory,

Thank you for informing us of the proposed changes your college is making to the structure of
your general education requirements. I understand that this proposal's purpose is to align the
college structure of general education requirements with the current campus structure.
Specifically, this proposal will make it so that Gies Undergraduate Students are no longer
required to take a third humanities general education course at the 200 level or above and an
additional behavioral science general education beyond the six hours of Social & Behavioral
Sciences general education coursework required for Gies Undergraduate Students through the
Business Core (Microeconomics and Macroeconomics). Gies Undergraduate Students will still
be required to complete all campus general education requirements, and we welcome your
students in Gies to complete the required general education categories through the courses
offered in our college.

Sincerely,

Carla Santos, Ph.D.
Professor and Interim Associate Dean for Undergraduate and Graduate Academic Affairs

February 14, 2024

To: Nehemiah Scott, Associate Dean of Undergraduate Programs and Teaching Associate Professor of Business Administration and Josef and Margot Lakonishok Faculty Fellow

       Cory Ohms, Assistant Dean of Academic Affairs, Office of Undergraduate Programs, Gies College of Business

From: Germán Bollero, Dean, College of Agricultural, Consumer and Environmental Sciences (ACES)

RE: Gies College of Business Undergraduate General Education Requirements Structure

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Sincerely,

Germán A. Bollero
Professor and Dean
Robert A. Easter Chair
College of Agricultural, Consumer and Environmental Sciences (ACES)

February 14, 2024

To: Nehemiah Scott, Associate Dean of Undergraduate Programs and Teaching Associate Professor of Business Administration and Josef and Margot Lakonishok Faculty Fellow

       Cory Ohms, Assistant Dean of Academic Affairs, Office of Undergraduate Programs, Gies College of Business

From: Katie Clark, College of Media

RE: Gies College of Business Undergraduate General Education Requirements Structure

Dear Dr. Scott and Cory,

Thank you for informing us of the proposed changes your college is making to the structure of your general education requirements. I understand that this proposal's purpose is to align the college structure of general education requirements with the current campus structure. Specifically, this proposal will make it so that Gies Undergraduate Students are no longer required to take a third humanities general education course at the 200 level or above and an additional behavioral science general education beyond the six hours of Social & Behavioral Sciences general education coursework required for Gies Undergraduate Students through our Business Core (Microeconomics and Macroeconomics). Gies Undergraduate Students will still be required to complete all campus general education requirements, and we welcome your students in Gies to complete the required general education categories through the courses offered in our college.

Sincerely,

Kathryn E. Clark

Katie Clark
Associate Dean for Student Services
College of Media

February 16, 2024
FAA Letter of Support- Gies General Education Proposal

I write on behalf of the College of Fine and Applied Arts to offer our support for the proposed changes to the Gies General Education requirements, effective Fall 2024.

The revisions to eliminate the two additional general education courses beyond the campus requirement clearly serves the intended purposes of alignment and access. Removing one Humanities & the Arts course and one Behavioral Science course from the business major requirements will have a minimal impact on the College of Fine and Applied Arts. We also would support the opportunity for business majors to have additional flexibility to seek out campus minors of interests.

Therefore, we have no concerns with the proposal and offer our support for the elimination of additional general education requirements for business majors.

Sincerely,

Nicole Turner, Ph.D.

Nicole Turner, Ph.D.
Senior Assistant Dean of Academic Programs & International Education
College of Fine and Applied Arts
University of Illinois at Urbana-Champaign
nicturn@illinois.edu
(217) 300-2602

Date: February 23, 2024

To: Nehemiah Scott, Associate Dean of Undergraduate Programs and Teaching Associate Professor of Business Administration and Josef and Margot Lakonishok Faculty Fellow

Cory Ohms, Assistant Dean of Academic Affairs, Office of Undergraduate Programs, Gies College of Business

From: Sarah McCarthey, Undergraduate Programs, College of Education

RE: Gies College of Business Undergraduate General Education Requirements Structure

Dear Dr. Scott and Cory,

Thank you for informing us of the proposed changes your college is making to the structure of your general education requirements. I understand that this proposal's purpose is to align the college structure of general education requirements with the current campus structure. Specifically, this proposal will make it so that Gies Undergraduate Students are no longer required to take a third humanities general education course at the 200 level or above and an additional behavioral science general education beyond the six hours of Social & Behavioral Sciences general education coursework required for Gies Undergraduate Students through our Business Core (Microeconomics and Macroeconomics). Gies Undergraduate Students will still be required to complete all campus general education requirements, and we welcome your students in Gies to complete the required general education categories through the courses offered in the College of Education.

Sincerely,

Sarah J. McCarthey

Sarah J. McCarthey
Sheila M. Miller Professor of Education
Interim Associate Dean of Undergraduate Programs
College of Education
University of Illinois at Urbana-Champaign
1310 S Sixth Street
Champaign, IL 61820
(217) 244 1149
mccarthe@illinois.edu

Finance + Data Science, BS   Sample Sequence

First Year

First Semester	Hours	Second Semester	Hours
BUS 101	3	ECON 103	3
ECON 102	3	STAT 107	4
Language other than English (3rd level)	4	FIN 221	3
Composition I or CMN 101	4	CMN 101 (or Composition 1)	3
		MATH 234 (or MATH 220 or MATH 221)	4
	14		17

Second Year

First Semester	Hours	Second Semester	Hours
FIN 300	3	FIN 321	3
ACCY 201	3	ACCY 202	3
STAT 207	4	CS 307	4
BUS 201	3	IS 467	3
MATH 227 or 257	3	General Education Course	3
	16		15

Third Year

First Semester	Hours	Second Semester	Hours
FIN 411	3	FIN 4XX	3
BUS 301	3	BADM 275	3
BADM 300	3	BADM 310	3
General Education Course	3	CS 277	4
General Education Course	3	General Education Course	3
	15		16

Fourth Year

First Semester	Hours	Second Semester	Hours
FIN 4XX	3	FIN 4XX	3
BUS 401	3	FIN 4XX	3
BADM 320	3	BADM 449	3
IS 477	4	General Education Course	3
		General Education Course (select a course that satisfies Cultural Studies and Humanities & the Arts requirements)	3
General Education Course	3		
	16		15

Total hours: 124

Current

Minimum hours required for graduation: 124 hours
University Composition Requirements

For a list of the specific courses that meet this requirement, see the college Office of Undergraduate Affairs in 1055 Business Instructional Facility or see the Course Explorer for a list of approved general education courses.

Course List		
Code	Title	Hours
Composition I: Principles of Composition [1]		4-7
Advanced Composition		3

General Education Requirements

Three courses in the Humanities & the Arts area are required and students must complete at least one course in the Literature & the Arts and Historical & Perspectives subcategories. At least one of the courses must be a 200 or higher level course.

Two courses in the Natural Sciences & Technology area are required. It is strongly recommended that students complete one course in the Physical Sciences and Life Sciences subcategories.

Course List		
Code	Title	Hours
A minimum of six courses is required, as follows:		18
Humanities & the Arts: Literature & the Arts (1-2 courses)		
Humanities & the Arts: Historical & Philosophical Perspectives (1-2 courses)		
Natural Sciences & Technology: Physical Sciences (0-2 courses)		
Natural Sciences & Technology: Life Sciences (0-2 courses) [5]		
Behavioral Sciences (1 course)		
Cultural Studies: Non-Western Cultures (1 course)		
Cultural Studies: U.S. Minorities Cultures (1 course)		
Cultural Studies: Western/Comparative Cultures (1 course)		
Quantitative Reasoning (2 courses)		

Language Other Than English

Course List		

Proposed

Graduation Requirements

Minimum hours required for graduation: 124 hours.
University Requirements

Minimum of 40 hours of upper-division coursework, generally at the 300- or 400-level. These hours can be drawn from all elements of the degree. Students should consult their academic advisor for additional guidance in fulfilling this requirement.

The University and residency requirements can be found in the Student Code (§ 3-801) and in the Academic Catalog.

General Education Requirements

Follows the campus General Education (Gen Ed) requirements. Some Gen Ed requirements may be met by courses required and/or electives in the program.

Course List		
Code	Title	Hours
Composition I: Principles of Composition		4-6
Advanced Composition		3

Code	Title	Hours
Humanities & the Arts (6 hours)		6
Natural Sciences & Technology (6 hours)		6
Social & Behavioral Sciences (6 hours)		6
fulfilled by ECON 102 and ECON 103		
Cultural Studies: Non-Western Cultures (1 course)		3
Cultural Studies: U.S. Minorities Cultures (1 course)		3
Cultural Studies: Western/Comparative Cultures (1 course)		3
Quantitative Reasoning (2 courses, at least one course must be Quantitative Reasoning I)		6-10
fulfilled by STAT 107, STAT 207; and MATH 234 or MATH 220 or MATH 221		

Code	Title	Hours
Completion of the third semester or equivalent of a language other than English is required. Completion of three years of a single language in high school satisfies this requirement.		0-15

Business Core Requirements

	Course List	
Code	**Title**	**Hours**
ACCY 201	Accounting and Accountancy I	6
& ACCY 202	and Accounting and Accountancy II	
BADM 275	Fundamentals of Operations Management	3
BADM 300	The Legal Environment of Bus	3
BADM 310	Mgmt and Organizational Beh (This course includes limited voluntary participation as a subject in experiments)	3
BADM 320	Principles of Marketing	3
BADM 449	Business Policy and Strategy	3

Business Sequence

BUS 101, BUS 201, BUS 301 (under Meaningful Research) and BUS 401 are required for all Gies College of Business students. Students who enter the College their first year take each sequential course every fall.

Inter-College transfer students take BUS 301 and BUS 401 in their sophomore year. Off-campus transfer students take BUS 101 and BUS 201 in their junior year.

Code	Title	Hours
BUS 101	Professional Responsibility and Business	3
BUS 201	Business Dynamics	3
BUS 401	Global Business Perspectives	3
CMN 101	Public Speaking	3
ECON 102	Microeconomic Principles	6
& ECON 103	and Macroeconomic Principles	
FIN 221	Corporate Finance	3
Minimum Total Hours		42

Finance Specialization

	Course List	
Code	**Title**	**Hours**
FIN 300	Financial Markets	3
FIN 321	Advanced Corporate Finance	3
FIN 411	Investment & Portfolio Mngt	3
	Four additional full-semester, 3 hours 400 level-Finance courses except FIN 494 or 495 (Senior Research) and FIN 490 (Special Topics).	3
FIN 412	Options and Futures Markets	3
FIN 415	Fixed Income Portfolios	3
FIN 418	Financial Modeling	3
FIN 423	Entrepreneurial Finance	3
FIN 424	Mergers and Acquisition	3
FIN 432	Managing Market Risks for Financial Institutions	3
FIN 433	Corporate Risk Management	3
FIN 435	Personal Wealth Management	3
FIN 444	Urban Real Estate Valuation	3
FIN 445	Real Estate Investment	3
FIN 447	Real Estate Development	3
FIN 463	Investment Banking	3
FIN 464	Applied Financial Analysis	
Total Hours		21

Data Science Core

	Course List	
Code	**Title**	**Hours**
Mathematical Foundations		

Business Core Requirements

	Course List	
Code	**Title**	**Hours**
ACCY 201	Accounting and Accountancy I	3
ACCY 202	Accounting and Accountancy II	3
BADM 275	Fundamentals of Operations Management	3
BADM 300	The Legal Environment of Bus	3
BADM 310	Mgmt and Organizational Beh (This course includes limited voluntary participation as a subject in experiments)	3
BADM 320	Principles of Marketing	3
BADM 449	Business Policy and Strategy	3

BUS 101, BUS 201, BUS 301 (under Meaningful Research) and BUS 401 are required for all Gies College of Business students. Students who enter the College their first year take each sequential course every fall.

Inter-College transfer students take BUS 301 and BUS 401 in their sophomore year. Off-campus transfer students take BUS 101 and BUS 201 in their junior year.

Code	Title	Hours
BUS 101	Professional Responsibility and Business	3
BUS 201	Business Dynamics	3
BUS 401	Global Business Perspectives	3
CMN 101	Public Speaking	3
ECON 102	Microeconomic Principles	3
ECON 103	Macroeconomic Principles	3
FIN 221	Corporate Finance	3
Minimum Total Hours		42

Finance Requirements

	Course List	
Code	**Title**	**Hours**
FIN 300	Financial Markets	3
FIN 321	Advanced Corporate Finance	3
FIN 411	Investment & Portfolio Mngt	3
	Four additional full-semester, 3 hour 400 level-Finance courses except FIN 494 or FIN 495 (Senior Research). A maximum of 3 credit hours of FIN 490 (Special Topics) can count toward this requirement.	12
FIN 412	Options and Futures Markets	3
FIN 415	Fixed Income Portfolios	3
FIN 418	Financial Modeling	3
FIN 423	Entrepreneurial Finance	3
FIN 424	Mergers and Acquisition	3
FIN 432	Managing Market Risks for Financial Institutions	3
FIN 433	Corporate Risk Management	3
FIN 435	Personal Wealth Management	3
FIN 444	Urban Real Estate Valuation	3
FIN 445	Real Estate Investment	3
FIN 447	Real Estate Development	3
FIN 463	Investment Banking	3
FIN 464	Applied Financial Analysis	
Total Hours		21

Data Science Core

	Course List	
Code	**Title**	**Hours**
Mathematical Foundations		

MATH 234	Calculus for Business I	4
MATH 227	Linear Algebra for Data Science	3
OR MATH 257	Linear Algebra with Computational Applications	
Data Science Fundamentals		
STAT 107	Data Science Discovery	4
STAT 207	Data Science Exploration	4
CS 307	Modeling and Learning in Data Science	4
Computational Fundamentals		
CS 277	Algorithms and Data Structures for Data Science	4
Social Impact in Data Science		
IS 467	Eithcs and Policy for Data Science	3
IS 477	Data Management, Curation and	3
Total Hours		29

Choose one Calculus		
MATH 220	Calculus	5
MATH 221	Calculus I	4
MATH 234	Calculus for Business I	4
Choose one Linear Algebra		
MATH 227	Linear Algebra for Data Science	3
MATH 257	Linear Algebra with Computational Applications	3
Data Science Fundamentals		
STAT/CS/IS 107	Data Science Discovery	4
STAT 207	Data Science Exploration	4
CS 307	Modeling and Learning in Data Science	4
Computational Fundamentals		
CS 277	Algorithms and Data Structures for Data Science	4
Social Impact in Data Science		
IS 467	Eithcs and Policy for Data Science	3
IS 477	Data Management, Curation and Reproducibility	3
Total Hours		29

Meaningful Research or Discovery Experience

One of the most important skills a student will gain in a FIN + DS degree will be the ability to present data in meaningful ways. A meaningful research and discovery experience is as much a pillar of this degree program as both the core coursework and the area of specialization. This capstone experience can be fulfilled through BUS 301, listed above in the Business Core. This course is an active learning, real-client experience that will allow students to join their data science skills with their business skills.

Meaningful Research or Discovery Experience

One of the most important skills a student will gain in a FIN + DS degree will be the ability to present data in meaningful ways. A meaningful research and discovery experience is as much a pillar of this degree program as both the core coursework and the area of specialization. This capstone experience can be fulfilled through BUS 301, listed above in the Business Core. This course is an active learning, real-client experience that will allow students to join their data science skills with their business skills.

Course List		
Code	Title	Hours
BUS 301		3
Total Hours		3

Summary of Total Hours		
Total General Education Hours		25
Total Business Core Hours		42
Total Finance Specialization Hours		21
Total Data Science Core Hours		29
Meaningful Research or Discovery Experience		3
Total Hours		124

Summary of Total Hours		
Total General Education Hours		29
Total Business Core Hours		42
Total Finance Specialization Hours		21
Total Data Science Core Hours		29
Meaningful Research or Discovery Experience		3
Total Hours		124

Program Change Request

Date Submitted: 03/04/24 10:36 am

Viewing: **10KM6146BS : Business + Data Science, BS**

Last approved: 03/01/23 7:33 am

Last edit: 08/19/24 4:08 pm

Changes proposed by: Brian Fulton

Business + Data Science, BS

Catalog Pages
Using this
Program

Proposal Type:

Approval Path

1. 03/16/24 8:40 pm Donna Butler (dbutler): Approved for U Program Review
2. 03/18/24 8:26 am Brian Fulton (bfulton): Approved for 1902 Committee Chair

3. 03/18/24 8:54 am
   Carlos Torelli
   (ctorelli):
   Approved for 1902
   Head

4. 03/18/24 10:00
   am
   Elsa Gunter
   (egunter):
   Approved for 1434
   Head

5. 03/18/24 10:17
   am
   Lee DeVille
   (rdeville):
   Approved for 1257
   Head

6. 04/03/24 1:33 pm
   Catherine Blake
   (clblake):
   Approved for 1992
   Head

7. 04/03/24 2:18 pm
   Bo Li (libo):
   Approved for 1583
   Head

8. 04/09/24 1:20 pm
   Ashley Hallock
   (ahallock):
   Approved for KP
   Committee Chair

9. 04/09/24 2:32 pm
   Catherine Blake
   (clblake):
   Approved for LP
   Committee Chair

10. 04/17/24 3:04 pm
    Mitch Fisher
    (mfisher6):
    Approved for KM
    Committee Chair

11. 04/19/24 9:31 am
    Cindy Pruitt
    (cpruitt):
    Approved for KP
    Dean

12. 04/25/24 5:48 pm
    Catherine Blake

History

1. Mar 1, 2023 by
Brian Fulton
(bfulton)

Major (ex. Special Education)

This proposal is
for a:
Revision

Administration Details

Official Program   Business + Data Science, BS
Name

Diploma Title	Bachelor of Science in Business plus Data Science
Sponsor College	Gies College of Business
Sponsor Department	Business Administration
Sponsor Name	Carlos Torelli ~~Joseph Clougherty~~
Sponsor Email	ctorelli@illinois.edu ~~jaclough@illinois.edu~~
College Contact	Nehemiah Scott ~~Kevin Jackson~~

College Contact Email

nehemiah@illinois.edu ~~kjack@illinois.edu~~

College Budget Officer	Gina Oleynichak ~~Shelley Campbell~~
College Budget Officer Email	goleynic@illinois.edu ~~scampbe2@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.

Brian Fulton, bfulton@illinois.edu

Does this program have inter-departmental administration?

Yes

Interdisciplinary Colleges and Departments (list other colleges/departments which are involved other than the sponsor chose above)

Please describe the oversight/governance for this program, e.g., traditional departmental/college governance. Inclusion of/roles of elected faculty committees? Inclusion of/roles of any advisory committees.

In Spring 2017, the College of Liberal Arts & Sciences submitted an Investment for Growth Proposal to "Jump Start Data Science", focusing on undergraduate data science education. Interim Provost John Wilkin supported the proposal, but called on LAS to work with three colleges (Engineering, the iSchool, and the Gies College of Business) to develop a collaborative approach to undergraduate data science at Illinois.

Those deans formed a task force (herein the "Data Science Education Task Force" or DSETF) to explore opportunities and make proposals for undergraduate data science education at Illinois. The DSETF conducted its work during academic years 2017—2018 and 2018—2019. At the core of their work was the vision that every Illinois undergraduate should have the opportunity to have a meaningful exposure to data science.

In February 2019, the four deans agreed to support a shared framework for X+Data Science majors, based on suggestions from the DSETF. The framework consisted of the following pieces.

1) A set of core competencies and common features which will be expected of X+Data science majors, together with a reference standard set of courses and activities that fulfills the data science portion of those expectations.

2) Each college can propose its own X+Data Science majors, which will be majors of that college. They may differ from the reference standard approach. When they do so, they should explain how the proposed major provides the expected competencies and features of an X+Data Science major in a manner that is appropriate for their students.

3) The deans will engage with the campus leadership to establish a Data Science Education committee. The committee will:
• Keep track of offerings related to data science to facilitate collaboration and reduce redundancy
• Facilitate the development of data science programs by connecting undergraduate data science education resources across the university
• Advise colleges on matters related to undergraduate data science education
• Review X+Data Science major proposals, commenting on how they meet the expectations for X+Data Science majors and engage collaboratively and strategically with the university's resources in data science education

College	Grainger College of Engineering
Department	Siebel School Comp & Data Sci

Is there an additional department involved in governance?
Yes

College	Liberal Arts & Sciences
Department	Mathematics

Is there an additional department involved in governance?
Yes

College	Information Science, School of

Department	Information Sciences

Is there an additional department involved in governance?
Yes

College	Liberal Arts & Sciences
Department	Statistics

Proposal Title

Effective Catalog Term	Fall 2024

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 Science in Business plus Data Science in the Gies College of Business

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.

1. Revised the General Education structure in Gies College of Business Undergraduate programs to align with the campus structure for General Education Requirements. As such, we removed the specific behavioral science course requirement to fulfill the Social & Behavioral Science requirements. This now allows students to complete the Social & Behavioral Science requirements with the required ECON 102 and ECON 103 coursework. We also removed the additional 200 level course requirement and the requirement for a course to be taken in each sub-category in the Humanities & the Arts. This now allows for students to complete the Humanities & the Arts requirement with just 2 courses that satisfy this general education category at any level and in either Humanities & the Arts sub-category. Letters of support from the colleges most likely to be affected are attached. We have included letters of support from the College of ACES, College of AHS, College of Education, College of Media, College of FAA, and College of LAS. In reviewing Gies students course selection for the additional Behavioral Science Gen Ed and Humanities Gen Ed in our current structure, these colleges would be most impacted by the removal of these requirements that are above and beyond what campus requires for general education.

2. We have removed the "Summary of Total Hours" table. With the variance in credit hours of general education requirements, the summary table can create unnecessary

confusion for students. With the addition of the sample sequence and clarity in the general education, business core, and data science core tables, students will have the ability to view all requirements needed to complete the 124 credits to graduate with this degree. The total hours for this program have not changed with this revision.

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. We revised the general education requirements to be aligned with the campus requirements. As campus the campus general education requirements evolved and were changed (ex. 2017 revision), Gies College of Business did not change all of our requirements to be aligned with the new structure and expectations. For example, Gies College of Business currently requires students to take a behavioral science general education course, despite two courses in the Business Core requirements being coded as social sciences general education (ECON 102 and ECON 103). Since campus requires only 2 courses (6 hours) in the Social & Behavioral Science category, with no restrictions on which sub-categories (Social Science or Behavioral Science) to be used to satisfy the 2 courses, we are removing the need for Gies students to complete a Behavioral Science requirement and allowing the Business Core courses to satisfy the Social & Behavioral Science Gen Ed Category. The other category that is not aligned with the campus structure and expectations for general education is in the Humanities & the Arts Category. The campus structure for this category is students must complete 2 courses (6 hours) of Humanities & the Arts general education courses with no restrictions on which sub-categories (Literature and the Arts and Historical Philosophical Perspectives) or level of class (100 – 400 level) need to be selected to satisfy the category. Currently, Gies requires students to complete 3 courses in the Humanities & the Arts Gen Ed category, with 1 course in both sub-categories (Literature & the Arts and Historical Philosophical Perspectives) and 1 course at the 200-level of above. We are removing the 200-level requirement and allowing students to complete the Humanities & the Arts Gen Ed category with 2 courses from either sub-category, which will align with the campus expectation.

2. We have removed the "Summary of Total Hours" table. With the variance in credit hours of general education requirements, the summary table can create unnecessary confusion for students. With the addition of the sample sequence and clarity in the general education, business core, and data science core tables, students will have the ability to view all requirements needed to complete the 124 credits to graduate with this degree.

Breakout of how a student gets 40 hours of 300-, 400- level coursework and/or 200 level with 2 or more preq
a. All BUS + DS students have 18 required upper division hours in the business core:
i. ACCY 202 – prereq of ACCY 201 which has a prereq of ECON 102/103 – 3 hours
ii. BUS 401 – 3 hours
iii. BADM 300 – 3 hours
iv. BADM 310 – 3 hours
v. BADM 320 – 3 hours
vi. BADM 449 – 3 hours
b. The Data Science Core has an additional 10 hours of required upper division courses.
i. CS 307 - 4 hours
ii. IS 467 - 3 hours
iii. IS 477 - 3 hours
c. Each of the four Business Administration Specializations has 12 hours of upper-level course work
d. The Meaningful Research or Discovery Experience: BUS 301 - 3 hours

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

Please attach any letters of support/acknowledgement for any Instructional Resources consider faculty, students, and/or other impacted units as appropriate.

Education Support Letter.pdf
Media_Gies_GenEd_LetterOfSupport.pdf
Letter of Support_AHS.pdf
LAS Supports Gies Gen Ed_2-26-2024.pdf
Gies Letter of Support from ACES.pdf
FAA college support letter_Gies Gen Ed.pdf

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 learning objectives related to student learning outcomes includes competence in selected concentration, data science, critical thinking, group work, communication. These outcomes are mapped to questions concerning student ability to use data analytics and problem solving to effectively understand real-world business issues, problem analysis and articulating conclusions, assuming leadership roles, grasp of international complexities effect business and data science.

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   BUS + DS Sample Sequence.docx
           BUS+DS Side by Side 03_04_24.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.

This major is sponsored by the Department of Business Administration within the Gies College of Business, in collaboration with the iSchool and the Departments of Statistics, Computer Science, and Mathematics. The Business+Data Science major is designed for students seeking to supplement their business specialization foundations with a strong background in data science. The major prepares students for professional and graduate work while involving a particular distinction with respect to analytics.

Statement for
Programs of
Study Catalog

Graduation Requirements
Minimum hours required for graduation: 124 hours.
University Requirements
Minimum of 40 hours of upper-division coursework, generally at the 300- or 400-level. These hours can be drawn from all elements of the degree. Students should consult their academic advisor for additional guidance in fulfilling this requirement.
The university and residency requirements can be found in the Student Code (§ 3-801) and in the Academic Catalog.

Code	Title	Hours
Composition I: Principles of Composition		4-7
Advanced Composition		3

University Composition Requirement For a list of the specific courses that meet this requirement, see the college Office of Undergraduate Affairs in 1055 Business Instructional Facility or see the Course Explorer for a list of approved general education courses. **General Education Requirements**

Follows the campus General Education (Gen Ed) requirements. Some Gen Ed requirements may be met by Three courses in the Humanities & the Arts area are required and/or electives in the program. and students must complete at least one course in the Literature & the Arts and Historical & Perspectives subcategories.

Course List

Code	Title	Hours
Completion of the third semester or equivalent of a language other than English is required. Completion of three years of a single language in high school satisfies this requirement.		0-15

Course List

Code	Title	Hours
A minimum of six courses is required, as follows:		18
Humanities & the Arts: Literature & the Arts (1-2 courses)		
Humanities & the Arts: Historical & Philosophical Perspectives (1-2 courses)		
Natural Sciences & Technology: Physical Sciences (0-2 courses)		
Natural Sciences & Technology: Life Sciences (0-2 courses)		
Behavioral Sciences (1 course)		
Composition I		4-6
Advanced Composition		3
Humanities & the Arts (6 hours)		6
Natural Sciences & Technology (6 hours)		6
Social & Behavioral Sciences (6 hours)		6
fulfilled by ECON 102 and ECON 103		
Cultural Studies: Non-Western Cultures (1 course)		3
Cultural Studies: U.S. Minorities Cultures (1 course)		
Cultural Studies: Western/ Comparative Cultures (1 course)		
Quantitative Reasoning (2 courses)		
Cultural Studies: U.S. Minority Cultures (1 course)		3
Cultural Studies: Western/Comparative Cultures (1 course)		3
Quantitative Reasoning (2 courses, at least one course must be Quantitative Reasoning I)		6-10
fulfilled by STAT 107, STAT 207; and MATH 220, MATH 221, or MATH 234		
Language Requirement (Completion of the third semester or equivalent of a language other than English is required)		0-15

Course List

Code	Title	Hours
Business Core		42
ACCY 201	Accounting and Accountancy I	3
ACCY 202	Accounting and Accountancy II	3
BADM 275	Fundamentals of Operations Management	3
BADM 300	The Legal Environment of Bus	3
BADM 310	Mgmt and Organizational Beh	3
BADM 320	Principles of Marketing	3

Code	Title	Hours
BADM 449	Business Policy and Strategy	3
BUS 101	Professional Responsibility and Business	3
BUS 201	Business Dynamics	3
BUS 401	Crafting Your Purpose in Business	3
CMN 101	Public Speaking	3
ECON 102	Microeconomic Principles	3
ECON 103	Macroeconomic Principles	3
FIN 221	Corporate Finance	3
Data Science Core		29-30
STAT/CS/IS 107	Data Science Discovery	4
STAT 207	Data Science Exploration	4
CS 307	Modeling and Learning in Data Science	4
CS 277	Algorithms and Data Structures for Data Science	4
IS 467	Ethics and Policy for Data Science	3
IS 477	Data Management, Curation & Reproducibility	3
Choose one Calculus:		4-5
MATH 220	Calculus	
MATH 221	Calculus I	
MATH 234	Calculus for Business I	
Choose one Linear Algebra:		3
MATH 227	Linear Algebra for Data Science	
MATH 257	Linear Algebra with Computational Applications	
Business Administration Specialization (choose one of the four specializations below)		12
Information Systems Specialization:		
BADM 350	IT for Networked Organizations	3
BADM 351	Social Media Strategy	3
BADM 352	Database Design and Management	3
BADM 353	Info Sys Analysis and Design	3
International Business Specialization:		
BADM 380	International Business	3
BADM 381	Multinational Management	3
BADM 382	International Marketing	3
BADM 383	Topics in International Business	3
Management Specialization:		
BADM 311	Leading Individuals and Teams	3
BADM 312	Designing and Managing Orgs	3
BADM 313	Strategic Human Resource Management	3
BADM 314	Leading Negotiations	3
Operations Management Specialization:		
BADM 374	Management Decision Models	3
BADM 375	Operations Strategy	3
BADM 377	Project Management	3
BADM 379	Business Process Improvement	3

At least one of the courses must be a 200 or higher levelcourse.Two courses in the Natural Sciences & Technology area arerequired.It is strongly recommended that students complete one course in the Physical Sciences and Life Sciencesubcategories.Language Other than English **Meaningful Research or Discovery Experience**

Course List

Code	Title	Hours
One of the most important skills a student will gain in a BUS+ DS degree will be the ability to present data in meaningful ways. A meaningful research and experience is as much a pillar of this degree program as both the core coursework and the area of specialization. This capstone experience can be fulfilled through BUS 301. This course is an active learning, real-client experience that will allow students to join their data science skills with their business skills.		
Total Hours		3

~~Summary of Total Hours~~

Corresponding Degree	BS Bachelor of Science

Program Features

Academic Level	Undergraduate
Does this major have transcripted concentrations?	No

What is the typical time to completion of this program?

   4 years

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

   124

CIP Code	307001 - Data Science, General.

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.

The admissions to this program will follow the same process of admissions to the Gies College of Business

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 revision will impact enrollment.

Estimated Annual Number of Degrees Awarded

Year One Estimate	0	5th Year Estimate (or when fully implemented)	45

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?

This proposal builds upon existing degree programs offered by the Department of Business Administration to partner with a data science component, and thus involves a small shift in enrollments for courses already available in the unit. As the appendix depicts, this new major adds a core of data science courses to a body of existing courses that serve existing degree programs offered by the Department of Business Administration within the Gies College.

The Gies curriculum involves a core of classes (the Business Core) that all Gies students complete in addition to specializing in their major-based coursework. Due to overlap in content and the need to allow students to complete the proposed major within four years of study, this proposal follows the precedent set by the 'Accountancy+DS' and 'Finance+DS' degrees by having three courses from the Data Science Core take the place of courses from the Business Core. Specifically, (1) STAT/CS/IS 107 from the Data Science Core takes the place of an existing course (CS 105) in the Business Core; (2) STAT 207 from the Data Science Core takes the place of an existing course (BADM 210) in the Business Core; (3) CS 307 from the Data Science Core takes the place of an existing course (BADM 211) in the Business Core. See the Curriculum sub-section below and the appendix for more details.

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)

Gies Business Differential

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.

These changes will not impact our faculty resources.

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 revision.

EP Documentation

EP Control Number	EP.25.001
Attach Rollback/Approval Notices	
This proposal requires HLC inquiry	No

DMI Documentation

Attach Final Approval Notices	
Banner/Codebook Name	BS:Business + DS - UIUC
Program Code:	10KM6146BS

Minor Code	Conc Code	Degree Code	BS	Major Code
6146				

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) (03/01/24 1:31 pm):** Rollback: Email sent to Brian and Cory **Brooke Newell (bsnewell) (03/01/24 3:31 pm):** Rollback: per discussion with Brian and Cory **Brooke Newell (bsnewell) (03/04/24 11:43 am):** Slight aesthetic tweaks and

addition of clarifying sentence in justification per discussion and approval of Brian Fulton.

Date: February 23, 2024

To: Nehemiah Scott, Associate Dean of Undergraduate Programs and Teaching Associate
        Professor of Business Administration and Josef and Margot Lakonishok Faculty Fellow

        Cory Ohms, Assistant Dean of Academic Affairs, Office of Undergraduate Programs,
        Gies College of Business

From: Sarah McCarthey, Undergraduate Programs, College of Education

RE: Gies College of Business Undergraduate General Education Requirements Structure

Dear Dr. Scott and Cory,

Thank you for informing us of the proposed changes your college is making to the structure of
your general education requirements. I understand that this proposal's purpose is to align the
college structure of general education requirements with the current campus structure.
Specifically, this proposal will make it so that Gies Undergraduate Students are no longer
required to take a third humanities general education course at the 200 level or above and an
additional behavioral science general education beyond the six hours of Social & Behavioral
Sciences general education coursework required for Gies Undergraduate Students through our
Business Core (Microeconomics and Macroeconomics). Gies Undergraduate Students will still
be required to complete all campus general education requirements, and we welcome your
students in Gies to complete the required general education categories through the courses
offered in the College of Education.

Sincerely,

Sarah J. McCarthey
Sheila M. Miller Professor of Education
Interim Associate Dean of Undergraduate Programs
College of Education
University of Illinois at Urbana-Champaign
1310 S Sixth Street
Champaign, IL 61820
(217) 244 1149
mccarthe@illinois.edu

February 14, 2024

To: Nehemiah Scott, Associate Dean of Undergraduate Programs and Teaching Associate Professor of Business Administration and Josef and Margot Lakonishok Faculty Fellow

        Cory Ohms, Assistant Dean of Academic Affairs, Office of Undergraduate Programs, Gies College of Business

From: Katie Clark, College of Media

RE: Gies College of Business Undergraduate General Education Requirements Structure

Dear Dr. Scott and Cory,

Thank you for informing us of the proposed changes your college is making to the structure of your general education requirements. I understand that this proposal's purpose is to align the college structure of general education requirements with the current campus structure. Specifically, this proposal will make it so that Gies Undergraduate Students are no longer required to take a third humanities general education course at the 200 level or above and an additional behavioral science general education beyond the six hours of Social & Behavioral Sciences general education coursework required for Gies Undergraduate Students through our Business Core (Microeconomics and Macroeconomics). Gies Undergraduate Students will still be required to complete all campus general education requirements, and we welcome your students in Gies to complete the required general education categories through the courses offered in our college.

Sincerely,

Kathyrn E Clark

Katie Clark
Associate Dean for Student Services
College of Media

COLLEGE OF APPLIED HEALTH SCIENCES

Date: February 21, 2024

To: Nehemiah Scott, Associate Dean of Undergraduate Programs and Teaching Associate
        Professor of Business Administration and Josef and Margot Lakonishok Faculty Fellow

        Cory Ohms, Assistant Dean of Academic Affairs, Office of Undergraduate Programs, Gies
        College of Business

From: Carla Santos, College of Applied Health Sciences

RE: Gies College of Business Undergraduate General Education Requirements Structure

Dear Dr. Scott and Cory,

Thank you for informing us of the proposed changes your college is making to the structure of
your general education requirements. I understand that this proposal's purpose is to align the
college structure of general education requirements with the current campus structure.
Specifically, this proposal will make it so that Gies Undergraduate Students are no longer
required to take a third humanities general education course at the 200 level or above and an
additional behavioral science general education beyond the six hours of Social & Behavioral
Sciences general education coursework required for Gies Undergraduate Students through the
Business Core (Microeconomics and Macroeconomics). Gies Undergraduate Students will still
be required to complete all campus general education requirements, and we welcome your
students in Gies to complete the required general education categories through the courses
offered in our college.

Sincerely,

Carla Santos, Ph.D.
Professor and Interim Associate Dean for Undergraduate and Graduate Academic Affairs

February 26, 2024

To: Nehemiah Scott, Associate Dean of Undergraduate Programs and Teaching Associate Professor
        of Business Administration and Josef and Margot Lakonishok Faculty Fellow

        Cory Ohms, Assistant Dean of Academic Affairs, Office of Undergraduate Programs, Gies College
        of Business

From: Dean Venetria K. Patton, LAS

RE: Gies College of Business Undergraduate General Education Requirements Structure

Dear Nehemiah and Cory,

Thank you for informing us of the proposed changes your college is making to the structure of your
general education requirements. I understand that this proposal's purpose is to align the college
structure of general education requirements with the current campus structure. Your proposal will make
it so that Gies Undergraduate Students are no longer required to take a course from the Behavioral
Sciences subcategory. To continue to satisfy the campus Social & Behavioral Sciences requirement (6
hours), students will be taking ECON 102 and ECON 103 as part of the Business Core Requirements.
These two social science courses are essential to your business core structure and their inclusion in your
programs of study attests to this. Your proposal also brings in alignment your Humanities & the Arts
general education requirement with that of campus, requiring 6 hours in this category instead of three
course (9 hours) representing both Literature & the Arts and Historical & Philosophical Perspectives
subcategories, of which one course in either subcategory must be at the 200-level or above. Gies
Undergraduate Students will still be required to complete all campus general education requirements,
and we welcome your students to complete the required general education categories through the
courses offered in our college.

Sincerely,

Venetria K. Patton
Harry E. Preble Dean

February 14, 2024

To: Nehemiah Scott, Associate Dean of Undergraduate Programs and Teaching Associate
        Professor of Business Administration and Josef and Margot Lakonishok Faculty Fellow

        Cory Ohms, Assistant Dean of Academic Affairs, Office of Undergraduate Programs, Gies
        College of Business

From: Germán Bollero, Dean, College of Agricultural, Consumer and Environmental Sciences
        (ACES)

RE: Gies College of Business Undergraduate General Education Requirements Structure

Dear Dr. Scott and Cory,

Thank you for informing us of the proposed changes your college is making to the structure of your
general education requirements. I understand that this proposal's purpose is to align the college
structure of general education requirements with the current campus structure. Specifically, this
proposal will make it so that Gies Undergraduate Students are no longer required to take a third
humanities general education course at the 200 level or above and an additional behavioral science
general education beyond the six hours of Social & Behavioral Sciences general education
coursework required for Gies Undergraduate Students through our Business Core (Microeconomics
and Macroeconomics). Gies Undergraduate Students will still be required to complete all campus
general education requirements, and we welcome your students in Gies to complete the required
general education categories through the courses offered in our college.

Sincerely,

Germán A. Bollero
Professor and Dean
Robert A. Easter Chair
College of Agricultural, Consumer and Environmental Sciences (ACES)

February 16, 2024
FAA Letter of Support- Gies General Education Proposal

I write on behalf of the College of Fine and Applied Arts to offer our support for the proposed changes to the Gies General Education requirements, effective Fall 2024.

The revisions to eliminate the two additional general education courses beyond the campus requirement clearly serves the intended purposes of alignment and access. Removing one Humanities & the Arts course and one Behavioral Science course from the business major requirements will have a minimal impact on the College of Fine and Applied Arts. We also would support the opportunity for business majors to have additional flexibility to seek out campus minors of interests.

Therefore, we have no concerns with the proposal and offer our support for the elimination of additional general education requirements for business majors.

Sincerely,

Nicole Turner, Ph.D.

Nicole Turner, Ph.D.
Senior Assistant Dean of Academic Programs & International Education
College of Fine and Applied Arts
University of Illinois at Urbana-Champaign
nicturn@illinois.edu
(217) 300-2602

First Year

FIRST SEMESTER	HOURS	SECOND SEMESTER	HOURS
BUS 101	3	ECON 103	3
ECON 102	3	MATH 234 (or MATH 220 or MATH 221)	4
STAT 107	4	FIN 221	3
Composition I or CMN 101	4	CMN 101 or Composition I	3
Language Other than English (3rd level)	4	General Education	3
	18		**16**

Second Year

FIRST SEMESTER	HOURS	SECOND SEMESTER	HOURS
BUS 201	3	ACCY 202	3
ACCY 201	3	MATH 227 or 257	3
BADM 310	3	BADM 320	3
General Education	3	General Education	3
Free Elective	3	Free Elective	3
	15		**15**

Third Year

FIRST SEMESTER	HOURS	SECOND SEMESTER	HOURS
BUS 301	3	CS 277	4
BADM 275	3	IS 467	3
STAT 207	4	BADM Specialization	3
BADM 300	3	General Education	3
BADM Specialization		General Education	3
	16		**16**

Fourth Year

FIRST SEMESTER	HOURS	SECOND SEMESTER	HOURS
BUS 401	3	BADM 449	3
CS 307	4	IS 477	3
BADM Specialization	3	BADM Specialization	3
General Education	3	General Education	3
General Education	3		
	16		**12**

Total Hours 124

Current

Minimum hours required for graduation: 124 hours.

University Composition Requirements

Course List		
Code	**Title**	**Hours**
Composition I: Principles of Composition [1]		4-7
Advanced Composition		3

General Education Requirements

Course List		
Code	**Title**	**Hours**
A minimum of six courses is required, as follows:		18
Humanities & the Arts: Literature & the Arts (1-2 courses) [4]		
Humanities & the Arts: Historical & Philosophical Perspectives (1-2		
Natural Sciences & Technology: Physical Sciences (0-2 courses) [5]		
Natural Sciences & Technology: Life Sciences (0-2 courses) [5]		
Behavioral Sciences (1 course)		
Cultural Studies: Non-Western Cultures (1 course)		
Cultural Studies: U.S. Minorities Cultures (1 course)		
Cultural Studies: Western/Comparative Cultures (1 course)		
Quantitative Reasoning (2 courses) [7]		

Language Other Than English		
Course List		
Code	**Title**	**Hours**
Completion of the third semester or equivalent of a language other than		0-15

Business Core		42
ACCY 201	Accounting and Accountancy I	3
ACCY 202	Accounting and Accountancy II	3
BADM 275	Fundamentals of Operations Management	3
BADM 300	The Legal Environment of Bus	3
BADM 310	Mgmt and Organizational Beh	3
BADM 320	Principles of Marketing	3
BADM 449	Business Policy and Strategy	3
BUS 101	Professional Responsibility and Business	3
BUS 201	Business Dynamics	3
BUS 401	Global Business Perspectives	3
CMN 101	Public Speaking	3
ECON 102	Microeconomic Principles	3
ECON 103	Macroeconomic Principles	3
FIN 221	Corporate Finance	3
Data Science Core		**29-30**
STAT/CS/IS 107	Data Science Discovery	4
STAT 207	Data Science Exploration	4
CS 307	Modeling and Learning in Data Science	4
CS 277	Algorithms and Data Structures for Data Science	4
IS 467	Ethics and Policy for Data Science	3
IS 477	Data Management, Curation & Reproducibility	3
Choose one Calculus:		4-5
MATH 220	Calculus	
MATH 221	Calculus I	
MATH 234	Calculus for Business I	
Choose one Linear Algebra		3

University Composition Requirements

Minimum of 40 hours of upper-division coursework, generally at the 300- or 400-level. These hours
The University and residency requirements can be found in the Student Code (§ 3-801) and in the

General Education Requirements

Follows the campus General Education (Gen Ed) requirements. Some Gen Ed requirements may be

Course List		
Code	**Title**	**Hours**
Composition I		4-6
Advanced Composition		3

Humanities & the Arts (6 hours)	6
Natural Sciences & Technology (6 hours)	6
Social & Behavioral Sciences (6 hours) fulfilled by ECON 102 and ECON 103	6
Cultural Studies: Non-Western Cultures (1 course)	3
Cultural Studies: U.S. Minorities Cultures (1 course)	3
Cultural Studies: Western/Comparative Cultures (1 course)	3
Quantitative Reasoning (2 courses, at least one course must be Quantitative	6-10

fulfilled by STAT 107, STAT 207; and MATH 220, MATH 221, or MATH 234

Language Requirement (Completion of the third semester or equivalent of a	0-15

Business Core		42
ACCY 201	Accounting and Accountancy I	3
ACCY 202	Accounting and Accountancy II	3
BADM 275	Fundamentals of Operations Management	3
BADM 300	The Legal Environment of Bus	3
BADM 310	Mgmt and Organizational Beh	3
BADM 320	Principles of Marketing	3
BADM 449	Business Policy and Strategy	3
BUS 101	Professional Responsibility and Business	3
BUS 201	Business Dynamics	3
BUS 401	Global Business Perspectives	3
CMN 101	Public Speaking	3
ECON 102	Microeconomic Principles	3
ECON 103	Macroeconomic Principles	3
FIN 221	Corporate Finance	3
Data Science Core		**29-30**
STAT/CS/IS 107	Data Science Discovery	4
STAT 207	Data Science Exploration	4
CS 307	Modeling and Learning in Data Science	4
CS 277	Algorithms and Data Structures for Data Science	4
IS 467	Ethics and Policy for Data Science	3
IS 477	Data Management, Curation & Reproducibility	3
Choose one Calculus:		4-5
MATH 220	Calculus	
MATH 221	Calculus I	
MATH 234	Calculus for Business I	
Choose one Linear Algebra		3

MATH 227	Linear Algebra for Data Science	
MATH 257	Linear Algebra with Computational Applications	
Business Administration Specialization (choose one of the		**12**
Information Systems Specialization:		
BADM 350	IT for Networked Organizations	3
BADM 351	Social Media Strategy	3
BADM 352	Database Design and Management	3
BADM 353	Info Sys Analysis and Design	3
International Business Specialization:		
BADM 380	International Business	3
BADM 381	Multinational Management	3
BADM 382	International Marketing	3
BADM 383	Topics in International Business	3
Management Specialization:		
BADM 311	Leading Individuals and Teams	3
BADM 312	Designing and Managing Orgs	3
BADM 313	Strategic Human Resource Management	3
BADM 314	Leading Negotiations	3
Operations Management Specialization:		
BADM 374	Management Decision Models	3
BADM 375	Operations Strategy	3
BADM 377	Project Management	3
BADM 379	Business Process Improvement	3

Meaningful Research or Discovery Experience

One of the most important skills a student will gain in a BUS+ DS degree will be the ability to present data in meaningful ways. A meaningful research and experience is as much a pillar of this degree program as both the core coursework and the area of specialization. This capstone experience can be fulfilled through BUS 301. This course is an active learning, real-client experience that will allow students to join their data science skills with their business skills.

Total Hours	3

Summary of Total Hours	
Total General Education Hours	25
Total Business Core Hours	42
Total Business Specialization Hours	12
Total Data Science Core Hours	29-30
Meaningful Research or Discovery Experience	3
Electives	13-14
Total Hours	**124**

Date Submitted: 04/09/24 4:18 pm

Viewing: **5527 : Global Markets & Society Minor, UG**

Last approved: 12/06/23 8:14 am

Last edit: 08/19/24 4:24 pm

Changes proposed by: Chandre Johnson

[Global Markets & Society Minor](#)

Catalog Pages
Using this
Program

Proposal Type:

In Workflow

1. **U Program Review**
2. **1563 Head**
3. **KV 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. 04/11/24 3:42 pm
   Donna Butler
   (dbutler):
   Approved for U
   Program Review
2. 04/11/24 3:44 pm
   Tim Wedig
   (twedig):
   Approved for 1563
   Head
3. 04/11/24 4:30 pm
   Stephen Downie
   (sdownie):
   Approved for KV
   Dean
4. 04/22/24 4:01 pm
   Claire Stewart
   (clairest):
   Approved for
   University
   Librarian
5. 04/22/24 4:23 pm
   Suzanne Lee
   (suzannel):
   Approved for

COTE Programs
6. 08/15/24 11:41
am
Brooke Newell
(bsnewell):
Approved for
Provost

History

1. Mar 28, 2019 by
Deb Forgacs
(dforgacs)
2. May 23, 2023 by
Andrea Ray (aray)
3. Dec 6, 2023 by
Kathy Martensen
(kmartens)

Minor (ex. European Union Studies)

This proposal is
for a:
Revision

Administration Details

Official Program Name	Global Markets & Society Minor, UG
Diploma Title	
Sponsor College	Liberal Arts & Sciences
Sponsor Department	Global Studies Programs & Courses
Sponsor Name	Ellen Moodie
Sponsor Email	emoodie@illinois.edu
College Contact	Stephen R. Downie

College Contact
Email

sdownie@illinois.edu

College Budget Officer	Michael Wellens
College Budget Officer Email	wellens@illinois.edu

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.

Timothy Wedig, twedig@illinois.edu

Jerry Davila, jdavila@illinois.edu

Does this program have inter-departmental administration?

No

Proposal Title

Effective Catalog Term   Fall 2024

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 Global Markets & Society in the College of Liberal Arts and 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.

1. Removing HIST 412 from the "Specialization Track, Analytical Approaches & Languages" and CMN 476 course from the "Specialization Track, Global Encounters" choose from lists.

2. Revising the Specialization Track course lists to be listed vertically instead of as a block of horizontal course lists.

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. HIST 412 and CMN 476 have been deactivated.

2. The block of horizontal course lists doesn't allow for campus reports to pull in course information for program maintenance, such as the Red Box Error report that provides units with a list of programs that have, for example, deactivated courses within the Program of Study table. By listing the courses vertically, campus reports will allow easier maintenance of the program's coursework.

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 in the LAS Global Studies Global Markets and Society minor will be able to:

1. Identify how complex, interdependent global systems—natural, environmental, social, cultural, economic, and political—affect and are affected by the local identities and ethical choices of individuals and institutions

2. Develop social scientific skills to explain these interconnections through data collection and analysis, building familiarity with academic literature, and written assignments.

3. Reinforce the practical importance of skills and knowledge from traditional liberal arts disciplines in business, government, non-profit, and non-governmental sectors.

4. Gain social awareness and cultural understanding of the ways in which markets, societies and associated institutions interact to produce outcomes at the local, national, and global levels.

5. Integrate the minor with their current major(s) to add depth and sophistication to their understanding of global interconnections with their primary academic/professional field. The minor will provide a foundation for increased complexity of engagement with interdisciplinary fields, projects, and intellectual inquiry.

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   Comparative Table_Global Markets &
                      Society Minor, UG.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.

Statement for
Programs of
Study Catalog

Course List

Code	Title	Hours
GLBL 270	Introduction to Global Markets and Society	3
Core Courses		6
Choose 2 from the following list (Courses used in the core cannot be used again in your Specialization Track)		
CMN 211	Business and Professional Communication	
CS 105	Intro Computing: Non-Tech	

Code	Title	Hours
ECON 102	Microeconomic Principles	
GGIS 205	Business Location Decisions	
HIST 259	20thC World from Midcentury	
PS 220	Intro to Public Policy	
PSYC 245	Industrial Org Psych	
SOC 160	Global Ineq and Social Change	
Specialization Track		9

Choose three courses in your track. At least 2 of the 3 courses must be at the 300- or 400-level. Alternate courses may be considered on a case-by-case basis.

Global Markets and Governance	
~~ANTH 368, BADM 380, GLBL 220, HIST 310, HIST 380, PS 180, PS 220, PS 282, PS 321, PS 340, PS 356, PS 382, PS 384~~	
ANTH 368	'America' in the World
BADM 380	International Business
GLBL 220	Governance
HIST 310	Global Capitalism in History
HIST 380	US in an Age of Empire
PS 180	IntroPolitics of Globalization
PS 220	Intro to Public Policy
PS 282	Governing Globalization
PS 321	Principles of Public Policy
PS 340	Politics in Intl Development
PS 356	Comparative Political Economy
PS 382	Intl Political Economy
PS 384	Politics of Globalization

Science, Technology, and Markets	
~~ANTH 374, ANTH 423, GGIS 204, GGIS 205, GGIS 438, GGIS 465, GGIS 479, HIST 264, INFO 202, NPRE 101/ENVS 101, PHYS 150, SOC 350~~	
ANTH 374	Anth of Science and Technology
ANTH 423	Economic Anthropology
GGIS 204	Cities of the World
GGIS 205	Business Location Decisions
GGIS 438	Geography of Health Care
GGIS 465	Transportation &Sustainability
GGIS 479	Advanced Topics in GIS
HIST 264	Technology in Western Society
INFO 202	Social Aspects Info Tech
NPRE/ENVS 101	Introduction to Energy Sources
PHYS 150	Physics of Societal Issues
SOC 350	Technology and Society

Global Encounters	
~~ANTH 104, ANTH 270, CMN 476, CWL 114, CWL 441, HIST 221, HIST 260, HIST 405, HIST 430~~	
ANTH 104	Talking Culture
ANTH 270	Language in Culture
CWL 114	Global Consciousness and Lit
CWL 441	Themes in Narrative

Code	Title	Hours
HIST 221	Modern China	
HIST 260	History of Russia	
HIST 405	History of Brazil from 1808	
HIST 430	India from Colony to Nation	

Markets, Development, and the Environment

~~ANTH 278, ANTH 379, ANTH 420, ANTH 466, ECON 411, ECON 414, ECON 450, ECON 482, ENGL 476, ESE 200, GGIS 101, GGIS 210, GGIS 287, GGIS 410, GLBL 250, GLBL 350, GLBL 450, HIST 202, SOC 364, SOC 373, SOC 447, SOC 470~~

Code	Title	Hours
ANTH 278	Climate Change & Civilization	
ANTH 379	Medical Anthropology	
ANTH 420	Case Studies Global Heritage	
ANTH 466	Class, Culture and Society	
ECON 411	Public Sector Economics	
ECON 414	Urban Economics	
ECON 450	Development Economics	
ECON 482	Economics of the Digital Economy	
ENGL 476	Topics in Literature and the Environment	
ESE 200	Earth Systems	
GGIS 101	Global Development & Environment	
GGIS 210	Social & Environmental Issues	
GGIS 287	Environment and Society	
GGIS 410	Green Development	
GLBL 250	Development	
GLBL 350	Poverty in a Global Context	
GLBL 450	Poverty Interventions and Evaluation	
HIST 202	American Environmental History	
SOC 364	Impacts of Globalization	
SOC 373	Social Inequality	
SOC 447	Environmental Sociology	
SOC 470	Social Movements	

The Global Workforce

~~ANTH 466, CMN 212, CMN 232, CMN 412, CMN 413, ECON 440, GLBL 392, HIST 450, HIST 480, PSYC 245, PSYC 455~~

Code	Title	Hours
ANTH 466	Class, Culture and Society	
CMN 212	Intro to Organizational Comm	
CMN 232	Intro to Intercultural Comm	
CMN 412	Adv Organizational Comm	
CMN 413	Adv Small Group Communication	
ECON 440	Economics of Labor Markets	
GLBL 392	Int Diplomacy and Negotiation	
HIST 450	Course HIST 450 Not Found	
HIST 480	US Work Class Hist Since 1780	
PSYC 245	Industrial Org Psych	
PSYC 455	Organizational Psych	

Analytical Approaches & Languages

Code	Title	Hours

~~BTW 250, BTW 261, BTW 271, CMN 211, CMN 321, CMN 323, CMN 411, CS 105, ECON 202, FR 485, FR 486, GER 320, GER 321, GGIS 379, GGIS 380, GGIS 473, GGIS 479, HIST 391, HIST 412, HNDI 412, SOC 280, SOC 380, SOC 481, SPAN 142, SPAN 202, SPAN 332, STAT 200~~

Code	Title
BTW 250	Principles Bus Comm
BTW 261	Principles Tech Comm
BTW 271	Persuasive Writing
CMN 211	Business and Professional Communication
CMN 321	Strategies of Persuasion
CMN 323	Argumentation
CMN 411	Organizational Comm Assessment
CS 105	Intro Computing: Non-Tech
ECON 202	Economic Statistics I
FR 485	French for the Professions
FR 486	Commercial & Econ French II
GER 320	German for Business
GER 321	German for Economics
GGIS 379	Introduction to Geographic Information Systems
GGIS 380	Geographic Information Systems II
GGIS 473	Digital Cartography & Map Design
GGIS 479	Advanced Topics in GIS
HIST 391	Oral History Methods
HNDI 412	Business Hindi
SOC 280	Intro to Social Statistics
SOC 380	Social Research Methods
SOC 481	Survey Research
SPAN 142	Spanish in the Professions
SPAN 202	Spanish for Business
SPAN 332	Spanish and Entrepreneurship
STAT 200	Statistical Analysis

OPTIONAL Professional Development Capstone Experience (3 hours)

Choose one option in consultation with the Global Markets and Society minor advisor:

    Internship or Field Experience in a market-focused organization

    Research Experience with a faculty member

    Analytical/Research Paper with faculty guidance

    Credit is awarded for each of these three options on the basis of an analytical/research paper written by the student under the supervision of a faculty adviser

Total Minimum 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?

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.

No impact

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 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 revision.

EP Documentation

EP Control Number	EP.25.001
Attach Rollback/Approval Notices	
This proposal requires HLC inquiry	No

DMI Documentation

Attach Final Approval Notices	
Banner/Codebook Name	Global Markets and Society
Program Code:	5527

Minor Code	5527	Conc Code	Degree Code	Major Code

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) (02/27/24 2:32 pm):** Rollback: Email sent to Chandre, Ellen, Stephen D., Andrea, Timothy, and Jerry **Brooke Newell (bsnewell) (03/12/24 11:05 am):** Rollback: Email sent to Chandre, Ellen, Stephen and Andrea

Key: 499

Global Markets & Society Minor, UG

Key: 499

Current Requirements	Current Hours	Proposed Requirements	Proposed Hours
GLBL 270	3	GLBL 270	3
Core Courses	**6**	**Core Courses**	**6**
Choose 2 from the following list (Courses used in the core cannot be used again in your Specialization Track)		Choose 2 from the following list (Courses used in the core cannot be used again in your Specialization Track)	
CMN 211		CMN 211	
CS 105		CS 105	
ECON 102		ECON 102	
GGIS 205		GGIS 205	
HIST 259		HIST 259	
PS 220		PS 220	
PSYC 245		PSYC 245	
SOC 160		SOC 160	
Specialization Track	**9**	**Specialization Track**	**9**
Choose three courses in your track. At least 2 of the 3 courses must be at the 300- or 400-level. Alternate courses may be considered on a case-by-case basis.		Choose three courses in your track. At least 2 of the 3 courses must be at the 300- or 400-level. Alternate courses may be considered on a case-by-case basis.	
Global Markets and Governance.		Global Markets and Governance	
ANTH 368, BADM 380, GLBL 220, HIST 310, HIST 380, PS 180, PS 220, PS 282, PS 321, PS 340, PS 356, PS 382, PS 384		ANTH 368	
		BADM 380	
		GLBL 220	
		HIST 310	
		HIST 380	
		PS 180	
		PS 220	
		PS 282	
		PS 321	
		PS 340	
		PS 356	
		PS 382	
		PS 384	
Science, Technology, and Markets.		Science, Technology, and Markets	
ANTH 374, ANTH 423, GGIS 204, GGIS 205, GGIS 438, GGIS 465, GGIS 479, HIST 264, INFO 202, NPRE 101/ENVS 101, PHYS 150, SOC 350		ANTH 374	

		ANTH 423	
		GGIS 204	
		GGIS 205	
		GGIS 438	
		GGIS 465	
		GGIS 479	
		HIST 264	
		INFO 202	
		NPRE 101/ENVS 101	
		PHYS 150	
		SOC 350	
Global Encounters.		Global Encounters	
ANTH 104, ANTH 270, CMN 476, CWL 114, CWL 441, HIST 221, HIST 260, HIST 405, HIST 430		ANTH 104	
		ANTH 270	
		CWL 114	
		CWL 441	
		HIST 221	
		HIST 260	
		HIST 405	
		HIST 430	
Markets, Development, and the Environment.		Markets, Development, and the Environment	
ANTH 278, ANTH 379, ANTH 420, ANTH 466, ECON 411, ECON 414, ECON 450, ECON 482, ENGL 476, ESE 200, GGIS 101, GGIS 210, GGIS 287, GGIS 410, GLBL 250, GLBL 350, GLBL 450, HIST 202, SOC 364, SOC 373, SOC 447, SOC 470		ANTH 278	
		ANTH 379	
		ANTH 420	
		ANTH 466	
		ECON 411	
		ECON 414	
		ECON 450	
		ECON 482	
		ENGL 476	
		ESE 200	
		GGIS 101	
		GGIS 210	
		GGIS 287	
		GGIS 410	
		GLBL 250	
		GLBL 350	
		GLBL 450	
		HIST 202	
		SOC 364	
		SOC 373	

		SOC 447	
		SOC 470	
The Global Workforce.		The Global Workforce	
ANTH 466, CMN 212, CMN 232, CMN 412, CMN 413, ECON 440, GLBL 392, HIST 450, HIST 480, PSYC 245, PSYC 455		ANTH 466	
		CMN 212	
		CMN 232	
		CMN 412	
		CMN 413	
		ECON 440	
		GLBL 392	
		HIST 450	
		HIST 480	
		PSYC 245	
		PSYC 455	
Analytical Approaches & Languages.		Analytical Approaches & Languages	
BTW 250, BTW 261, BTW 271, CMN 211, CMN 321, CMN 323, CMN 411, CS 105, ECON 202, FR 485, FR 486, GER 320, GER 321, GGIS 379, GGIS 380, GGIS 473, GGIS 479, HIST 391, HIST 412, HNDI 412, SOC 280, SOC 380, SOC 481, SPAN 142, SPAN 202, SPAN 332, STAT 200		BTW 250	
		BTW 261	
		BTW 271	
		CMN 211	
		CMN 321	
		CMN 323	
		CMN 411	
		CS 105	
		ECON 202	
		FR 485	
		FR 486	
		GER 320	
		GER 321	
		GGIS 379	
		GGIS 380	
		GGIS 473	
		GGIS 479	
		HIST 391	
		HNDI 412	
		SOC 280	
		SOC 380	
		SOC 481	
		SPAN 142	
		SPAN 202	
		SPAN 332	

			STAT 200	
OPTIONAL Professional Development Capstone Experience (3 hours)			**OPTIONAL Professional Development Capstone Experience (3 hours)**	
Choose one option in consultation with the Global Markets and Society minor advisor:			Choose one option in consultation with the Global Markets and Society minor advisor:	
Internship or Field Experience in a market-focused organization			Internship or Field Experience in a market-focused organization	
Research Experience with a faculty member			Research Experience with a faculty member	
Analytical/Research Paper with faculty guidance			Analytical/Research Paper with faculty guidance	
Credit is awarded for each of these three options on the basis of an analytical/research paper written by the student under the supervision of a faculty adviser			Credit is awarded for each of these three options on the basis of an analytical/research paper written by the student under the supervision of a faculty adviser	
Total Minimum Hours	18		**Total Minimum Hours**	18

Program Change Request

Date Submitted: 04/16/24 10:15 am

Viewing: **10KP0130BS : Materials Science & Engineering, BS**

Last approved: 05/04/23 2:19 pm

Last edit: 08/19/24 4:25 pm

Changes proposed by: Dallas Trinkle

Materials Science & Engineering, BS

Catalog Pages
Using this
Program

Proposal Type:

Approval Path

1. 04/19/24 3:55 pm
   Donna Butler
   (dbutler):
   Approved for U
   Program Review
2. 04/21/24 1:48 pm
   Nancy Sottos (n-sottos): Approved
   for 1919 Head
3. 04/23/24 1:25 pm
   Ashley Hallock
   (ahallock):
   Approved for KP
   Committee Chair
4. 04/23/24 2:13 pm
   Cindy Pruitt
   (cpruitt):
   Approved for KP
   Dean
5. 04/23/24 6:27 pm
   Claire Stewart
   (clairest):
   Approved for

University Librarian

6. 04/23/24 8:31 pm
   Suzanne Lee
   (suzannel):
   Approved for
   COTE Programs

7. 05/10/24 9:21 am
   Brooke Newell
   (bsnewell):
   Rollback to KP
   Committee Chair
   for Provost

8. 05/10/24 10:54
   am
   Ashley Hallock
   (ahallock):
   Approved for KP
   Committee Chair

9. 05/10/24 11:12
   am
   Cindy Pruitt
   (cpruitt):
   Approved for KP
   Dean

10. 05/10/24 1:17 pm
    Claire Stewart
    (clairest):
    Approved for
    University
    Librarian

11. 05/12/24 1:17 pm
    Suzanne Lee
    (suzannel):
    Approved for
    COTE Programs

12. 08/15/24 11:41
    am
    Brooke Newell
    (bsnewell):
    Approved for
    Provost

History

1. Dec 14, 2018 by
   Deb Forgacs
   (dforgacs)

Major (ex. Special Education)

This proposal is for a:
Revision

Administration Details

Official Program Name	Materials Science & Engineering, BS
Diploma Title	Bachelor of Science in Materials Science and Engineering
Sponsor College	Grainger College of Engineering
Sponsor Department	Materials Science & Engineering
Sponsor Name	Dallas Trinkle
Sponsor Email	dtrinkle@illinois.edu

College Contact	Jonathan Makela		College Contact Email

jmakela@illinois.edu

College Budget Officer	Tessa Hile

College Budget Officer Email	tmhile@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.

Ashley Hallock, ahallock@illinois.edu, GCOE; Dallas Trinkle, dtrinkle@illinois.edu and Laura Nagel, ljnagel@illinois.edu, MatSE

Does this program have inter-departmental administration?

No

Proposal Title

Effective Catalog Term	Fall 2024

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 Science in Materials Science & Engineering in the Grainger College of Engineering

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.	1. The formatting of the program of study and additional text (e.g., graduation requirements, university requirements, and general education requirements) has been modified to adhere to the campus General Education Template.
	2. Correcting a red box error from elimination of ECE 485.

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. Per Office of the Provost General Education initiative for transparency and accessibility.
>
> 2. Course has been deactivated.
>
> A student can obtain the 40 hours of upper-division coursework through:
> MSE 307 (3),
> MSE 308 (3),
> MSE 401 (3),
> MSE 406 (3),
> MSE 402 (3),
> MSE 494 (1),
> MSE 495 (2),
> IE 300 (3),
>
> and:
>
> Biomaterials Area:
> MCB 450 (3)
> MCB 470 (3)
> MSE 404 (3)
> and ten hours of Topical Lectures
>
> or
>
> All other Areas:
> MSE 304 (3)
> MSE 405 (3)
> MSE 404 (6)
> and seven hours of Topical Lectures

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 Materials Science and Engineering BS is accredited by the Engineering Accreditation Commission of ABET, Inc. (abet.org).

The program educational objectives of the MatSE Department and its faculty at the undergraduate level are:

1. Our graduates will attain the foundational knowledge to be successful in their chosen career.
2. Our graduates will be skilled at teamwork, communication and individual professionalism, including ethics and environmental awareness.
3. Our graduates will provide valuable service to their chosen profession and to society.
4. Our graduates will have the ability to achieve their personal goals and advance in their chosen profession through life-long learning.

The curriculum is designed to guarantee a certain breadth of knowledge in materials science and engineering through a set of core courses, as well as to ensure depth and focus in specialties with materials science. In accordance with the ABET educational criteria, the program has been developed so that graduates will have:

1. an ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics 2. an ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors 3. an ability to communicate effectively with a range of audiences 4. an ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts 5. an ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives 6. an ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions 7. an ability to acquire and apply new knowledge as needed, using appropriate learning strategies.

Students are assessed on these seven educational criteria in the required classes. Data is collected in alternating years on student achievement, and reviewed by the curriculum committee, with feedback to the faculty in the required courses. The faculty document changes made to their courses in response to the review of assessment data.

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   Materials Science and Engineering 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

Graduation Requirements
~~Minimum Overall GPA: 2.0~~

Minimum hours required for graduation: 128 hours.
Minimum Overall GPA: 2.0
University Requirements
Minimum ~~128 hours, to include a minimum~~ of 40 ~~40~~ hours of upper-division coursework at the 300- and 400-level. ~~400-level from all elements of the degree.~~ from all elements of the degree. These hours can be drawn from all elements of the degree. Students should consult their academic advisor for additional guidance in fulfilling this requirement.
The university and residency requirements can be found in the Student Code (§ 3-801) and in the Academic Catalog.
General Education Requirements
~~Generaleducation:~~Follows the campus ~~Students must complete theCampus~~ General Education (Gen Ed) requirements. ~~including the campus general education language requirement.~~ Some Gen Ed requirements may be met by courses required and/or electives in the program.

Course List

Code	Title	Hours
Composition I		4-6
Advanced Composition		3
fulfilled by MSE 307 and MSE 308		
Humanities & the Arts (6 hours)		6
Natural Sciences & Technology (6 hours)		6
fulfilled by CHEM 102, CHEM 104, PHYS 211, PHYS 212		
Social & Behavioral Sciences (6 hours)		6
Cultural Studies: Non-Western Cultures (1 course)		3
Cultural Studies: US Minority Cultures (1 course)		3
Cultural Studies: Western/Comparative Cultures (1 course)		3
Quantitative Reasoning (2 courses, at least one course must be Quantitative Reasoning I)		6-10
fulfilled by MATH 221 or MATH 220; MATH 231, MATH 241, MATH 285, PHYS 211, PHYS 212, CS 101		
Language Requirement (Completion of the third semester or equivalent of a language other than English is required)		0-15

Materials Science and Engineering Graduation Requirements

~~MSE 307 and MSE 308 will satisfy technical core requirements and the Campus General Education Advanced Compositionrequirement.~~ **Orientation and Professional Development**

Course List

Code	Title	Hours
ENG 100	Grainger Engineering Orientation Seminar (External transfer students take ENG 300.)	1

Recommended, optional 1 credit course, MSE 183 Introductory MatSE Laboratory. Credit hour counts toward free electives.

Total Hours		1

Foundational Mathematics and Science

Course List

Code	Title	Hours
CHEM 102	General Chemistry I	3
CHEM 103	General Chemistry Lab I	1
CHEM 104	General Chemistry II	3
CHEM 105	General Chemistry Lab II	1
MATH 221	Calculus I (MATH 220 may be substituted. MATH 220 is appropriate for students with no background in calculus. 4 of 5 credit hours count towards degree.)	4
MATH 231	Calculus II	3
MATH 241	Calculus III	4
MATH 257	Linear Algebra with Computational Applications	3
MATH 285	Intro Differential Equations	3
PHYS 211	University Physics: Mechanics	4
PHYS 212	University Physics: Elec & Mag	4
PHYS 214	Univ Physics: Quantum Physics	2
Total Hours		35

Materials Science and Engineering Technical Core

For All Students ~~For the Biomaterials Area~~

Course List

Code	Title	Hours
CS 101	Intro Computing: Engrg & Sci	3

Code	Title	Hours
ECE 205	Electrical and Electronic Circuits	3
MSE 182	Introduction to MatSE	2
MSE 201	Phases and Phase Relations	3
MSE 206	Mechanics for MatSE	4
MSE 307	Materials Laboratory I	3
MSE 308	Materials Laboratory II	3
MSE 494	Materials Design Thinking	1
MSE 495	Materials Design	2
MSE 401	Thermodynamics of Materials	3
MSE 402	Kinetic Processes in Materials	3
MSE 406	Thermal-Mech Behavior of Matls	3
Subtotal Hours of Technical Core for All Students		33

For the Biomaterials Area

Course List

Code	Title	Hours
CHEM 232	Elementary Organic Chemistry I	3 or 4
IE 300	Analysis of Data (Students in the Biomaterials Area may substitute STAT 400 for IE 300 with permission from the department.)	3
MCB 150	Molec & Cellular Basis of Life	4
MCB 450	Introductory Biochemistry	3
MCB 252	Cells, Tissues & Development	3
MSE 470	Design and Use of Biomaterials	3
Total Hours for the Biomaterials Area		52

For All Other Areas

Course List

Code	Title	Hours
IE 300	Analysis of Data (The extra hour of credit for STAT 400 may be used to help meet free elective requirements.)	3
or STAT 400	Statistics and Probability I	
MSE 304	Electronic Properties of Matls	3
MSE 405	Microstructure Determination	3
Total Hours for All Other Areas		42

Technical Electives

For the Biomaterials Area

Course List

Code	Title	Hours
MSE 404	Laboratory Studies in Materials Science and Engineering (Each section of MSE 404 is 1.5 hours. Students take 2 unique sections of MSE 404 for 3 hours.)	3
Topical lecture courses in the Biomaterials Area. See Topical Lecture list below.		5
Topical lecture courses outside of the Biomaterials Area. See Topical Lecture list below.		6
Total Hours		14

~~**For the Biomaterials Area**~~**For All Other Areas**

Course List

Code	Title	Hours
MSE 404	Laboratory Studies in Materials Science and Engineering (Each section of MSE 404 is 1.5 hours. Students take 4 unique sections of MSE 404 for 6 hours.)	6

Code	Title	Hours
	Technical electives selected from the following rubrics: ABE, AE, BIOC, BIOE, BIOP, CHBE, CHEM, CEE, CS, CSE, ECE, IE, MATH, MCB, ME, MSE, NPRE, PHYS, SE, TAM, TE. Technical electives must be 200 level or higher courses---excluding independent study, research, or special topics---that do not currently satisfy another requirement. Other courses may be approved by the department.	6
	Topical lecture courses. See Topical Lecture list below. No more than 6 hours may be from introductory topical lectures.	12
Total Hours		24

Topical Lectures

Course List

Code	Title	Hours
Introductory - No more than 2 introductory courses can count for Topical Lecture		
MSE 420	Ceramic Materials & Properties	3
MSE 441	Metals Processing	3
MSE 450	Polymer Science & Engineering	3 or 4
MSE 470	Design and Use of Biomaterials	3
ECE 340	Semiconductor Electronics	3
Biomaterials		
MSE 473	Biomolecular Materials Science	3
MSE 474	Biomaterials and Nanomedicine	3
ABE 446	Biological Nanoengineering	3 or 4
BIOE 416	Biosensors	3
BIOE 461	Cellular Biomechanics	4
BIOE 476	Tissue Engineering	3
BIOE 479	Cancer Nanotechnology	3
BIOE 487	Stem Cell Bioengineering	3 or 4
CHBE 472	Techniques in Biomolecular Eng	3 or 4
CHBE 473	Biomolecular Engineering	3 or 4
CHBE 475	Tissue Engineering	3
ECE 380	Biomedical Imaging	3
ECE 414	Biomedical Instrumentation	3
ECE 415	Biomedical Instrumentation Lab	2
ECE 472	Biomedical Ultrasound Imaging	3
ME 482	Musculoskel Tissue Mechanics	3 or 4
ME 483	Mechanobiology	4
Biomaterials Science - Can only count one science course for Topical Lecture Biomaterials		
BIOC 446	Physical Biochemistry	3
BIOC 455	Technqs Biochem & Biotech	4
BIOP 401	Introduction to Biophysics	3
All Other Areas		
MSE 403	Synthesis of Materials	3
MSE 421	Ceramic Processing	3 or 4
MSE 422	Electrical Ceramics	3
MSE 440	Mechanical Behavior of Metals	3
MSE 443	Design of Engineering Alloys	3
MSE 453	Plastics Engineering	3
MSE 455	Macromolecular Solids	3
MSE 456	Mechanics of Composites	3

Code	Title	Hours
MSE 457	Polymer Chemistry	3 or 4
MSE 458	Polymer Physics	3 or 4
MSE 460	Electronic Materials I	3
MSE 461	Electronic Materials II	3
MSE 464	Magnetic Materials and their Applications (Magnetic Materials and their Applications)	3 or 4
MSE 466	Electrochemical Energy Conversion	3
MSE 480	Surfaces and Colloids	3
MSE 481	Electron Microscopy	3
MSE 485	Atomic Scale Simulations	3
MSE 487	Materials for Nanotechnology	3
MSE 488	Optical Materials	3 or 4
MSE 489	Matl Select for Sustainability	3
MSE 498	Special Topics (Modern Methods in Materials Characterization, new course SP 2023)	3
ABE 482	Package Engineering	3
ABE 483	Engineering Properties of Food Materials	3
CEE 401	Concrete Materials	4
CEE 460	Steel Structures I	3
CHBE 458	Synthetic Nanomaterials	3
ECE 441	Physcs & Modeling Semicond Dev	3
ECE 443	LEDs and Solar Cells	4
ECE 444	IC Device Theory & Fabrication	4
ECE 481	Nanotechnology	4
ECE 485	Course ECE 485 Not Found	
ECE 487	Intro Quantum Electr for EEs	3
ECE 488	Compound Semicond & Devices	3
ECE 495	Photonic Device Laboratory	3
IE 431	Design for Six Sigma	3
ME 431	Mechanical Component Failure	3 or 4
ME 472	Introduction to Tribology	3 or 4
ME 487	MEMS-NEMS Theory & Fabrication	4
NPRE 470	Fuel Cells & Hydrogen Sources	3
SE 412	Nondestructive Evaluation	3 or 4
TAM 451	Intermediate Solid Mechanics	4
TAM 456	Experimental Stress Analysis	3
Science - Can only count one science course for Topical Lecture		
CHEM 436	Fundamental Organic Chem II	3
CHEM 483	Solid State Structural Anlys	4
PHYS 485	Atomic Phys & Quantum Theory	3
PHYS 486	Quantum Physics I	4
PHYS 487	Quantum Physics II	4

Free Electives

Course List

Code	Title	Hours
Additional course work, subject to the Grainger College of Engineering restrictions to Free Electives, so that there are at least 128 credit hours earned toward the degree.		10
Total Hours of Curriculum to Graduate		128

Corresponding Degree	BS Bachelor of Science

Program Features

Academic Level	Undergraduate
Does this major have transcripted concentrations?	No

What is the typical time to completion of this program?

  4 years

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

  128

CIP Code	141801 - Materials Engineering.

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.

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.

                                N/A

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

No changes.

Attach File(s)

Financial Resources

How does the unit intend to financially support this proposal?

NA

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.

N/A

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 revision.

EP Documentation

EP Control Number   EP.25.001

Attach Rollback/Approval Notices

This proposal requires HLC inquiry   No

DMI Documentation

Attach Final Approval Notices

Banner/Codebook Name   BS:Materials Sci & Engr -UIUC

Program Code: 10KP0130BS

Minor Code	Conc Code	Degree Code	Major Code
0130		BS	

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) (04/10/24 8:46 am): Rollback: Email sent to Dallas, Ashley, and Laura

Brooke Newell (bsnewell) (05/10/24 9:21 am): Rollback: Per discussion and email sent to Ashley

Key: 122

Materials Science & Engineering, BS

for the degree of Bachelor of Science in Materials Science & Engineering

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Sample Sequence

This sample sequence is intended to be used only as a guide for degree completion. All students should work individually with their academic advisors to decide the actual course selection and sequence that works best for them based on their academic preparation and goals. Enrichment programming such as study abroad, minors, internships, and so on may impact the structure of this four-year plan. Course availability is not guaranteed during the semester indicated in the sample sequence.The curriculum sequence can also be viewed via dynamic and static curricular maps ([Biomaterials](#) and [All Other Areas](#)), which include prerequisite sequencing.

Students must fulfill their Language Other Than English requirement by successfully completing a third level of a language other than English. See the corresponding section on the [Degree and General Education Requirements](#). MSE 307 and MSE 308 will satisfy technical core requirements and the Campus General Education Advanced Composition requirement.

Free Electives: Additional course work, subject to the [Grainger College of Engineering restrictions to Free Electives](#), so that there are at least 128 credit hours earned toward the degree.

First Year			
FIRST SEMESTER	**HOURS**	**SECOND SEMESTER**	**HOURS**
MSE 182	2	MSE 183 (Optional, recommended)	1
MATH 221 (MATH 220 may be substituted)	4	MATH 231	3
CHEM 102	3	CHEM 104	3
CHEM 103	1	CHEM 105	1
ENG 100	1	PHYS 211	4
Composition I or General Education (Choose a Humanities or Social/Behavioral Science course)	4-3	General Education (Choose a Humanities or Social/Behavioral Science course) or Composition I course	3-4
		CS 101	3
	15		**18**

Second Year			
FIRST SEMESTER	**HOURS**	**SECOND SEMESTER**	**HOURS**
MSE 201	3	MSE 206	4
MATH 241	4	MATH 285	3
MATH 257	3	ECE 205	3

First Year			
FIRST SEMESTER	**HOURS**	**SECOND SEMESTER**	**HOURS**
PHYS 212	4	PHYS 214	2
General Education course (choose a Humanities or Social/Behavioral Science course with Cultural Studies designation)	3	General Education course (choose a Humanities or Social/Behavioral Science course with Cultural Studies designation)	3
	17		**15**

Total Hours 65

Biomaterials Area

Third Year			
FIRST SEMESTER	**HOURS**	**SECOND SEMESTER**	**HOURS**
MSE 307	3	MSE 308	3
MSE 401	3	MSE 402	3
MSE 406	3	IE 300 (Students in the Biomaterials Area may substitute STAT 400 for IE 300 with permission from the department.)	3
MCB 150	4	MCB 252	3
CHEM 232	3-4	General Education course (choose a Humanities or Social/Behavioral Science course with Cultural Studies designation)	3
	16		**15**
Fourth Year			
FIRST SEMESTER	**HOURS**	**SECOND SEMESTER**	**HOURS**
MSE 494	1	MSE 495	2
MSE 470	3	Topical Lecture in Biomaterials Area	3
Topical Lecture in Biomaterials Area	2	Topical Lecture outside of Biomaterials Area	3
Topical Lecture outside of Biomaterials Area	3	MSE 404 (Each section of MSE 404 is 1.5 hours. Students take 2 unique sections of MSE 404 for 3 hours.)	3
MCB 450	3	Free elective course	2
Language Other Than English (3rd level) course	4	Free elective course	3
	16		**16**

Total Hours 63

All Other Areas

Third Year			
FIRST SEMESTER	**HOURS**	**SECOND SEMESTER**	**HOURS**
MSE 307	3	MSE 308	3
MSE 401	3	MSE 304	3
MSE 406	3	MSE 402	3

Third Year			
FIRST SEMESTER	**HOURS**	**SECOND SEMESTER**	**HOURS**
IE 300 (or STAT 400. The extra hour from STAT 400 counts toward free elective.)	3	MSE 405	3
General Education course (choose a Humanities or Social/Behavioral Science course with Cultural Studies designation)	3	Topical Lecture (intro level suggested)	3
	15		**15**

Fourth Year			
FIRST SEMESTER	**HOURS**	**SECOND SEMESTER**	**HOURS**
MSE 404 (Each section of MSE 404 is 1.5 hours. Students take 2 unique sections of MSE 404 for 3 hours.)	3	MSE 404 (Each section of MSE 404 is 1.5 hours. Students take 2 unique sections of MSE 404 for 3 hours.)	3
MSE 494	1	MSE 495	2
Topical Lecture	3	Topical Lecture	3
Topical Lecture	3	Technical Elective	3
Technical Elective	3	Free elective course	2
Language Other Than English (3rd level) course	4	Free elective course	3
	17		**16**

Total Hours 63

Code	Title	Hours
Total Hours all semesters		**128**
Course List		

Program Change Request

Date Submitted: 03/27/24 9:31 am

Viewing: **10KV0335BS : Chemistry, BS**

Last approved: 02/19/24 10:20 am

Last edit: 08/19/24 4:25 pm

Changes proposed by: Scott Silverman

Chemistry, BS

Catalog Pages
Using this
Program

Proposal Type:

In Workflow

1. **U Program Review**
2. **1413 Head**
3. **SOCS Head**
4. **KV Dean**
5. **University Librarian**
6. **COTE Programs**
7. **Provost**
8. **Senate EPC**
9. Senate
10. U Senate Conf
11. Board of Trustees
12. IBHE
13. HLC
14. DMI

Approval Path

1. 03/29/24 5:06 pm
Donna Butler
(dbutler):
Approved for U
Program Review
2. 04/02/24 2:34 pm
Scott Silverman
(sks): Approved
for 1413 Head
3. 04/02/24 2:35 pm
Karla Denzler
(denzler):
Approved for
SOCS Head
4. 04/11/24 4:16 pm
Stephen Downie
(sdownie):
Approved for KV
Dean
5. 04/22/24 4:06 pm
Claire Stewart
(clairest):
Approved for
University

Librarian
6. 04/23/24 8:32 pm
Suzanne Lee
(suzannel):
Approved for
COTE Programs
7. 08/15/24 11:41
am
Brooke Newell
(bsnewell):
Approved for
Provost

History

1. Mar 21, 2019 by
Deb Forgacs
(dforgacs)
2. Apr 6, 2019 by
Deb Forgacs
(dforgacs)
3. May 12, 2020 by
Amy Elli (amyelli)
4. May 18, 2020 by
Deb Forgacs
(dforgacs)
5. Feb 11, 2021 by
Amy Elli (amyelli)
6. May 11, 2021 by
Amy Elli (amyelli)
7. Feb 19, 2024 by
Scott Silverman
(sks)

Major (ex. Special Education)

This proposal is
for a:
Revision

Administration Details

Official Program Name   Chemistry, BS

Diploma Title   Bachelor of Science in Chemistry

Sponsor College   Liberal Arts & Sciences

Sponsor   Chemistry

Department

Sponsor Name   Scott K. Silverman

Sponsor Email   sks@illinois.edu

College Contact   Stephen R. Downie   College Contact
Email

  sdownie@illinois.edu

College Budget   Michael Wellens
Officer

College Budget   wellens@illinois.edu
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.
      Scott K. Silverman, sks@illinois.edu

Does this program have inter-departmental administration?
      No

Proposal Title

Effective Catalog   Fall 2024
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 Bachelor of Science in Chemistry in the College of Liberal Arts and 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)."

  This Chemistry, BS proposal (key 272) is related to the Chemistry, BSLAS proposal
  (key 271) and the Chemistry: Environmental Chemistry, BS proposal (key 623).

Program Justification

Provide a brief description of what changes are being made to the program.   We are proposing four changes. (1) Changing the wording that describes how transfer students can substitute 1 hour of 200 level or higher Chemistry for the 1 hour of CHEM 150. (2) Modifying the formatting of the POS and additional text (e.g., graduation requirements, university requirements, and general education requirements) to adhere to the campus General Education Template. (3) Correcting a previous answer to the question whether this is a teacher certification program. (4) Correcting a previous

answer to the question whether accreditation will be sought for the program.

Total credit hours will not change.

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) The current wording is as follows:

On- and off-campus transfer students in the BS curriculum may substitute 1 additional hour of 200 level or higher Chemistry [including CHEM 297, CHEM 397, CHEM 497, or CHEM 499] for CHEM 150.

This wording is confusing because (a) there is no need to differentiate on- and off-campus transfer students; (b) the word "additional" is unnecessary and incorrectly implies the addition of 1 credit hour. Therefore we wish to use revised and simplified wording as follows:

Transfer students may substitute 1 hour of 200 level or higher Chemistry, including CHEM 297, CHEM 397, CHEM 497, or CHEM 499, for the 1 hour of CHEM 150.

This revised wording retains the originally intended meaning and removes the confusing aspects.

(2) Per Office of the Provost General Education initiative for transparency and accessibility.

Chemistry, BS (Specialized Curriculum) 40 hours upper division sample plan:

Required courses:
CHEM 312 - 3 hours
CHEM 315 - 2 hours
CHEM 420 - 2 hours
CHEM 436 - 3 hours
CHEM 442 - 4 hours
CHEM 444 - 4 hours
CHEM 445 - 2 hours
sum: 20 hours

11 hours Advanced Chemistry - all options are 300 or 400 level

The above add up to 31 hours, so at least 9 more qualifying hours are needed, likely coming from some combination of the following:

CHEM 236 - 4 hours (prerequisites: CHEM 104 or 204 or 222/223, all of which require CHEM 102)
CHEM 237 - 2 hours (prerequisites: credit or concurrent registration in CHEM 236, which requires CHEM 104 or 204 or 222/223, all of which require CHEM 102)
MATH 241 - 4 hours (prerequisites: MATH 220/221 and 231)
MATH 257 - 3 hours (prerequisites: CS 101 and MATH 220/221)
MATH 285 - 3 hours (prerequisites: MATH 241, which requires MATH 220/221 and 231)
MATH 415 - 3 hours (prerequisites: MATH 241, which requires MATH 220/221 and 231)
PHYS 212 - 4 hours (prerequisites: PHYS 211 and credit or concurrent enrollment in MATH 241, which requires MATH 220/221 and 231)

PHYS 214 - 2 hours (prerequisites: PHYS 211 and 212)

Total equals 40 hours

(3) The Chemistry, BS degree is not a teacher certification program. Previously the Program Feature for "Is This a Teacher Certification Program" was incorrectly set to Yes. We are fixing this mistake and changing the entry to No.

(4) The Chemistry, BS degree is accredited by the American Chemical Society. Previously the Program Feature for "Will specialized accreditation be sought for this program?" was incorrectly set as No. We are fixing this mistake and changing the entry to Yes.

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.

Unchanged from the Learning Outcomes listed at http://catalog.illinois.edu /undergraduate/las/chemistry-bs/#learningoutcomestext

Students graduating with the BS in Chemistry will have:

1. A thorough knowledge of the basic principles of chemistry, including atomic and molecular structure, chemical dynamics and the chemical and physical properties of substances.

2. An exposure to the subfields of chemistry, such as analytical, organic, physical, materials, inorganic, as well as chemical biology.

3. The ability to read, evaluate, interpret, and present (via oral and written communication) numerical, chemical and general scientific data, information and literature.

4. The ability to carry out experiments, use appropriate experimental apparatus effectively, and demonstrate proper laboratory safety skills.

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   SS Chemistry BS SKS05.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.

Specialized Curriculum

Graduation requires grade point averages of at least 2.0 overall and 2.0 in chemistry, mathematics, and physics courses.

Students in the Specialized Curriculum in Chemistry must include a course in Biochemistry in the Advanced Chemistry area or the Technical Electives area to be certified by the American Chemical Society as having met its specifications.

Departmental distinction: Students qualify for graduation with distinction by exhibiting superior performance in both course work and in senior thesis research. To be eligible, a student must have a UIUC coursework major grade point average of 3.25, must take CHEM 499 (normally for two semesters) and submit a senior thesis for evaluation, and must have their undergraduate research advisor submit to the department Head a letter of support attesting to the effort invested by the student. The minimum major GPAs for Distinction, High Distinction, and Highest Distinction are 3.25, 3.5, and 3.75, respectively. Final decisions on awarding Distinction honors will be made by the Head or designee.

Statement for Programs of Study Catalog

Graduation Requirements
~~Generaleducation:Students must complete the Campus General Education requirements including the campus general education languagerequirement.~~Minimum hours required for graduation: 120 hours.

University Requirements
Minimum ~~120 hours, to include a minimum~~ of 40 hours of upper-division coursework, ~~coursework~~ generally at the 300- or 400-level. ~~300 and 400 level.~~ These hours can be drawn from all elements of the degree. Students should consult their academic advisor for additional guidance in fulfilling this requirement. ~~degree.~~
The university and residency requirements can be found in the Student Code (§ 3-801) and in the Academic Catalog.

General Education Requirements
Follows the campus General Education (Gen Ed) requirements. Some Gen Ed requirements may be met by courses required and/or electives in the program.

Course List

Code	Title	Hours
Composition I		4-6
Advanced Composition		3
Humanities & the Arts (6 hours)		6
Natural Sciences & Technology (6 hours)		6
fulfilled by CHEM 202 & CHEM 204 or CHEM 102 & CHEM 104; PHYS 211, PHYS 212		
Social & Behavioral Sciences (6 hours)		6
Cultural Studies: Non-Western Cultures (1 course)		3

Code	Title	Hours
Cultural Studies: US Minority Cultures (1 course)		3
Cultural Studies: Western/Comparative Cultures (1 course)		3
Quantitative Reasoning (2 courses, at least one course must be Quantitative Reasoning I)		6-10
fulfilled by MATH 220 or MATH 221, MATH 231, MATH 241, MATH 285; PHYS 211, PHYS 212		
Language Requirement (Completion of the third semester or equivalent of a language other than English is required)		0-15

Course List

Code	Title	Hours
Orientation and Professional Development		
LAS 101	Design Your First Year Experience	1
OR		
LAS 100	Success in LAS for International Students	3
& LAS 101	and Design Your First Year Experience	
OR		
LAS 102	Transfer Advantage	1
Total Hours		1 or 3

Course List

Code	Title	Hours
Major Core Requirements and Electives		
Core Chemistry		37
CHEM 150	First Semester Success in Chemistry (Transfer students may substitute 1 hour of 200 level or higher Chemistry, including CHEM 297, CHEM 397, CHEM 497, or CHEM 499, for the 1 hour of CHEM 150. This may not include CHEM 222 or CHEM 223 for students who took the CHEM 102, CHEM 103, CHEM 104, and CHEM 105 sequence instead of CHEM 202, CHEM 203, CHEM 204, and CHEM 205.)	
CHEM 202	Accelerated Chemistry I	
CHEM 203	Accelerated Chemistry Lab I	
CHEM 204	Accelerated Chemistry II	
CHEM 205	Accelerated Chemistry Lab II	
If necessary, CHEM 102, CHEM 103, CHEM 104, CHEM 105, CHEM 222, and CHEM 223 may be substituted for CHEM 202, CHEM 203, CHEM 204, and CHEM 205.		
CHEM 236	Fundamental Organic Chem I	
CHEM 237	Structure and Synthesis	
CHEM 312	Inorganic Chemistry	
CHEM 315	Instrumental Chem Systems Lab	
CHEM 420	Instrumental Characterization	
CHEM 436	Fundamental Organic Chem II	
CHEM 442	Physical Chemistry I	
CHEM 444	Physical Chemistry II	
CHEM 445	Physical Principles Lab I	
Advanced Chemistry		11
CHEM or BIOC courses numbered 300 or higher, which must include three laboratory courses from the following:		
CHEM 317	Inorganic Chemistry Lab	
CHEM 437	Organic Chemistry Lab	
CHEM 447	Physical Principles Lab II	
CHEM 483	Solid State Structural Anlys	

Code	Title	Hours
BIOC 455	Technqs Biochem & Biotech	

A student who has earned at least 6 credit hours in any combination of CHEM 397, CHEM 497, or CHEM 499 must complete only two laboratory courses from the list, one of which must be CHEM 317, CHEM 437, or CHEM 447.

Mathematics		16-19
MATH 220	Calculus	
or MATH 221	Calculus I	
MATH 225	Introductory Matrix Theory	
or MATH 227	Linear Algebra for Data Science	
or MATH 257	Linear Algebra with Computational Applications	
or MATH 415	Applied Linear Algebra	
MATH 231	Calculus II	
MATH 241	Calculus III	
MATH 285	Intro Differential Equations	

Physics		10
PHYS 211	University Physics: Mechanics	
PHYS 212	University Physics: Elec & Mag	
PHYS 214	Univ Physics: Quantum Physics	

Technical Electives	7-9

CHEM (300 or higher), BIOC, CHBE (200 or higher)

Courses in life sciences (all courses at 200 or higher)

Mathematics or computer science above the basic level

Other courses in the physical and biological sciences and engineering including CHEM 199 (Three hours maximum credit in CHEM 199. Additional courses in sciences and engineering can be taken, upon consultation with the SCS advisor and approval from the chemistry department. Approved courses must generally have a strong technical prerequisite, such as one year of college-level math or science.)

Corresponding Degree	BS Bachelor of Science

Program Features

Academic Level	Undergraduate
Does this major have transcripted concentrations?	Yes
Will you admit to the concentration directly?	No
Is a concentration required for graduation?	No

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

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

CIP Code   400501 - Chemistry, General.

Is This a Teacher Certification Program?
                    No ~~Yes~~

Will specialized accreditation be sought for this program?

  Yes ~~No~~

Describe the plans for seeking specialized accreditation:

The Chemistry, BS program is currently accredited with the American Chemical Society (ACS) and has been since Sept 1, 1940. The next periodic report will be due June 30, 2026.

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   Fall 2024
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.

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 on enrollment and degrees awarded is expected.

Estimated Annual Number of Degrees Awarded

Year One Estimate   5th Year Estimate (or when fully implemented)

What is the   Fall
matriculation
term for this
program?

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 impact on financial resources is expected.

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)
Chemistry Differential

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.

This will not affect faculty resources.

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 revision.

EP Documentation

EP Control Number	EP.25.001
Attach Rollback/Approval Notices	
This proposal requires HLC inquiry	No

DMI Documentation

Attach Final Approval Notices	
Banner/Codebook Name	BS:Chemistry -UIUC
Program Code:	10KV0335BS

Minor Code	Conc Code	Degree Code		Major Code
0335		BS		

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) (03/21/24 7:56 am):** Rollback: Email sent to Scott

Sample Sequence for Chemistry, BS

http://catalog.illinois.edu/undergraduate/las/chemistry-bs/#degreerequirementstext

First Year			
First Semester Courses	**Hours**	**Second Semester Courses**	**Hours**
LAS 101	1	CHEM 204 (Gen Ed: NST)	3
CHEM 150	1	CHEM 205	2
CHEM 202 (Gen Ed: NST)	3	MATH 231 (Gen Ed: QR I)	3
CHEM 203	2	PHYS 211 (Gen Ed: NST & QR II)	4
MATH 220 or MATH 221 (Gen Ed: QR I)	4-5 (use 4)	Composition I course or LOTE (3rd level)	4
LOTE (3rd level) or Composition I course	4		
semester sum	15	semester sum	16
Second Year			
First Semester Courses	**Hours**	**Second Semester Courses**	**Hours**
CHEM 236	4	CHEM 436	3
CHEM 237	2	Advanced Chemistry course (Lab)	3
PHYS 212 (Gen Ed: NST & QR II)	4	PHYS 214 (Gen Ed: NST & QR II)	2
MATH 241 (Gen Ed: QR II)	4	MATH 225 or MATH 227 or MATH 257 or MATH 415	2-4 (use 3)
General Education course	3	MATH 285 (Gen Ed: QR II)	3
		General Education course	3
semester sum	17	semester sum	17

Third Year			
First Semester Courses	**Hours**	**Second Semester Courses**	**Hours**
CHEM 442	4	CHEM 444	4
CHEM 420	2	CHEM 445	2
CHEM 315	2	CHEM 312	3
General Education courses	6	General Education courses	6
semester sum	14	semester sum	15
Fourth Year			
First Semester Courses	**Hours**	**Second Semester Courses**	**Hours**
Advanced Chemistry course (Lab)	3	Advanced Chemistry course (Lab)	2-4 (use 2)
Advanced Chemistry course (Lab)	2-4 (use 3)	Technical elective	3
Technical electives	5	General Education course	3
General Education course	3	Free elective courses	4
semester sum	14	semester sum	12

Total Hours: _____120_____ (Add up individual semester sums. Must **equal** degree total minimum hours requirement listed on the degree's requirements page in the catalog.)

Date Submitted: 03/27/24 9:33 am

Viewing: **10KV5023BS : Chemistry: Environmental Chemistry, BS**

Last approved: 02/19/24 10:20 am

Last edit: 08/19/24 4:26 pm

Changes proposed by: Scott Silverman

Chemistry: Environmental Chemistry, BS

Catalog Pages
Using this
Program

Proposal Type:

Approval Path

1. 03/29/24 5:08 pm Donna Butler (dbutler): Approved for U Program Review
2. 04/02/24 2:34 pm Scott Silverman (sks): Approved for 1413 Head
3. 04/02/24 2:35 pm Karla Denzler (denzler): Approved for SOCS Head
4. 04/11/24 4:16 pm Stephen Downie (sdownie): Approved for KV Dean
5. 04/22/24 4:04 pm Claire Stewart (clairest): Approved for University

Librarian
6. 04/23/24 8:32 pm
Suzanne Lee
(suzannel):
Approved for
COTE Programs
7. 08/15/24 11:41
am
Brooke Newell
(bsnewell):
Approved for
Provost

History

1. Mar 7, 2019 by
Deb Forgacs
(dforgacs)
2. Feb 19, 2024 by
Scott Silverman
(sks)

Concentration (ex. Dietetics)

This proposal is
for a:
Revision

Administration Details

Official Program Name	Chemistry: Environmental Chemistry, BS
Diploma Title	Bachelor of Science in Chemistry
Sponsor College	Liberal Arts & Sciences
Sponsor Department	Chemistry
Sponsor Name	Scott K. Silverman
Sponsor Email	sks@illinois.edu
College Contact	Stephen R. Downie
College Contact Email	sdownie@illinois.edu
College Budget Officer	Michael Wellens
College Budget Officer Email	wellens@illinois.edu

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.

Scott K. Silverman, sks@illinois.edu

Does this program have inter-departmental administration?

No

Proposal Title

Effective Catalog Term   Fall 2024

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 Environmental Chemistry in the Bachelor of Science in Chemistry in the College of Liberal Arts and 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)."

This Chemistry: Environmental Chemistry, BS proposal (key 623) is related to the Chemistry, BSLAS proposal (key 271) and the Chemistry, BS proposal (key 272).

Program Justification

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

We are proposing three changes. (1) Changing the wording that describes how transfer students can substitute 1 hour of 200 level or higher Chemistry for the 1 hour of CHEM 150. (2) Modifying the formatting of the POS and additional text (e.g., graduation requirements, university requirements, and general education requirements) to adhere to the campus General Education Template. (3) Correcting a previous answer to the question whether accreditation will be sought for the program.

Total credit hours will not change.

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) The current wording is as follows:

On- and off-campus transfer students in the BS curriculum may substitute 1 additional hour of 200 level or higher Chemistry [including CHEM 297, CHEM 397, CHEM 497, or CHEM 499] for CHEM 150.

This wording is confusing because (a) there is no need to differentiate on- and off-campus transfer students; (b) the word "additional" is unnecessary and incorrectly implies the addition of 1 credit hour. Therefore we wish to use revised and simplified wording as follows:

Transfer students may substitute 1 hour of 200 level or higher Chemistry, including CHEM 297, CHEM 397, CHEM 497, or CHEM 499, for the 1 hour of CHEM 150.

This revised wording retains the originally intended meaning and removes the confusing aspects.

(2) Per Office of the Provost General Education initiative for transparency and accessibility.

Environmental Chemistry concentration 40 hours upper division sample plan:

Required courses:
CHEM 312 - 3 hours
CHEM 315 - 2 hours
CHEM 420 - 2 hours
CHEM 436 - 3 hours
CHEM 442 - 4 hours
CHEM 444 - 4 hours
CHEM 445 - 2 hours
sum: 20 hours

11 hours Advanced Chemistry - all options are 300 or 400 level

The above add up to 31 hours, so at least 9 more qualifying hours are needed, likely coming from some combination of the following:

CHEM 236 - 4 hours (prerequisites: CHEM 104 or 204 or 222/223, all of which require CHEM 102)
CHEM 237 - 2 hours (prerequisites: credit or concurrent registration in CHEM 236, which requires CHEM 104 or 204 or 222/223, all of which require CHEM 102)
MATH 241 - 4 hours (prerequisites: MATH 220/221 and 231)
MATH 257 - 3 hours (prerequisites: CS 101 and MATH 220/221)
MATH 285 - 3 hours (prerequisites: MATH 241, which requires MATH 220/221 and 231)
MATH 415 - 3 hours (prerequisites: MATH 241, which requires MATH 220/221 and 231)
PHYS 212 - 4 hours (prerequisites: PHYS 211 and credit or concurrent enrollment in MATH 241, which requires MATH 220/221 and 231)

PHYS 214 - 2 hours (prerequisites: PHYS 211 and 212)

(Degree requirements for Environmental Chemistry concentration: Students will take a 3-hour, 300 level basic course in environmental chemistry and three 3-hour, upper-level advanced technical courses in environmental areas. These courses can be used as part of the required 7-9 hours of technical electives for the Specialized Curriculum in Chemistry.)

Required Technical Elective Courses for the Environmental Chemistry Concentration
Basic courses - 3 hours
CHEM 360 Chemistry of the Environment - 3 hours
or CEE 330 Environmental Engineering - 3 hours
Advanced Courses: Select three courses from the following: - 9 hours
ATMS 420 Atmospheric Chemistry - 4 hours
ATMS 449 - Biogeochemical Cycles - 4 hours
CEE 443 - Env Eng Principles, Chemical - 4 hours
CHEM 397 Individual Study Junior - 1-3 hours
CHEM 460 Green Chemistry - 3 or 4 hours
CHEM 497 Individual Study Senior - 1-3 hours
CHEM 499 Senior Thesis - 2-6 hours
GEOL 380 Environmental Geology - 4 hours
GEOL 460 Geochemistry - 4 hours
NRES 351 Introduction to Environmental Chemistry - 3 hours
NRES 487 Soil Chemistry - 3 hours
NRES 490 Surface Water System Chemistry - 4 hours
Other 400 level courses dealing with economic, engineering, biological aspects of environmental chemistry upon consultation with the faculty advisor.

Total equals 40 hours

(3) The Environmental Chemistry, BS degree is accredited by the American Chemical Society. Previously the Program Feature for "Will specialized accreditation be sought for this program?" was incorrectly set as No. We are fixing this mistake and changing the entry to Yes.

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.

Unchanged from the Learning Outcomes listed at http://catalog.illinois.edu /undergraduate/las/chemistry-bs/#learningoutcomestext

Students graduating with the BS in Chemistry will have:

1. A thorough knowledge of the basic principles of chemistry, including atomic and molecular structure, chemical dynamics and the chemical and physical properties of substances.

2. An exposure to the subfields of chemistry, such as analytical, organic, physical, materials, inorganic, as well as chemical biology.

3. The ability to read, evaluate, interpret, and present (via oral and written communication) numerical, chemical and general scientific data, information and literature.

4. The ability to carry out experiments, use appropriate experimental apparatus effectively, and demonstrate proper laboratory safety skills.

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   SS Environmental Chemistry BS_SKS05.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

Graduation Requirements

Minimum hours required for graduation: 120 hours.

University Requirements

~~Generaleducation: Students must complete the Campus General Education requirements including the campus general education languagerequirement.~~Minimum ~~hours required for graduation: 120 hours, to include a minimum~~ of 40 hours of upper-division coursework, ~~coursework~~ generally at the 300- or 400-level. ~~300 and 400 level.~~ These hours can be drawn from all elements of the degree. Students should consult their academic advisor for additional guidance in fulfilling this requirement. ~~degree.~~ The university and residency requirements can be found in the Student Code (§ 3-801) and in the Academic Catalog.

General Education Requirements

Follows ~~Students must complete~~ the campus ~~Campus~~ General Education (Gen Ed) requirements. ~~requirements including the campus general education language requirement.~~ Some Gen Ed requirements may be met by courses required and/or electives in the program.

Course List

Code	Title	Hours
Composition I		4-6
Advanced Composition		3
Humanities & the Arts (6 hours)		6
Natural Sciences & Technology (6 hours)		6
fulfilled by CHEM 202 & CHEM 204 or CHEM 102 & CHEM 104; PHYS 211, PHYS 212		
Social & Behavioral Sciences (6 hours)		6
Cultural Studies: Non-Western Cultures (1 course)		3
Cultural Studies: US Minority Cultures (1 course)		3
Cultural Studies: Western/Comparative Cultures (1 course)		3
Quantitative Reasoning (2 courses, at least one course must be Quantitative Reasoning I)		6-10
fulfilled by MATH 220 or MATH 221, MATH 231, MATH 241, MATH 285; PHYS 211, PHYS 212		
Language Requirement (Completion of the third semester or equivalent of a language other than English is required)		0-15

Course List

Code	Title	Hours
Orientation and Professional Development		

Code	Title	Hours
LAS 101	Design Your First Year Experience	1
OR		
LAS 100	Success in LAS for International Students	3
& LAS 101	and Design Your First Year Experience	
OR		
LAS 102	Transfer Advantage	1
Total Hours		1 or 3

Course List

Code	Title	Hours
Major Core Requirements and Electives		
Core Chemistry		37
CHEM 150	First Semester Success in Chemistry (Transfer students may substitute 1 hour of 200 level or higher Chemistry, including CHEM 297, CHEM 397, CHEM 497, or CHEM 499, for the 1 hour of CHEM 150. This may not include CHEM 222 or CHEM 223 for students who took the CHEM 102, CHEM 103, CHEM 104, and CHEM 105 sequence instead of CHEM 202, CHEM 203, CHEM 204, and CHEM 205.)	
CHEM 202	Accelerated Chemistry I	
CHEM 203	Accelerated Chemistry Lab I	
CHEM 204	Accelerated Chemistry II	
CHEM 205	Accelerated Chemistry Lab II	
If necessary, CHEM 102, CHEM 103, CHEM 104, CHEM 105, CHEM 222, and CHEM 223 may be substituted for CHEM 202, CHEM 203, CHEM 204, and CHEM 205.		
CHEM 236	Fundamental Organic Chem I	
CHEM 237	Structure and Synthesis	
CHEM 312	Inorganic Chemistry	
CHEM 315	Instrumental Chem Systems Lab	
CHEM 420	Instrumental Characterization	
CHEM 436	Fundamental Organic Chem II	
CHEM 442	Physical Chemistry I	
CHEM 444	Physical Chemistry II	
CHEM 445	Physical Principles Lab I	
Advanced Chemistry		11
CHEM or BIOC courses numbered 300 or higher, which must include three laboratory courses from the following:		
CHEM 317	Inorganic Chemistry Lab	
CHEM 437	Organic Chemistry Lab	
CHEM 447	Physical Principles Lab II	
CHEM 483	Solid State Structural Anlys	
BIOC 455	Technqs Biochem & Biotech	
A student who has earned at least 6 credit hours in any combination of CHEM 397, CHEM 497, or CHEM 499 must complete only two laboratory courses from the list, one of which must be CHEM 317, CHEM 437, or CHEM 447.		
Mathematics		16-19
MATH 220	Calculus	
or MATH 221	Calculus I	
MATH 225	Introductory Matrix Theory	
or MATH 227	Linear Algebra for Data Science	

Code	Title	Hours
or MATH 257	Linear Algebra with Computational Applications	
or MATH 415	Applied Linear Algebra	
MATH 231	Calculus II	
MATH 241	Calculus III	
MATH 285	Intro Differential Equations	
Physics		10
PHYS 211	University Physics: Mechanics	
PHYS 212	University Physics: Elec & Mag	
PHYS 214	Univ Physics: Quantum Physics	
Technical Electives		7-9
	CHEM (300 or higher), BIOC, CHBE (200 or higher)	
	Courses in life sciences (all courses at 200 or higher)	
	Mathematics or computer science above the basic level	
	Other courses in the physical and biological sciences and engineering including CHEM 199 (Three hours maximum credit in CHEM 199. Additional courses in sciences and engineering can be taken, upon consultation with the SCS advisor and approval from the chemistry department. Approved courses must generally have a strong technical prerequisite, such as one year of college-level math or science.)	

Course List

Code	Title	Hours
Required Technical Elective Courses for the Environmental Chemistry Concentration		12
These courses can contribute, in whole or in part, to the required 7-9 hours of technical electives for the Specialized Curriculum in Chemistry.		
Basic Courses		
CHEM 360	Chemistry of the Environment	3
or CEE 330	Environmental Engineering	
Advanced Courses		9
Select three courses from the following:		
ATMS 420	Atmospheric Chemistry	
ATMS 449	Biogeochemical Cycles	
CEE 443	Env Eng Principles, Chemical	
CHEM 397	Individual Study Junior	
CHEM 460	Green Chemistry	
CHEM 497	Individual Study Senior	
CHEM 499	Senior Thesis	
GEOL 380	Environmental Geology	
GEOL 460	Geochemistry	
NRES 351	Introduction to Environmental Chemistry	
NRES 487	Soil Chemistry	
NRES 490	Surface Water System Chemistry	
Other 400 level courses dealing with economic, engineering, or biological aspects of environmental chemistry, upon consultation with the SCS advisor and approval of the chemistry department.		

Program Relationships

Corresponding
Program(s):

Corresponding Program(s)
Chemistry, BS

Program Features

Academic Level   Undergraduate

Is This a Teacher Certification Program?
                        No

Will specialized accreditation be sought for this program?

 Yes ~~No~~

Describe the plans for seeking specialized accreditation:

The Chemistry, BS program is currently accredited with the American Chemical Society (ACS) and has been since Sept 1, 1940. The next periodic report will be due June 30, 2026.

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

Delivery Method

This program is available:
  On Campus - Students are required to be on campus, they may take some online courses.

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 on enrollment and degrees awarded is expected.

Budget

Are there   No
budgetary
implications for
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?

No impact on financial resources is expected.

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

No

Attach letters of support

Faculty Resources

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

This will not affect faculty resources.

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 revision.

EP Documentation

EP Control Number	EP.25.001
Attach Rollback/Approval Notices	
This proposal requires HLC inquiry	No

DMI Documentation

Attach Final Approval Notices	
Banner/Codebook Name	BS: Chemistry: Env Chem -UIUC
Program Code:	10KV5023BS

Minor Code		Conc Code	5023	Degree Code	BS	Major Code
0335						

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) (03/21/24 7:56 am):** Rollback: Email sent to Scott

Key: 623

Sample Sequence for Chemistry: Environmental Chemistry, BS

http://catalog.illinois.edu/undergraduate/las/chemistry-bs/environmental-chemistry/#degreerequirementstext

First Year			
First Semester Courses	**Hours**	**Second Semester Courses**	**Hours**
LAS 101	1	CHEM 204 (Gen Ed: NST)	3
CHEM 150	1	CHEM 205	2
CHEM 202 (Gen Ed: NST)	3	MATH 231 (Gen Ed: QR I)	3
CHEM 203	2	PHYS 211 (Gen Ed: NST & QR II)	4
MATH 220 or MATH 221 (Gen Ed: QR I)	4-5 (use 4)	Composition I course or LOTE (3rd level)	4
LOTE (3rd level) or Composition I course	4		
semester sum	15	semester sum	16
Second Year			
First Semester Courses	**Hours**	**Second Semester Courses**	**Hours**
CHEM 236	4	CHEM 436	3
CHEM 237	2	Advanced Chemistry course (Lab)	3
PHYS 212 (Gen Ed: NST & QR II)	4	PHYS 214 (Gen Ed: NST & QR II)	2
MATH 241 (Gen Ed: QR II)	4	MATH 225 or MATH 227 or MATH 257 or MATH 415	2-4 (use 3)
General Education course	3	MATH 285 (Gen Ed: QR II)	3
semester sum	17	semester sum	14

Third Year			
First Semester Courses	**Hours**	**Second Semester Courses**	**Hours**
CHEM 442	4	CHEM 444	4
CHEM 420	2	CHEM 445	2
CHEM 315	2	CHEM 312	3
General Education courses	6	CHEM 360 or CEE 330 (Environmental technical elective)	3
		General Education course	3
semester sum	14	semester sum	15
Fourth Year			
First Semester Courses	**Hours**	**Second Semester Courses**	**Hours**
Advanced Chemistry course	3	Advanced Chemistry course (Lab)	2-4 (use 2)
Advanced Chemistry course (Lab)	2-4 (use 3)	Environmental technical electives	6
Environmental technical elective	3	General Education courses	6
General Education courses	6		
semester sum	15	semester sum	14
Total Hours: ____120_____ (Add up individual semester sums. Must **equal** degree total minimum hours requirement listed on the degree's requirements page in the catalog.)			

Program Change Request

Date Submitted: 03/27/24 9:33 am

Viewing: **10KV0335BSLA : Chemistry, BSLAS**

Last approved: 02/19/24 10:20 am

Last edit: 08/28/24 1:52 pm

Changes proposed by: Scott Silverman

Catalog Pages Using this Program	Chemistry, BSLAS Chemistry: Chemistry Teaching, BSLAS

Proposal Type:

In Workflow

1. **U Program Review**
2. **1413 Head**
3. **SOCS Head**
4. **KV Dean**
5. **University Librarian**
6. **COTE Programs**
7. **Provost**
8. **Senate EPC**
9. Senate
10. U Senate Conf
11. Board of Trustees
12. IBHE
13. HLC
14. DMI

Approval Path

1. 04/02/24 12:50 pm
   Donna Butler
   (dbutler):
   Approved for U
   Program Review
2. 04/02/24 2:35 pm
   Scott Silverman
   (sks): Approved
   for 1413 Head
3. 04/02/24 2:35 pm
   Karla Denzler
   (denzler):
   Approved for
   SOCS Head
4. 04/11/24 4:14 pm
   Stephen Downie
   (sdownie):
   Approved for KV
   Dean
5. 04/22/24 4:06 pm
   Claire Stewart
   (clairest):
   Approved for

University Librarian
6. 04/23/24 8:32 pm
Suzanne Lee (suzannel):
Approved for COTE Programs
7. 08/15/24 11:41 am
Brooke Newell (bsnewell):
Approved for Provost

History

1. Mar 21, 2019 by Deb Forgacs (dforgacs)
2. Mar 21, 2019 by Deb Forgacs (dforgacs)
3. Apr 6, 2019 by Deb Forgacs (dforgacs)
4. Feb 11, 2021 by Amy Elli (amyelli)
5. Feb 19, 2024 by Scott Silverman (sks)

Major (ex. Special Education)

This proposal is for a:
Revision

Administration Details

Official Program Name	Chemistry, BSLAS
Diploma Title	Bachelor of Science in Liberal Arts and Sciences
Sponsor College	Liberal Arts & Sciences
Sponsor Department	Chemistry
Sponsor Name	Scott K. Silverman

Sponsor Email	sks@illinois.edu

College Contact	Stephen R. Downie	College Contact Email	
	sdownie@illinois.edu		
College Budget Officer	Michael Wellens		
College Budget Officer Email	wellens@illinois.edu		

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.

Scott K. Silverman, sks@illinois.edu

Does this program have inter-departmental administration?

No

Proposal Title

Effective Catalog Term	Fall 2024

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 Science in Liberal Arts and Sciences in Chemistry in the College of Liberal Arts and 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)."

This Chemistry, BSLAS proposal (key 271) is related to the Chemistry, BS proposal (key 272) and the Chemistry: Environmental Chemistry, BS (key 623).

Program Justification

Provide a brief description of what changes are being made to the program.	We are proposing three changes. (1) Changing the wording that describes how transfer students can substitute 1 hour of 200 level or higher Chemistry for the 1 hour of CHEM 150. (2) Modifying the formatting of the POS and additional text (e.g., graduation requirements, university requirements, and general education requirements) to adhere to the campus General Education Template. (3) Correcting a previous answer to the question whether this is a teacher certification program.
	Total credit hours will not change.

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) The current wording is as follows:

Transfer students may elect to take an additional 1 hour of 200 level or higher Chemistry, including CHEM 297, CHEM 397, CHEM 497, or CHEM 499.

This wording is confusing because the word "additional" is unnecessary and incorrectly implies the addition of 1 credit hour. Therefore we wish to use revised and simplified wording as follows:

Transfer students may substitute 1 hour of 200 level or higher Chemistry, including CHEM 297, CHEM 397, CHEM 497, or CHEM 499, for the 1 hour of CHEM 150.

This revised wording retains the originally intended meaning and removes the confusing aspect.

(2) Per Office of the Provost General Education initiative for transparency and accessibility.

Chemistry, BSLAS 40 hours upper division sample plan:

Required courses:
CHEM 440 - 4 hours
CHEM 300 or 400 level electives - 8+ hours (typical BSLAS chemistry major: 15-16 advanced CHEM hours)

The above add up to 12+ hours, so at least 28 more qualifying hours are needed.

10 hours of 200 level courses with 2 prerequisites
CHEM 232 - 4 hours (prerequisites: CHEM 104 or 204 or 222/223, all of which require CHEM 102)
CHEM 233 - 2 hours (prerequisites: credit or concurrent registration in CHEM 232, which requires CHEM 104 or 204 or 222/223, all of which require CHEM 102)
MATH 241 - 4 hours (prerequisites: MATH 220/221 and 231)

At least 18 more qualifying hours are needed. Of the free electives in the sample sequence, 18 of those hours must be additional advanced courses at 300 or 400 level in various disciplines, on top of the 12 hours of CHEM listed above that are currently required by campus/LAS.

Total equals 40 hours

(3) The Chemistry, BSLAS degree is not a teacher certification program. Previously the Program Feature for "Is This a Teacher Certification Program" was incorrectly set to Yes. We are fixing this mistake and changing the entry to No.

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.

Unchanged from the Learning Outcomes listed at http://catalog.illinois.edu /undergraduate/las/chemistry-bslas/#learningoutcomestext

Students graduating with the BSLAS in Chemistry (Sciences & Letters) will have:

1. A thorough knowledge of the basic principles of chemistry, including atomic and molecular structure, chemical dynamics and the chemical and physical properties of substances.

2. An exposure to the subfields of chemistry, such as analytical, organic, physical, materials, inorganic, as well as chemical biology.

3. The ability to read, evaluate, interpret, and present (via oral and written communication) numerical, chemical and general scientific data, information and literature.

4. The ability to carry out experiments, use appropriate experimental apparatus effectively, and demonstrate proper laboratory safety skills.

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   SS Chemistry BSLAS_SKS05.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.

Departmental distinction: Students qualify for graduation with distinction by exhibiting
superior performance in both course work and in senior thesis research. To be eligible,
a student must have a UIUC coursework major grade point average of 3.25, must take
CHEM 499 (normally for two semesters) and submit a senior thesis for evaluation, and
must have their undergraduate research advisor submit to the department Head a
letter of support attesting to the effort invested by the student. The minimum major
GPAs for Distinction, High Distinction, and Highest Distinction are 3.25, 3.5, and 3.75
respectively. Final decisions on awarding Distinction honors will be made by the Head
or designee.

Statement for
Programs of
Study Catalog   **Graduation Requirements**
~~General education: Students must complete the Campus General Education requirements including the campus general education language requirement.~~ Minimum hours required for graduation: 120 hours.

University Requirements
Minimum ~~120 hours, to include a minimum~~ of 40 hours of upper-division coursework, ~~coursework~~ generally at the 300- or 400-level. ~~300 and 400 level.~~ These hours can be drawn from all elements of the degree. Students should consult their academic advisor for additional guidance in fulfilling this requirement. ~~degree.~~
The university and residency requirements can be found in the Student Code (§ 3-801) and in the Academic Catalog.

General Education Requirements
Follows the campus General Education (Gen Ed) requirements. Some Gen Ed requirements may be met by

courses required and/or electives in the program.

Course List

Code	Title	Hours
Composition I		4-6
Advanced Composition		3
Humanities & the Arts (6 hours)		6
Natural Sciences & Technology (6 hours)		6
fulfilled by CHEM 102 & CHEM 104 or CHEM 202 & CHEM 204; PHYS 101 & PHYS 102 or PHYS 211 & PHYS 212		
Social & Behavioral Sciences (6 hours)		6
Cultural Studies: Non-Western Cultures (1 course)		3
Cultural Studies: US Minority Cultures (1 course)		3
Cultural Studies: Western/Comparative Cultures (1 course)		3
Quantitative Reasoning (2 courses, at least one course must be Quantitative Reasoning I)		6-10
fulfilled by MATH 220 or MATH 221, MATH 231, MATH 241; PHYS 101 & PHYS 102 or PHYS 211 & PHYS 212		
Language Requirement (Completion of the fourth semester or equivalent of a language other than English is required)		0-20

Course List

Code	Title	Hours
Orientation and Professional Development		
LAS 101	Design Your First Year Experience	1
OR		
LAS 100 & LAS 101	Success in LAS for International Students and Design Your First Year Experience	3
OR		
LAS 102	Transfer Advantage	1
Total Hours		1 or 3

Course List

Code	Title	Hours
Major Core Requirements		
Chemistry and biochemistry courses		30
Chemistry and biochemistry courses are any courses in CHEM or BIOC.		
No more than 10 hours of the following courses may count toward the 30 hours: CHEM 197, CHEM 297, CHEM 397, CHEM 497, and CHEM 499. The following courses do not count towards the 30 hours: CHEM 101, CHEM 108, and CHEM 199.		
At least 12 of the 30 hours must be at the 300 or 400 level, including at least one course outside physical chemistry. These 12 hours must include CHEM 440 or CHEM 442 and may include MCB 354 or MCB 450.		
CHEM 150	First Semester Success in Chemistry (Transfer students may substitute 1 hour of 200 level or higher Chemistry, including CHEM 297, CHEM 397, CHEM 497, or CHEM 499, for the 1 hour of CHEM 150.)	
General chemistry courses		
Select one of the following:		
CHEM 102 & CHEM 103 & CHEM 104 & CHEM 105	General Chemistry I and General Chemistry Lab I and General Chemistry II and General Chemistry Lab II	

Code	Title	Hours
CHEM 202	Accelerated Chemistry I	
& CHEM 203	and Accelerated Chemistry Lab I	
& CHEM 204	and Accelerated Chemistry II	
& CHEM 205	and Accelerated Chemistry Lab II	
Organic chemistry courses		
Select one of the following:		
CHEM 232	Elementary Organic Chemistry I	
& CHEM 233	and Elementary Organic Chem Lab I	
CHEM 236	Fundamental Organic Chem I	
& CHEM 237	and Structure and Synthesis	
Physical chemistry course		
CHEM 440	Physical Chemistry Principles	
or CHEM 442	Physical Chemistry I	
Mathematics courses		
MATH 220	Calculus	4-5
or MATH 221	Calculus I	
MATH 231	Calculus II	3
MATH 241	Calculus III	4
Physics courses		
Select one of the following:		8-10
PHYS 101	College Physics: Mech & Heat	
& PHYS 102	and College Physics: E&M & Modern	
PHYS 211	University Physics: Mechanics	
& PHYS 212	and University Physics: Elec & Mag	

Course List

Code	Title	Hours
Major Core Requirements		
Chemistry and biochemistry courses		30
Chemistry and biochemistry courses are any courses in CHEM or BIOC.		
No more than 10 hours of the following courses may count toward the 30 hours: CHEM 197, CHEM 297, CHEM 397, CHEM 497, and CHEM 499. The following courses do not count towards the 30 hours: CHEM 101, CHEM 108, and CHEM 199.		
At least 12 of the 30 hours must be at the 300 or 400 level, including at least one course outside physical chemistry. These 12 hours must include CHEM 440 or CHEM 442 and may include MCB 354 or MCB 450.		
CHEM 150	First Semester Success in Chemistry (Transfer students may elect to take an additional 1 hour of 200 level or higher Chemistry, including CHEM 297, CHEM 397, CHEM 497, or CHEM 499.)	
General chemistry courses		
Select one of the following:		
CHEM 102	General Chemistry I	
& CHEM 103	and General Chemistry Lab I	
& CHEM 104	and General Chemistry II	
& CHEM 105	and General Chemistry Lab II	
CHEM 202	Accelerated Chemistry I	
& CHEM 203	and Accelerated Chemistry Lab I	

Code	Title	Hours
& CHEM 204	and Accelerated Chemistry II	
& CHEM 205	and Accelerated Chemistry Lab II	
Organic chemistry courses		
Select one of the following:		
CHEM 232	Elementary Organic Chemistry I	
& CHEM 233	and Elementary Organic Chem Lab I	
CHEM 236	Fundamental Organic Chem I	
& CHEM 237	and Structure and Synthesis	
Physical chemistry course		
CHEM 440	Physical Chemistry Principles	
or CHEM 442	Physical Chemistry I	
Mathematics courses		
MATH 220	Calculus	4-5
or MATH 221	Calculus I	
MATH 231	Calculus II	3
MATH 241	Calculus III	4
Physics courses		
Select one of the following:		8-10
PHYS 101	College Physics: Mech & Heat	
& PHYS 102	and College Physics: E&M & Modern	
PHYS 211	University Physics: Mechanics	
& PHYS 212	and University Physics: Elec & Mag	

Course List

Code	Title	Hours
Orientation and Professional Development		
LAS 101	Design Your First Year Experience	1
OR		
LAS 100	Success in LAS for International Students	3
& LAS 101	and Design Your First Year Experience	
OR		
LAS 102	Transfer Advantage	1
Total Hours		1 or 3

Corresponding Degree	BSLAS Bachelor of Science in Liberal Arts and Sciences

Program Features

Academic Level	Undergraduate
Does this major have transcripted concentrations?	No

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   400501 - Chemistry, General.

Is This a Teacher Certification Program?
              No ~~Yes~~

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   Fall 2024
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.

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 on enrollment and degrees awarded is expected.

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?

No impact on financial resources is expected.

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)

Chemistry Differential

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.

This will not affect faculty resources.

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 revision.

EP Documentation

EP Control   EP.25.001
Number

Attach
Rollback/Approval
Notices

This proposal requires HLC inquiry	No

DMI Documentation

Attach Final Approval Notices	
Banner/Codebook Name	BSLAS:Chemistry -UIUC
Program Code:	10KV0335BSLA

Minor Code		Conc Code		Degree Code	BSLAS	Major Code	
0335							

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) (03/21/24 7:56 am):** Rollback: Email sent to Scott **Brooke Newell (bsnewell) (08/28/24 2:06 pm):** Restored accidentally deleted Program of Study text and coursework to version submitted by sponsors.

Key: 271

Sample Sequence for Chemistry, BSLAS

http://catalog.illinois.edu/undergraduate/las/chemistry-bslas/#degreerequirementstext

First Year			
First Semester Courses	**Hours**	**Second Semester Courses**	**Hours**
LAS 101	1	CHEM 104	3
CHEM 150	1	CHEM 105	1
CHEM 102	3	MATH 231 (Gen Ed: QR I)	3
CHEM 103	1	Composition I course or LOTE (3rd level)	4
MATH 220 (or MATH 221) (Gen Ed: QR I)	4-5 (use 4)	General Education course	3
LOTE (3rd level) or Composition I course	4	Free elective course	2
semester sum	14	semester sum	16
Second Year			
First Semester Courses	**Hours**	**Second Semester Courses**	**Hours**
MATH 241 (Gen Ed: QR II)	4	CHEM/BIOC course	3
CHEM 232	4	General Education courses	6
CHEM 233	2	Free elective courses	6
LOTE (4th level)	4		
semester sum	14	semester sum	15

Continued on next page

Third Year			
First Semester Courses	**Hours**	**Second Semester Courses**	**Hours**
CHEM 300- or 400- level course	4	CHEM 300- or 400- level course	4
PHYS 101 or PHYS 211 (Gen Ed: NST & QR II)	4-5 (use 5)	PHYS 102 or PHYS 212 (Gen Ed: NST & QR II)	4-5 (use 5)
General Education courses	6	General Education course	3
		Free elective course	4
semester sum	15	semester sum	16
Fourth Year			
First Semester Courses	**Hours**	**Second Semester Courses**	**Hours**
CHEM 440 or CHEM 442	4	General Education course	3
General Education course	3	Free elective courses	12
Free elective courses	8		
semester sum	15	semester sum	15
Total Hours: _____120_____ (Add up individual semester sums. Must **equal** degree total minimum hours requirement listed on the degree's requirements page in the catalog.)			

Program Change Request

Date Submitted: 04/24/24 1:34 pm

Viewing: **10KV0438BSLA : Integrative Biology, BSLAS**

Last approved: 05/23/23 6:39 am

Last edit: 08/19/24 4:27 pm

Changes proposed by: Allison O'Dwyer

Catalog Pages
Using this
Program

[Integrative Biology, BSLAS](#)

Proposal Type:

In Workflow

1. **U Program Review**
2. **1383 Head**
3. **SIB Head**
4. **KV Dean**
5. **University Librarian**
6. **COTE Programs**
7. **Provost**
8. **Senate EPC**
9. Senate
10. U Senate Conf
11. Board of Trustees
12. IBHE
13. HLC
14. DMI

Approval Path

1. 04/26/24 8:59 am
   Emily Stuby
   (eastuby):
   Approved for U
   Program Review
2. 04/26/24 9:00 am
   Allison O'Dwyer
   (aodwyer):
   Approved for 1383
   Head
3. 04/30/24 10:18
   am
   Brian Allan
   (ballan): Approved
   for SIB Head
4. 05/03/24 10:15
   am
   Stephen Downie
   (sdownie):
   Approved for KV
   Dean
5. 05/09/24 11:15
   am
   Claire Stewart

(clairest): Approved for University Librarian

6. 05/09/24 5:20 pm
Suzanne Lee (suzannel): Approved for COTE Programs

7. 06/12/24 3:57 pm
Brooke Newell (bsnewell): Rollback to KV Dean for Provost

8. 06/12/24 4:12 pm
Stephen Downie (sdownie): Approved for KV Dean

9. 06/12/24 4:15 pm
Claire Stewart (clairest): Approved for University Librarian

10. 06/13/24 4:32 pm
Suzanne Lee (suzannel): Approved for COTE Programs

11. 08/15/24 11:41 am
Brooke Newell (bsnewell): Approved for Provost

History

1. Apr 29, 2019 by Deb Forgacs (dforgacs)
2. Jan 16, 2020 by Deb Forgacs (dforgacs)
3. Jun 23, 2022 by Deb Forgacs (dforgacs)

Major (ex. Special Education)

This proposal is
for a:
Revision

Administration Details

Official Program Name	Integrative Biology, BSLAS
Diploma Title	Bachelor of Science in Liberal Arts and Sciences
Sponsor College	Liberal Arts & Sciences
Sponsor Department	Integrative Biology
Sponsor Name	Brian Allan, Associate Director for Academic Affairs, School of Integrative Biology ~~Brian Allan~~
Sponsor Email	ballan@illinois.edu

College Contact	Stephen R Downie, Associate Dean for Curr & Academic Policy, LAS ~~Stephen R.Downie~~	College Contact Email	sdownie@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.

Allison O'Dwyer, Assistant Director for Academic Affairs, School of Integrative Biology, aodwyer@illinois.edu

Does this program have inter-departmental administration?

No

Proposal Title

Effective Catalog Term	Fall 2024

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 Science in Liberal Arts and Sciences in Integrative Biology in the
College of Liberal Arts and 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)."

Yes this Integrative Biology, BSLAS revision (key 723) is related to the following
revisions:
Honors Integrative Biology, BSLAS (key 724)
Integrative Biology, BSLAS + MS (key 1159)
Integrative Biology, MS (key 966)

Program Justification

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

1. Five recently deactivated core courses and one elective are removed from the program of study table. Five recently approved core courses are added, in addition to two new elective courses. The total hours have not changed.

2. Two courses are moved from the elective category to the area category of IB core curriculum.

3. Student learning outcomes are updated.

4. The formatting of the POS and additional text (e.g., graduation requirements, university requirements, and general education requirements) has been modified to adhere to the campus General Education Template. Additionally, some area headers are revised and a statement on the Honors concentration is added.

5. Blocked course lists are now listed line-by-line.

6. Catalog page text is edited.

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. The following IB courses were deactivated and removed from the POS. These were deactivated due to changes in faculty or were replaced by revised courses. The courses were within the list of IB Advanced Area courses.
IB 335 Plant Systematics
IB 427 Insect Physiology
IB 434 Physical Principles in Biology
IB 472 Plant Molecular Biology (in workflow)
IB 473 Plant Genomics (in workflow)
IB 487 Math Modeling in Life Sciences

The following courses taught by IB faculty and IB-controlled were recently approved and added to the POS. The courses are added with within the list of IB Advanced Area courses.
IB 392 Translating Your IB Degree Into Career Success
IB 407 Plant Diversity and Evolution
IB 433 Insect Physiology
IB 438 How Organisms Move
IB 460 Evolution of Intelligent Systems
IB 465 Methods in Molecular Genetics and Genomics (in workflow for SP25)
IB 497 Science Communication

2. IB 411 and IB 468 were electives ("additional advanced courses") but are now listed as area courses as these are taught by IB faculty, are IB-controlled courses, and their student learning outcomes are inclusive of the prescribed IB area curriculum.

3. Edits to learning outcomes include updated language, style, and alignment with current courses and Bloom's Taxonomy. Revisions were crafted with input from a School-wide teaching retreat, IB majors, SIB Academic Support Team, SIB Courses and Curricula Committee, SIB Executive Committee, and the campus assessment team.

4. Per Office of the Provost General Education initiative for transparency and accessibility. Area headers are slightly edited for clarity as the former list of lab courses is now included with the advanced area course lists by listing "lab" as a comment for each lab course. This reduces the redundancy in courses listed. For transparency, a note on the distinctive requirements of the optional IB Honors concentration requirements are added to the POS.

5. Per request from LAS as blocked course lists do not appear for red box error reporting.

6. Updates to the catalog page text were included for clarity and to bring the catalog into agreement with departmental language, but do not affect program requirements. These updates reflect current practices and include:
-updated program description
-removal of links and extraneous language
-revised language on Distinction requirements

40-hours advanced credit requirement met as follows:

4 credit-hours: IB 202 (prereq IB 150, MCB 150)
4 credit-hours: IB 203 (prereq IB 150, MCB 150)
4 credit-hours: IB 204 (prereq IB 150, MCB 150)
4 credit-hours: IB 302
6 credit-hours: CHEM 232/233 (pre-req CHEM 104/105)
15 credit-hours: Adv IB courses
3 credit-hours: Adv Campus Elective

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.

By the time they graduate, an Integrative Biology major should be able to: ~~should: Content-related understandings~~

1. Synthesize and apply core ~~Possess a significant~~ knowledge ~~base~~ in Integrative Biology, including anatomy, development, ecology, evolution, genetics, molecular biology, physiology, and/or systematics. ~~but not limited to: Statistical inference a.Structure and functionb.Ecologyc.Geneticsd.Evolutione.Molecular biologyf.~~2. Apply predictive ~~simple~~ models ~~(equations/math)~~ to biological phenomena and engage with the process of scientific inquiry. ~~5.~~
3. Critically evaluate ~~Read~~ and communicate complex, dynamic ~~evaluate primary~~ scientific information. ~~literature 7.~~
4. ~~Understand that biology is integrative and multidisciplinary3.Show curiosity and caring about biology, and an awareness of and appreciation for the diversity of life4.Understand how paradigms of biology relate to society and policy as well as their own lives Competencies1.Carry out the process of scientific inquiry2.~~Employ curiosity, inquiry, quantitative reasoning, ~~Use critical thinking skills~~ and critical thinking in problem solving. ~~solve problems 3.~~
5. Create solutions for global and local biological challenges using interdisciplinary strategies.
6. Develop professional skills including ethics, proficiency in oral and written scientific communication, data analysis and interpretation, collaboration, and the ability to critically evaluate science-related news and information. ~~Use quantitative reasoning and computation skills 4.Apply simple models (equations/math) to biological phenomena 5.Gain proficiency in scientific writing and speaking 6.Read and evaluate primary scientific literature 7.Critically evaluate science-related news and information 8.Work collaboratively~~

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   BSLAS in IB Side by Side-3.xlsx

IB BSLAS Sample Sequence Key 723.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.

In the School of Integrative Biology (SIB), students receive interdisciplinary training to prepare them for 21st-century scientific roles. We occupy a unique position on campus. Our majors explore how scales of life interact, from molecules through global cycles, to solve grand challenges such as addressing global change, improving human health, mitigating biodiversity loss, and contributing to ecosystem restoration and sustainable food and biofuel production. The SIB community collaborates extensively on both research and teaching, leading to multi-disciplinary courses grounded in active learning and highly transferable, higher-order processing skills such as application, interpretation, and evaluation. Students build laboratory skills spanning from tall grass prairie restoration to modern genome-editing techniques. The IB curriculum includes ~~Integrative Biology major provides students with a solid~~ preparation in genomics and evolution; comparative ~~genetics, evolution,~~ anatomy, physiology, and development; ecology and behavior; phylogenetic systematics and ~~ecology, and~~ molecular biology; and mathematical modeling and informatics. ~~biology.~~ Graduates are well-equipped for a broad range of careers in fields including healthcare, biotechnology, genetic counseling, wildlife management, and environmental sciences.

~~After completion of the foundational 100- and core 200-300-level courses in IB, students complete the required advanced coursework by taking a variety of IB and other courses or focusing on a limited area of IB.Plans for the student's combination of advanced courses are developed in consultation with an adviser.All undergraduates in this field are required to have a strong background in the biological and physical sciences.Students pursuing a degree in Integrative Biology will be allowed to earn a second degree in the Specialized Curriculum in Biochemistry.Students pursuing a degree in Integrative Biology will not be allowed to double major in Molecular and Cellular Biology.~~For students interested in ~~adding licensure to~~ the 5-year, combined BSLAS & MS in Integrative Biology program ~~Biology, please~~ visit the Integrative Biology, BSLAS-MS catalog page. ~~Biology Teaching page:~~

For students interested ~~Students pursuing a degree~~ in adding educational licensure ~~Integrative Biology will be allowed~~ to the BSLAS ~~earn a second degree~~ in Integrative Biology, visit the Teacher Education Minor ~~the Specialized Curriculum~~ in Secondary School Teaching catalog page. ~~Biochemistry.~~

Students pursuing a degree in Integrative Biology will not be allowed to double major in Molecular and Cellular Biology. ~~To be eligible for graduation with~~

~~http://sib.illinois.edu/undergraduate/programs/teaching Distinction for Excellence in Research:~~Distinction for Excellence ~~excellence~~ in Research

Students are eligible for graduation at the following levels: ~~a student must:~~ Distinction, High Distinction, or Highest Distinction. Distinction will be determined by the SIB Distinction Committee ~~based on the poster presentation~~ and the level of Distinction will be based on the information below. ~~Advisor's evaluation.~~ To be eligible for graduation with ~~High or Highest~~ Distinction for Excellence in Research a student must:

-Be enrolled as an Integrative Biology or Integrative Biology Honors major
-Have a completed distinction evaluation form submitted by their Faculty Research Advisor
-Maintain a minimum 3.25 GPA within the major at the end of the penultimate semester
-To be eligible for Distinction, students must give a poster presentation at the SIB Distinction Symposium or other approved venue
-To be eligible for High or Highest Distinction, students must submit a written thesis and give an oral presentation at the SIB Distinction Symposium or other approved venue
-Finally, all students regardless of Distinction level must either:

• ~~Be enrolled as an Integrative Biology Major •~~ ~~Either:~~ 1. Complete two or more semesters of IB 390/IB 490 for 2-credit hours or more each semester. The student should enroll in IB 490 the semester they intend ~~the student intends~~ to graduate, which counts towards the two required semesters.

OR

2. Complete at least 180 hours of mentored research. The research experience must last a minimum of 20 weeks (the weeks need not be consecutive and summer research counts toward this total) and students should enroll in one semester of IB 490 for a minimum of 1-credit hour prior to or during the semester they intend to graduate. Example: a student could be eligible if they complete a 10-week summer research experience combined with enrolling in IB 490 the following spring semester, the same term ~~semester~~ they intend to graduate. ~~• Maintain a minimum 3.25 GPA within the major at the end of the penultimate semester.• Give a poster presentation at the Undergraduate Research Symposium or other approved venue.• Have a completed distinction evaluation form submitted by their Faculty Research Advisor.Distinction will be determined by the SIB Distinction Committee based on the poster presentation and the Advisor's evaluation.• Substitutions or other changes to these requirements may be made only via petition to and approval of the Chair of the SIB Distinction Committee and the SIB Associate Director for Academic Affairs.High or Highest Distinction for Excellence in Research:To be eligible for graduation with High or Highest Distinction for Excellence in Research a student must:• Be enrolled as an Integrative Biology Major •Either:1.Complete two or more semesters of IB 390/IB 490 for 2-credit hours or more each semester.The student should enroll in IB 490 the semester the student intends to graduate, which counts towards the two required semesters.OR 2.Complete at least 180 hours of mentored research.The research experience must last a minimum of 20 weeks (the weeks need not be consecutive and summer research counts toward this total) and students should enroll in one semester of IB 490 for a minimum of 1-credit hour prior to or during the semester they intend to graduate.Example:a student could be eligible if they complete a 10-week summer research experience combined with enrolling in IB 490 the semester they intend to graduate.• Maintain a minimum 3.25 GPA within the major at the end of the penultimate semester.• Submit a written thesis and give an oral presentation at the Undergraduate Research Symposium or other approved venue.• Have a completed distinction evaluation form submitted by their Faculty Research Advisor.• The level of Distinction will be determined by the SIB Distinction Committee based on the written thesis, the oral presentation, and the~~

Statement for Programs of Study Catalog

Graduation Requirements

Minimum hours required for graduation: 120 hours.

Minimum required major and supporting course work: Normally ~~work: Normally~~ equates to to 66-75 hours.

University Requirements

Minimum ~~hours for graduation is 120, to include a minimum~~ of 40 hours of upper-division coursework, ~~coursework~~ generally at the 300- or 400-level. ~~and 400- level.~~ These hours can be drawn from all elements of the degree. Students should consult their academic advisor for additional guidance in fulfilling this requirement.

The university and residency requirements can be found in the Student Code (§ 3-801) and in the Academic Catalog.

General Education Requirements

~~Generaleducation:~~Follows the campus ~~Students must complete the Campus~~ General Education (Gen Ed) requirements. ~~requirements including the campus general education language requirement.~~ Some Gen Ed requirements may be met by courses required and/or electives in the program.

Course List

Code	Title	Hours
Composition I		4-6
Advanced Composition		3
fulfilled by IB 203		
Humanities & the Arts (6 hours)		6
Natural Sciences & Technology (6 hours)		6
fulfilled by CHEM 102 and CHEM 104, or CHEM 202 and CHEM 204; PHYS 101 and PHYS 102, or PHYS 211 and PHYS 212; IB 150, MCB 150		
Social & Behavioral Sciences (6 hours)		6
Cultural Studies: Non-Western Cultures (1 course)		3
Cultural Studies: US Minority Cultures (1 course)		3
Cultural Studies: Western/Comparative Cultures (1 course)		3
Quantitative Reasoning (2 courses, at least one course must be Quantitative Reasoning I)		6-10
fulfilled by MATH 220 or MATH 221; STAT 212; PHYS 101 and PHYS 102, or PHYS 211 and PHYS 212		
Language Requirement (Completion of the fourth semester or equivalent of a language other than English is required)		0-20

Course List

Code	Title	Hours
Orientation and Professional Development		
LAS 101	Design Your First Year Experience	1
OR		
LAS 100	Success in LAS for International Students	3
& LAS 101	and Design Your First Year Experience	
OR		
LAS 102	Transfer Advantage	1
Total Hours		1 or 3

Course List

Code	Title	Hours
Major Core Requirements and Electives		
IB 150	Organismal & Evolutionary Biol	4
MCB 150	Molec & Cellular Basis of Life	4
MATH 220	Calculus (sections that start with 'X' are strongly recommended)	4-5
or MATH 221	Calculus I	
Select one group of courses:		8-10
CHEM 102	General Chemistry I	
CHEM 103	General Chemistry Lab I	
CHEM 104	General Chemistry II	
CHEM 105	General Chemistry Lab II	
or		
CHEM 202	Accelerated Chemistry I	
CHEM 203	Accelerated Chemistry Lab I	
CHEM 204	Accelerated Chemistry II	
CHEM 205	Accelerated Chemistry Lab II	
Select one group of courses:		5-6
CHEM 232	Elementary Organic Chemistry I	
& CHEM 233	and Elementary Organic Chem Lab I	
CHEM 236	Fundamental Organic Chem I	
& CHEM 237	and Structure and Synthesis	
Select one group of courses:		8-10
PHYS 101	College Physics: Mech & Heat	
& PHYS 102	and College Physics: E&M & Modern	
PHYS 211	University Physics: Mechanics	
& PHYS 212	and University Physics: Elec & Mag	
Note: An optional IB Honors concentration may be elected, please talk to an advisor. Students who do not elect an optional concentration are required to take the IB major coursework below.		
STAT 212	Biostatistics	3
IB 202	Physiology (IB 202 requires animal dissection and no equivalent alternative is available. IB majors are required to enroll in the 4-hour version of this course.)	4
IB 203	Ecology	4
IB 204	Genetics (IB majors are required to enroll in the 4-hour version of IB 204.)	4
IB 302	Evolution	4
Advanced Free Elective (300- or 400-level course from IB or any other unit on campus)		3
Integrative Biology Advanced Area Courses		15-20
At least two courses from the following areas. At least one course must be a lab and the courses must be in different areas.		
Area I: Organismal and Evolutionary Biology		
IB 360	Evolution and Human Health	
IB 362	Marine Biology	
IB 368	Vertebrate Natural History (lab)	
IB 401	Introduction to Entomology (lab)	
IB 407	Plant Diversity and Evolution (lab)	
IB 461	Ornithology (lab)	
IB 462	Mammalogy (lab)	
IB 463	Ichthyology (lab)	

Code	Title	Hours
IB 464	Herpetology (lab)	
IB 468	Insect Classification and Evol (lab)	
IB 471	Fungal Diversity and Ecology (lab)	

Area II: Behavior, Ecology, and the Environment

Code	Title	Hours
IB 329	Animal Behavior	
IB 361	Ecology and Human Health	
IB 405	Evolution of Traits and Genomes	
IB 430	Animal Behavior Lab (lab)	
IB 431	Behavioral Ecology	
IB 432	Genes and Behavior	
IB 439	Biogeography	
IB 440	Plants and Global Change	
IB 444	Insect Ecology (lab)	
IB 451	Conservation Biology (lab)	
IB 452	Ecosystem Ecology	
IB 453	Community Ecology	
IB 481	Vector-borne Diseases (lab)	
IB 482	Insect Pest Management (lab)	
IB 494	Theoretical Biology + Models (lab)	

Area III: Integrative Anatomy, Physiology, and Molecular Biology

Code	Title	Hours
IB 303	Anatomy (lab)	
IB 364	Genomics and Human Health	
IB 411	Bioinspiration	
IB 420	Plant Physiology	
IB 421	Photosynthesis	
IB 426	Env and Evol Physl of Animals	
IB 433	Insect Physiology	
IB 435	Critical Evaluation of Herbal Remedies	
IB 438	How Organisms Move (lab)	
IB 460	Evol of Intelligent Systems (lab)	
IB 465	Methods in Molecular Genetics and Genomics	

Remaining courses to total 15 hours minimum may be selected from any of the area courses listed above or from the following list:

IB 303, IB 335, IB 368, IB 401, IB 427, IB 430, IB 434, IB 444, IB 451, IB 461, IB 462, IB 463, IB 464, IB 467, IB 468, IB 471, IB 481, IB 482, IB 494

Remaining hours can be taken from any of the courses listed above or from the following list: IB 348, IB 411, IB 416, IB 436, IB 442, IB 450, IB 467, IB 468, IB 476, IB 478, IB 479, IB 480, IB 484, IB 487, IB 491, IB 496, IB 499, MCB 300, MCB 314, MCB 450

Code	Title	Hours
IB 348	Fish and Wildlife Ecology	
IB 392	Translating Your IB Degree Into Career Success	
IB 416	Population Genetics	
IB 436	Evolutionary Neuroscience	
IB 442	Evolution of Infectious Disease	
IB 450	Stream Ecology	
IB 467	Principles of Systematics	
IB 476	Environmental Remote Sensing	
IB 478	Advanced Plant Genetics	

Code	Title	Hours
IB 479	Plant Growth and Development	
IB 480	Bioinspired Design	
IB 484	Paleoclimatology	
IB 491	Biological Modeling	
IB 496	Special Courses	
IB 497	Science Communication	
IB 499	Discussions in Integrative Biology	
MCB 300	Microbiology	
MCB 314	Introduction to Neurobiology	
MCB 450	Introductory Biochemistry	

~~Minimum required major and supporting course work: Normally equates to to 66-75hours.~~

Corresponding Degree	BSLAS Bachelor of Science in Liberal Arts and Sciences

Program Features

Academic Level	Undergraduate
Does this major have transcripted concentrations?	Yes
Will you admit to the concentration directly?	No
Is a concentration required for graduation?	No

What is the typical time to completion of this program?

  4 years

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

  120 hours

CIP Code	269999 - Biological and Biomedical Sciences, Other.

Is This a Teacher Certification Program?

  Yes

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.

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 on enrollment/degrees awarded is expected.

Estimated Annual Number of Degrees Awarded

Year One Estimate   5th Year Estimate (or when
                                                      fully implemented)

What is the   Fall
matriculation
term for this
program?

Budget

Are there   No
budgetary
implications for
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?
No financial resources are to be impacted.

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)

[Chem Life Differential](#)

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 on faculty resources is expected.

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.25.001

Attach Rollback/Approval Notices

This proposal requires HLC inquiry   No

DMI Documentation

Attach Final Approval Notices

Banner/Codebook Name   BSLAS:Integrative Biolgy -UIUC

Program Code: 10KV0438BSLA

Minor	Conc	Degree	BSLAS	Major

	Code	Code	Code	Code	0438

Senate Approval
Date

Senate
Conference
Approval Date

BOT Approval
Date

IBHE Approval
Date

HLC Approval
Date

DOE Approval   NA
Date

Effective Date:

Attached
Document
Justification for
this request

Program Reviewer   **Brooke Newell (bsnewell) (04/03/24 9:05 am):** Rollback: Email sent to Allison,
Comments   Brian, Stephen, and Andrea
                     Brooke Newell (bsnewell) (04/22/24 9:12 am): Rollback: Email sent to Allison
                     Brooke Newell (bsnewell) (04/24/24 9:50 am): Rollback: Per discussion with
                     Allison
                     Brooke Newell (bsnewell) (06/12/24 3:57 pm): Rollback: Per email discussion
                     with Allison and Stephen D.

Integrative Biology, BSLAS (current program of study)

Code	Title	Hours
Orientation and Professional Development		
LAS 101	Design Your First Year Experience	1
OR		
LAS 100	Success in LAS for International Students	3
& LAS 101	and Design Your First Year Experience	
OR		
LAS 102	Transfer Advantage	1
Total Hours		**1 or 3**
Major Core Requirements and Electives		
MATH 220	Calculus (sections that start with 'X' are strongly recommended)	4 to 5
or MATH 221	Calculus I	
STAT 212	Biostatistics	3
Select one group of courses:		8 to 10
CHEM 102	General Chemistry I	
CHEM 103	General Chemistry Lab I	
CHEM 104	General Chemistry II	
CHEM 105	General Chemistry Lab II	
or		
CHEM 202	Accelerated Chemistry I	
CHEM 203	Accelerated Chemistry Lab I	
CHEM 204	Accelerated Chemistry II	
CHEM 205	Accelerated Chemistry Lab II	
Select one group of courses:		5 to 6
CHEM 232	Elementary Organic Chemistry I	
& CHEM 233	and Elementary Organic Chem Lab I	
CHEM 236	Fundamental Organic Chem I	
& CHEM 237	and Structure and Synthesis	
Select one group of courses:		8 to 10
PHYS 101	College Physics: Mech & Heat	
& PHYS 102	and College Physics: E&M & Modern	
PHYS 211	University Physics: Mechanics	
& PHYS 212	and University Physics: Elec & Mag	
IB 150	Organismal & Evolutionary Biol	4
MCB 150	Molec & Cellular Basis of Life	4
IB 202	Physiology (IB 202 requires animal dissection and no equivalent alternative is available. IB majors are required to enroll in the 4-hour version of this course.)	4
IB 203	Ecology	4
IB 204	Genetics (IB majors are required to enroll in the 4-hour version of IB 2	4
IB 302	Evolution	4
Advanced Free Elective (300- or 400-level course from IB or any other unit on campus)		3
At least 15 hours of coursework from the Approved List of Advanced Courses below:		15 to 20
At least one course from two of the following three areas:		
Area I: Organismal and Evolutionary Biology (IB 335, IB 360, IB 362, IB 368, IB 401, IB 461, IB 462, IB 463, IB 464, IB 471)		

Integrative Biology, BSLAS (proposed program of study)

Code	Title	Hours
	General Education Requirements	
	Composition I	4-6
	Advanced Composition	3
	fulfilled by IB 203	
	Humanities & the Arts (6 hours)	6
	Natural Sciences & Technology (6 hours)	6
	204; PHYS 101 and PHYS 102, or PHYS 211 and PHYS 212; IB 150, MCB 150	
	Social & Behavioral Sciences (6 hours)	6
	Cultural Studies: Non-Western Cultures (1 course)	3
	Cultural Studies: US Minority Cultures (1 course)	3
	Cultural Studies: Western/Comparative Cultures (1 course)	3
	Quantitative Reasoning (2 courses, at least one course must be Quant	6-10
	fulfilled by MATH 220 or MATH 221; STAT 212; PHYS 101 and PHYS 102, or PHYS 211 and PHYS 212	
	Language Requirement (Completion of the fourth semester or equivalent of a language other than English is required)	0-20
Orientation and Professional Development		
LAS 101	Design Your First Year Experience	1
OR		
LAS 100	Success in LAS for International Students	3
& LAS 101	and Design Your First Year Experience	
OR		
LAS 102	Transfer Advantage	1
Total Hours		**1 or 3**
Major Core Requirements and Electives		
IB 150	Organismal & Evolutionary Biol	4
MCB 150	Molec & Cellular Basis of Life	4
MATH 220	Calculus (sections that start with 'X' are strongly recommended)	4 to 5
or MATH 221	Calculus I	
Select one group of courses:		8 to 10
CHEM 102	General Chemistry I	
CHEM 103	General Chemistry Lab I	
CHEM 104	General Chemistry II	
CHEM 105	General Chemistry Lab II	
or		
CHEM 202	Accelerated Chemistry I	
CHEM 203	Accelerated Chemistry Lab I	
CHEM 204	Accelerated Chemistry II	
CHEM 205	Accelerated Chemistry Lab II	
Select one group of courses:		5 to 6
CHEM 232	Elementary Organic Chemistry I	
& CHEM 233	and Elementary Organic Chem Lab I	
CHEM 236	Fundamental Organic Chem I	
& CHEM 237	and Structure and Synthesis	
Select one group of courses:		8 to 10
PHYS 101	College Physics: Mech & Heat	
& PHYS 102	and College Physics: E&M & Modern	
PHYS 211	University Physics: Mechanics	
& PHYS 212	and University Physics: Elec & Mag	
	Note: An optional IB Honors concentration may be elected, please talk to an advisor. Students who do not elect an optional concentration are required to take the IB major coursework below.	
STAT 212	Biostatistics	3
IB 202	Physiology (IB 202 requires animal dissection and no equivalent alternative is available. IB majors are required to enroll in the 4-hour version of this course.)	4
IB 203	Ecology	4
IB 204	Genetics (IB majors are required to enroll in the 4-hour version of IB 2	4
IB 302	Evolution	4
Advanced Free Elective (300- or 400-level course from IB or any other unit on campus)		3
Integrative Biology Advanced Area Courses		15 to 20
At least two courses from the following areas. At least one course must be a lab and the courses must be in different areas.		
Area I: Organismal and Evolutionary Biology (IB 360, IB 362, IB 368 (lab), IB 401 (lab), IB 407 (lab), IB 461 (lab), IB 462 (lab), IB 463 (lab), IB 464 (lab), IB 468		

Area II: Behavior, Ecology, and the Environment (IB 329, IB 361, IB 405, IB 430, IB 431, IB 432, IB 439, IB 440, IB 444, IB 451, IB 452, IB 453, IB 481, IB 482, IB 494)		Area II: Behavior, Ecology, and the Environment (IB 329, IB 361, IB 405, IB 430 (lab), IB 431, IB 432, IB 439, IB 440, IB 444 (lab), IB 451 (lab), IB 452, IB 453, IB 481(lab), IB 482(lab), IB 494(lab)	
Area III: Integrative Anatomy, Physiology, and Molecular Biology (IB 303, IB 364, IB 420, IB 421, IB 426, IB 427, IB 434, IB 435, IB 472, IB 473)		Area III: Integrative Anatomy, Physiology, and Molecular Biology (IB 303(lab), IB 364, IB 411, IB 420, IB 421, IB 426, IB 433, IB 435, IB 438 (lab), IB	
One advanced course with a laboratory and/or field component.			
IB 303, IB 335, IB 368, IB 401, IB 427, IB 430, IB 434, IB 444, IB 451, IB 461, IB 462, IB 463, IB 464, IB 467, IB 468, IB 471, IB 481, IB 482, IB 494			
Remaining hours can be taken from any of the courses listed above or from the following list:		**Remaining courses to total 15 hours minimum may be selected from any of the area courses listed above or from the following list:**	
IB 348, IB 411, IB 416, IB 436, IB 442, IB 450, IB 467, IB 468, IB 476, IB 478, IB 479, IB 480, IB 484, IB 487, IB 491, IB 496, IB 499, MCB 300, MCB 314, MCB 450		IB 348, IB 392, IB 416, IB 436, IB 442, IB 450, IB 467, IB 476, IB 478, IB 479, IB 480, IB 484, IB 491, IB 496, IB 497, IB 499, MCB 300, MCB 314, MCB 450	
Total Hours	**120**	**Total Hours**	**120**

Integrative Biology, BSLAS

-

for the degree of Bachelor of Science in Liberal Arts & Sciences Major in Integrative Biology

This sample sequence is intended to be used only as a guide for degree completion. All students should work individually with their academic advisors to decide the actual course selection and sequence that works best for them based on their academic preparation and goals. Enrichment programming such as study abroad, minors, internships, and so on may impact the structure of this four-year plan. Course availability is not guaranteed during the semester indicated in the sample sequence.

Students must fulfill their Language Other Than English requirement by successfully completing a fourth level of a language other than English. This may require up to four semesters of language depending on high school coursework or placement. See the corresponding section on the Degree General and Education Requirements page: http://catalog.illinois.edu/general-information/degree-general-education-requirements/.

IB majors may begin with CHEM 101 or MATH 115 if needed based on placement as part of a standard eight-semester sequence.

First Year			
First Semester Courses	**Hours**	**Second Semester Courses**	**Hours**
LAS 101	1	MCB 150 (Gen Ed: NST)	4
IB 150 (Gen Ed: NST)	4	CHEM 104 (or CHEM 204) (Gen Ed: NST)	3
CHEM 102 (or CHEM 202) (Gen Ed: NST)	3	CHEM 105 (or CHEM 205)	1
CHEM 103 (or CHEM 203)	1	Language Other Than English (4th level)	4
Language Other Than English (3rd level)	4	MATH 220 (or MATH 221) (Gen Ed: QR1) or Composition I	5-4
Composition I or MATH 220 (or MATH 221) (Gen Ed: QR1)	4-5		
semester sum	17	semester sum	17
Second Year			
First Semester Courses	**Hours**	**Second Semester Courses**	**Hours**
IB 203 (Gen Ed: Adv Comp)	4	IB 202	4
IB 204	4	IB 302	4
CHEM 232 (or CHEM 236)	4	CHEM 233 (or CHEM 237)	2
General Education course	3	STAT 212	3
semester sum	15	semester sum	13

Third Year			
First Semester Courses	**Hours**	**Second Semester Courses**	**Hours**
Advanced IB Course	3	Advanced IB Course	4
PHYS 101 (or PHYS 211) (Gen Ed: NST & QR II)	5	PHYS 102 (or PHYS 212) (Gen Ed: NST & QR II)	5
General Education course	3	General Education course	3
General Education course	3	General Education course	3
semester sum	14	semester sum	15
Fourth Year			
First Semester Courses	**Hours**	**Second Semester Courses**	**Hours**
Advanced IB Course	4	Advanced IB Course	4
Advanced IB Course (or other Free advanced elective course)	3	General Education course	3
General Education course	3	Free elective course	3
Free elective course	3	Free elective course	3
Free elective course	3		
semester sum	16	semester sum	13

Total Hours: _____120_____ (Add up individual semester sums; must **equal** degree total minimum hours requirement listed on the degree's requirements page in the catalog.)

Program Change Request

Date Submitted: 04/24/24 1:35 pm

Viewing: **10KV5028BSLA : Integrative Biology: Honors Integrative Biology, BSLAS**

Last approved: 02/02/24 1:51 pm

Last edit: 08/19/24 4:27 pm

Changes proposed by: Allison O'Dwyer

[Integrative Biology: Honors Integrative Biology, BSLAS](#)

Catalog Pages
Using this
Program

Proposal Type:

In Workflow

1. **U Program Review**
2. **1670 Head**
3. **KV 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. 04/26/24 8:59 am
   Emily Stuby
   (eastuby):
   Approved for U
   Program Review
2. 04/26/24 10:25
   am
   Andrea Ray
   (aray): Approved
   for 1670 Head
3. 05/02/24 1:00 pm
   Stephen Downie
   (sdownie):
   Approved for KV
   Dean
4. 05/02/24 1:12 pm
   Claire Stewart
   (clairest):
   Approved for
   University
   Librarian
5. 05/02/24 3:36 pm
   Suzanne Lee
   (suzannel):
   Approved for

COTE Programs
6. 08/15/24 11:42
   am
   Brooke Newell
   (bsnewell):
   Approved for
   Provost

History

1. Apr 29, 2019 by
   Deb Forgacs
   (dforgacs)
2. Feb 24, 2023 by
   Brooke Newell
   (bsnewell)
3. Feb 2, 2024 by
   Allison O'Dwyer
   (aodwyer)

Concentration (ex. Dietetics)

This proposal is
for a:
  Revision

Administration Details

Official Program Name	Integrative Biology: Honors Integrative Biology, BSLAS
Diploma Title	Bachelor of Science in Liberal Arts and Sciences
Sponsor College	Liberal Arts & Sciences
Sponsor Department	Liberal Arts and Sciences
Sponsor Name	Brian Allan, Associate Director for Academic Affairs, School of Integrative Biology Brian Allan
Sponsor Email	ballan@illinois.edu
College Contact	Stephen R. Downie, Associate Dean for Curr & Academic Policy, LAS Downie
College Contact Email	sdownie@illinois.edu
College Budget Officer	Mike Wellens
College Budget Officer Email	wellens@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.

Allison O'Dwyer, Assistant Director for Academic Affairs, School of Integrative Biology, aodwyer@illinois.edu

Dr. Jim Dalling, Professor of Plant Biology and Head of IB Honors, dalling@illinois.edu

Does this program have inter-departmental administration?

No

Proposal Title

Effective Catalog Term   Fall 2024

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 Honors Integrative Biology in the Bachelor of Science in Liberal Arts and Sciences in Integrative Biology in the College of Liberal Arts and 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)."

Yes this Honors Integrative Biology, BSLAS revision (key 724) is related to the following revisions:
Integrative Biology, BSLAS (key 723)
Integrative Biology, BSLAS + MS (key 1159)
Integrative Biology, MS (key 966)

Program Justification

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

1. Ten recently deactivated elective courses are removed from the program of study table. Four recently approved electives are added. One previously approved elective is removed. The total hours have not changed.

2. Electives listed with the KIN rubric are updated to the new HK rubric.

3. Student learning outcomes are updated.

4. The formatting of the POS and additional text (e.g., graduation requirements, university requirements, and general education requirements) has been modified to adhere to the campus General Education Template. Additionally, the POS is reorganized

to denote distinctive requirements for the Honors concentration.

5. Blocked course lists are now listed line-by-line.

6. Catalog page text is edited.

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. The following IB courses were deactivated and removed from the POS. These were deactivated due to changes in faculty or were replaced by revised courses. The courses were with the list of Advanced Biological Science Electives.
IB 335 Plant Systematics
IB 427 Insect Physiology
IB 472 Plant Molecular Biology (in workflow)
IB 473 Plant Genomics (in workflow)
In addition, external unit course electives that were recently deactivated were removed including: ANSC 331, CHLH 474, MCB 403, MCB 404, MCB 429, NRES 402.

IB 390 was mistakenly previously approved as an elective course and is removed from the POS to reflect current departmental practices.

The following courses taught by IB faculty and IB-controlled were recently approved and added to the POS in the Advanced Biological Science Electives section:
IB 407 Plant Diversity and Evolution
IB 433 Insect Physiology
IB 460 Evolution of Intelligent Systems
IB 465 Methods in Molecular Genetics and Genomics (in workflow for SP25)

2. This is to update the POS with new the departmental rubric.

3. Edits to learning outcomes include updated language, style, and alignment with current courses and Bloom's Taxonomy. Revisions were crafted with input from a School-wide teaching retreat, IB majors, SIB Academic Support Team, SIB Courses and Curricula Committee, SIB Executive Committee, and the campus assessment team.

4. Per Office of the Provost General Education initiative for transparency and accessibility.

5. Per request from LAS as blocked course lists do not appear for red box error reporting.

6. Updates to the catalog page text were included for clarity and to bring the catalog into agreement with departmental language, but do not affect program requirements. These updates reflect current practices and include revised language on Distinction requirements.

40-hours advanced credit requirement met as follows:

5 hrs IB 270 (prereq IB 150, MCB 150)
5 hrs IB 271 (prereq IB 150, MCB 150)
5 hrs IB 372
6 hrs CHEM 232/3 (prereq CHEM 104 and CHEM 105) or CHEM 236/7 (prereq CHEM 104 & CHEM 102 OR CHEM 204 & CHEM 202 OR CHEM 222 & CHEM 223)
3 hrs MCB 450
3 hrs 300- or 400-level STAT
6 hrs IB 490

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.

By the time they graduate, an Integrative Biology Honors major should <u>be able to:</u> ~~have acquired: Content-related understandings~~

1. <u>Synthesize and apply</u> ~~Possess a~~ significant knowledge ~~base~~ in Integrative <u>Biology,</u> ~~Biology and Chemical Sciences,~~ including <u>anatomy, development, ecology, evolution, genetics, molecular biology, physiology, and/or systematics.</u> ~~but not limited to:~~
2. ~~a.Molecular genetics and biologyb.Diversity and structures and physiological functions of plants and animalsc.Ecology and evolutiond.Biochemical and chemical bases of life and/or systemse.Statistical inference and modeling of systems2.Understand that biology is integrative and multidisciplinary3.Show curiosity and caring about biology, and an awareness of and appreciation for the diversity of life4.Understand how paradigms of biology relate to society and policy as well as their own lives Competencies1.Carry out the process of scientific inquiry2.Use critical thinking skills and solve problems3.Use quantitative reasoning and computation skills4.~~Apply <u>predictive</u> ~~simple~~ models ~~(equations/math)~~ to biological phenomena <u>and engage with the process of scientific inquiry.</u> ~~5.~~
3. ~~Gain proficiency in scientific writing and speaking6.~~<u>Critically evaluate</u> ~~Read~~ and <u>communicate complex, dynamic</u> ~~evaluate primary~~ scientific <u>information.</u> ~~literature 7.~~
4. <u>Employ curiosity, inquiry, quantitative reasoning,</u> ~~Use critical thinking skills~~ and <u>critical thinking in problem solving.</u> ~~solve problems 3.~~
5. <u>Create solutions for global and local biological challenges using interdisciplinary strategies.</u>
6. <u>Develop professional skills including ethics, proficiency in oral and written scientific communication, data analysis and interpretation, collaboration, and the ability to critically evaluate science-related news and information.</u> ~~Critically evaluate science-related news and information 8.Work collaboratively~~

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   Integrative Biology_Honors Integrative Biology, BSLAS SS.docx
Honors BSLAS in IB Side by Side.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.

Honors Integrative Biology is designed for students wishing to pursue an intensive program in integrative biology and, concurrently, to gain a strong background in the physical sciences and mathematics. Admission is by interview in spring of the freshman year prior to registration for fall. An overall 3.0 GPA is required to apply for admission. Honors Integrative Biology provides preparation suitable for graduate and professional training in biology, as well as for biology careers in the private and public sectors. Students earning the Honors Integrative Biology Concentration will also earn the Chemistry minor.

Students pursuing a degree in Honors Integrative Biology will be allowed to earn a second degree in the Specialized Curriculum in Biochemistry. Students pursuing a degree in Honors Integrative Biology will not be allowed to double major in Molecular and Cellular Biology.

Distinction for Excellence in Research:

<u>Students are</u> ~~To be~~ eligible for graduation <u>at the following levels:</u> ~~with Distinction for excellence in Research a student must:~~ <u>Distinction, High Distinction, or Highest Distinction.</u> ~~• Be enrolled as an Integrative Biology Major •Either:1.Complete two or more semesters of IB 390/IB 490 for 2-credit hours or more eachsemester.The student should enroll in IB 490 the semester the student intends to graduate, which counts towards the two requiredsemesters.OR2.Complete at least 180 hours of mentoredresearch.The research experience must last a minimum of 20 weeks (the weeks need not be consecutive and summer research counts toward this total) and students should enroll in one semester of IB 490 for a minimum of 1-credit hour prior to or during the semester they intend tograduate.Example:a student could be eligible if they complete a 10-week summer research experience combined with enrolling in IB 490 the semester they intend tograduate.• Maintain a minimum 3.25 GPA within the major at the end of the penultimatesemester.• Give a poster presentation at the Undergraduate Research Symposium or other approvedvenue.• Have a completed distinction evaluation form submitted by their Faculty ResearchAdvisor.~~Distinction will be determined by the SIB Distinction Committee ~~based on the poster presentation~~ and the <u>level of Distinction will be based on the information below.</u> ~~Advisor's evaluation. • Substitutions or other changes to these requirements may be made only via petition to and approval of the Chair of the SIB Distinction Committee and the SIB Associate Director for AcademicAffairs.High or Highest Distinction for Excellence inResearch:~~To be eligible for graduation with ~~High or Highest~~ Distinction for Excellence in Research a student must:

<u>-Be</u> ~~• Be~~ <u>enrolled as an Integrative Biology or Integrative Biology Honors Major</u>
<u>-Have a completed distinction evaluation form submitted by their Faculty Research Advisor.</u> ~~• Either:~~
<u>-Maintain</u> ~~• Maintain~~ <u>a minimum 3.25 GPA within the major at the end of the penultimate semester.</u>
<u>-To be eligible for Distinction, students must give a poster presentation at the SIB Distinction Symposium or other approved venue.</u>
~~• Be enrolled as an Integrative Biology Major •Either:1.Complete two or more~~

semesters of IB 390/IB 490 for 2-credit hours or more eachsemester.The student should enroll in IB 490 the semester the student intends to graduate, which counts towards the two requiredsemesters.OR2.Complete at least 180 hours of mentoredresearch.The research experience must last a minimum of 20 weeks (the weeks need not be consecutive and summer research counts toward this total) and students should enroll in one semester of IB 490 for a minimum of 1-credit hour prior to or during the semester they intend tograduate.Example:a student could be eligible if they complete a 10-week summer research experience combined with enrolling in IB 490 the semester they intend tograduate.• Maintain a minimum 3.25 GPA within the major at the end of the penultimatesemester. To be eligible for High or Highest Distinction, students must submit • Submit a written thesis and give an oral presentation at the SIB Distinction Undergraduate Research Symposium or or other approved venue.

-Finally, all students regardless of Distinction level must either:

1. Complete two or more semesters of IB 390/IB 490 for 2-credit hours or more each semester. The student should enroll in IB 490 the semester they intend the student intends to graduate, which counts towards the two required semesters.

OR

2. Complete at least 180 hours of mentored research. The research experience must last a minimum of 20 weeks (the weeks need not be consecutive and summer research counts toward this total) and students should enroll in one semester of IB 490 for a minimum of 1-credit hour prior to or during the semester they intend to graduate. Example: a student could be eligible if they complete a 10-week summer research experience combined with enrolling in IB 490 the following spring semester, the same term semester they intend to graduate. • Have a completed distinction evaluation form submitted by their Faculty Research Advisor.• The level of Distinction will be determined by the SIB Distinction Committee based on the written thesis, the oral presentation, and the Advisor's evaluation.• Substitutions or other changes to these requirements may be made only via petition to and approval of the Chair of the SIB Distinction Committee and the SIB Associate Director for Academic Affairs.

| Statement for Programs of Study Catalog | **Graduation Requirements**
Minimum hours for graduation: 120 hours |

Minimum hours for graduation is 120 , to include a minimum of 40 hours of upper-division coursework, generally at the 300 and 400level.These hours can be drawn from all elements of the degree. Generaleducation:Students must complete the Campus General Education requirements including the campus general education languagerequirement.Minimum required major and supporting course work: Normally work: Normally equates to 80-88 hours. course work: Normally equates to 80-88hours.Twelve hours of 300- and 400-level in the major must be taken on thiscampus.No more than 8 hours of credit in 100-level courses in IB or MCB may be counted toward graduation.
Continuation in the Integrative Biology Honors Concentration requires a grade of B or better in each of IB 270, IB 271, IB 270, IB 271, and IB 372 and IB 372 and a 3.0 overall cumulative GPA.
Students should discuss alternate CHEM choices with the IB advising office. To earn the Chemistry minor

students must choose 3 or 4 hour Chemistry courses, excluding research or independent study.

Introductory chemistry should be completed prior to enrolling in IB 270. IB 270.

Independent study equivalent to IB 490 in IB 490 in non-IB programs must first be approved by Director of IBH Concentration.

Students may count toward graduation no more than a combined maximum of 10 hours of IB 390 and IB 490 credit of IB 390 and IB 490 credit offered for independent study.

University Requirements

Minimum of 40 hours of upper-division coursework, generally at the 300- or 400-level. These hours can be drawn from all elements of the degree. degree. Students should consult their academic advisor for additional guidance in fulfilling this requirement.

The university and residency requirements can be found in the Student Code (§ 3-801) and in the Academic Catalog.

General Education Requirements

Follows the campus General Education (Gen Ed) requirements. Some Gen Ed requirements may be met by courses required and/or electives in the program.

Course List

Code	Title	Hours
Composition I		4-6
Advanced Composition		3
fulfilled by IB 271		
Humanities & the Arts (6 hours)		6
Natural Sciences & Technology (6 hours)		6
fulfilled by CHEM 102 and CHEM 104, or CHEM 202 and CHEM 204; PHYS 101 and PHYS 102, or PHYS 211 and PHYS 212; IB 150, MCB 150		
Social & Behavioral Sciences (6 hours)		6
Cultural Studies: Non-Western Cultures (1 course)		3
Cultural Studies: US Minority Cultures (1 course)		3
Cultural Studies: Western/Comparative Cultures (1 course)		3
Quantitative Reasoning (2 courses, at least one course must be Quantitative Reasoning I)		6-10
fulfilled by MATH 220 or MATH 221; PHYS 101 and PHYS 102, or PHYS 211 and PHYS 212		
Language Requirement (Completion of the fourth semester or equivalent of a language other than English is required)		0-20

Course List

Code	Title	Hours
Orientation and Professional Development		
LAS 101	Design Your First Year Experience	1
OR		
LAS 100	Success in LAS for International Students	3
& LAS 101	and Design Your First Year Experience	
OR		
LAS 102	Transfer Advantage	1
Total Hours		1 or 3

Course List

Code	Title	Hours
Integrative Biology Major Requirements		
IB 150	Organismal & Evolutionary Biol	4
MCB 150	Molec & Cellular Basis of Life	4
MATH 220	Calculus (Biocalculus section)	4-5

Code	Title	Hours
or MATH 221	Calculus I	
Select one group of courses:		8-10
CHEM 202	Accelerated Chemistry I	
CHEM 203	Accelerated Chemistry Lab I	
CHEM 204	Accelerated Chemistry II	
CHEM 205	Accelerated Chemistry Lab II	
OR		
CHEM 102	General Chemistry I	
CHEM 103	General Chemistry Lab I	
CHEM 104	General Chemistry II	
CHEM 105	General Chemistry Lab II	
Select one group of courses:		5-6
CHEM 236	Fundamental Organic Chem I	
& CHEM 237	and Structure and Synthesis	
CHEM 237	Structure and Synthesis	
OR		
CHEM 232	Elementary Organic Chemistry I	
& CHEM 233	and Elementary Organic Chem Lab I	
CHEM 233	Elementary Organic Chem Lab I	
Select one group of courses:		8-10
PHYS 211	University Physics: Mechanics	
& PHYS 212	and University Physics: Elec & Mag	
PHYS 212	University Physics: Elec & Mag	
OR		
PHYS 101	College Physics: Mech & Heat	
& PHYS 102	and College Physics: E&M & Modern	
PHYS 102	College Physics: E&M & Modern	
Integrative Biology Major, Honors Concentration Additional Requirements		
IB 270	Evolution of Molecules & Cells	5
IB 271	Organismal Biology	5
IB 372	Ecology and Evolution	5
MATH 231	Calculus II	3-4
or IB 494	Theoretical Biology + Models	
At least six hours of advanced courses in Chemistry. Select from these courses:		6-8
CHEM 312	Inorganic Chemistry	
CHEM 332	Elementary Organic Chem II	
CHEM 360	Chemistry of the Environment	
CHEM 437	Organic Chemistry Lab	
CHEM 440	Physical Chemistry Principles	
MCB 450	Introductory Biochemistry	3
An approved 300- or 400- level course in statistics. Select one of these courses:		3
STAT 440	Statistical Data Management	
NRES 421	Quantitative Methods in NRES	
NRES 445	Statistical Methods	
CPSC 440	Applied Statistical Methods I	
IB 490	Independent Study	6
Advanced Biological Science Electives. Select from the following:		10

Code	Title	Hours
IB 303	Anatomy	
IB 329	Animal Behavior	
IB 348	Fish and Wildlife Ecology	
IB 360	Evolution and Human Health	
IB 361	Ecology and Human Health	
IB 362	Marine Biology	
IB 364	Genomics and Human Health	
IB 368	Vertebrate Natural History	
IB 392	Translating Your IB Degree Into Career Success	
IB 401	Introduction to Entomology	
IB 405	Evolution of Traits and Genomes	
IB 407	Plant Diversity and Evolution	
IB 411	Bioinspiration	
IB 416	Population Genetics	
IB 420	Plant Physiology	
IB 421	Photosynthesis	
IB 426	Env and Evol Physl of Animals	
IB 430	Animal Behavior Lab	
IB 431	Behavioral Ecology	
IB 432	Genes and Behavior	
IB 433	Insect Physiology	
IB 435	Critical Evaluation of Herbal Remedies	
IB 438	How Organisms Move	
IB 439	Biogeography	
IB 440	Plants and Global Change	
IB 444	Insect Ecology	
IB 450	Stream Ecology	
IB 451	Conservation Biology	
IB 452	Ecosystem Ecology	
IB 453	Community Ecology	
IB 460	Evol of Intelligent Systems	
IB 461	Ornithology	
IB 462	Mammalogy	
IB 463	Ichthyology	
IB 464	Herpetology	
IB 465	Methods in Molecular Genetics and Genomics	
IB 467	Principles of Systematics	
IB 468	Insect Classification and Evol	
IB 471	Fungal Diversity and Ecology	
IB 476	Environmental Remote Sensing	
IB 478	Advanced Plant Genetics	
IB 479	Plant Growth and Development	
IB 480	Bioinspired Design	
IB 481	Vector-borne Diseases	
IB 482	Insect Pest Management	
IB 484	Paleoclimatology	
IB 494	Theoretical Biology + Models	

Code	Title	Hours
IB 496	Special Courses	
IB 497	Science Communication	
ACE 310	Natural Resource Economics	
ANSC 363	Behavior of Domestic Animals	
ANSC 406	Zoo Animal Conservation Sci	
ANSC 431	Advanced Reproductive Biology	
ANSC 454	Neuroimmunology	
ANSC 464	Physiology of Animal Stress & Disease	
ANSC 467	Applied Animal Ecology	
ANTH 346	Forensic Anthropology	
ANTH 347	Human Osteology	
ANTH 379	Medical Anthropology	
ANTH 407	Evolutionary Immunology	
ANTH 408	Human Evolutionary Anatomy	
ANTH 437	Primate Behav Endocrinology	
ANTH 438	Primate Life History Evolution	
ANTH 440	Human Paleontology	
ANTH 441	Human Genetics	
ANTH 443	Primate Form and Behavior	
ANTH 444	Methods in Bioanthropology	
ANTH 445	Research in Bioanthropology	
ANTH 447	Advanced Skeletal Biology	
ATMS 421	Earth Systems Modeling	
BIOC 446	Physical Biochemistry	
BIOC 455	Technqs Biochem & Biotech	
BIOP 401	Introduction to Biophysics	
CPSC 407	Diseases of Field Crops	
CPSC 408	Integrated Pest Management	
CPSC 412	Principles of Crop Production	
CPSC 415	Bioenergy Crops	
CPSC 416	Native Plants, Pollinators, & Food Ecosystems	
CPSC 418	Crop Growth and Management	
CPSC 426	Weed Mgt in Agronomic Crops	
CPSC 437	Principles of Agroecology	
CPSC 440	Applied Statistical Methods I	
CPSC 444	Introduction to Spatial Analytics	
CPSC 454	Plant Breeding Methods	
CPSC 466	Genomics for Plant Improvement	
CPSC 480	Cannabis Classification and Management	
CPSC 481	Principles and Practices of Cannabis Flower Production	
CPSC 485	Cannabis Phytochemistry: Analysis, Applications and Beyond	
FSHN 480	Basic Toxicology	
GGIS 379	Introduction to Geographic Information Systems	
GGIS 380	Geographic Information Systems II	
GGIS 477	Introduction to Remote Sensing	
GGIS 478	Techniques of Remote Sensing	
HK 342	Health Behaviors and Cognition	

Code	Title	Hours
HK 352	Bioenergetics of Movement	
HK 353	Biomechanics of Human Movement	
HK 441	Physical Activity and Chronic Diseases	
HK 448	Skeletal Muscle Physiology	
HK 450	Integrative Biology of Exercise	
HK 452	Clin & Applied Ex Physiology	
HK 455	Exercise Endocrinology	
HK 457	Motor Learning & Control	
LA 370	Environmental Sustainability	
MCB 300	Microbiology	
MCB 301	Experimental Microbiology	
MCB 314	Introduction to Neurobiology	
MCB 316	Genetics and Disease	
MCB 317	Genetics and Genomics	
MCB 320	Mechanisms of Human Disease	
MCB 354	Biochem & Phys Basis of Life	
MCB 364	Eukaryotic Cell Biology Laboratory	
MCB 400	Cancer Cell Biology	
MCB 401	Cellular Physiology	
MCB 402	Sys & Integrative Physiology	
MCB 406	Gene Expression & Regulation	
MCB 408	Immunology	
MCB 410	Developmental Biology, Stem Cells and Regenerative Medicine	
MCB 413	Endocrinology	
MCB 419	Brain, Behavior & Info Process	
MCB 421	Microbial Genetics	
MCB 424	Microbial Biochemistry	
MCB 426	Bacterial Pathogenesis	
MCB 428	Microbial Pathogens Laboratory	
MCB 430	Molecular Microbiology	
MCB 431	Microbial Physiology	
MCB 432	Computing in Molecular Biology	
MCB 433	Virology & Viral Pathogenesis	
MCB 434	Food & Industrial Microbiology	
MCB 435	Evolution of Infectious Disease	
MCB 436	Global Biosecurity	
MCB 442	Comparative Immunobiology	
MCB 446	Physical Biochemistry	
MCB 460	Neuroanatomy Laboratory	
MCB 462	Integrative Neuroscience	
MCB 465	Human Metabolic Disease	
MCB 466	Neuro & Molecular Pharmacology	
MCB 471	Cell Structure and Dynamics	
MCB 480	Eukaryotic Cell Signaling	
MCB 493	Special Topics Mol Cell Biol	
NRES 302	Dendrology	
NRES 325	Natural Resource Policy Mgmt	

Code	Title	Hours
NRES 340	Environ Social Sci Res Meth	
NRES 351	Introduction to Environmental Chemistry	
NRES 362	Ecology of Invasive Species	
NRES 407	Wildlife Population Ecology	
NRES 409	Fishery Ecol and Conservation	
NRES 415	Native Plant ID and Floristics	
NRES 416	Forest Biology	
NRES 418	Wetland Ecology & Management	
NRES 419	Env and Plant Ecosystems	
NRES 420	Restoration Ecology	
NRES 421	Quantitative Methods in NRES	
NRES 427	Modeling Natural Resources	
NRES 429	Aquatic Ecosystem Conservation	
NRES 438	Soil Nutrient Cycling	
NRES 454	GIS in Natural Resource Mgmt	
NRES 455	Advanced GIS for Environmental Management	
NRES 465	Landscape Ecology	
NRES 471	Pedology	
NRES 475	Environmental Microbiology	
NRES 482	Aquatic Biogeochemistry	
NRES 487	Soil Chemistry	
NRES 488	Soil Fertility and Fertilizers	
PLPA 403	Advanced Plant Pathology	
PLPA 405	Plant Disease Diagnosis & Mgmt	
PSYC 302	Applied Neuroscience	
PSYC 313	Drugs, Brain and Behavior	
PSYC 403	Memory and Amnesia	
PSYC 404	Cognitive Neuroscience	
PSYC 413	Advanced Neuropsychopharmacology	
PSYC 414	Brain, Learning, and Memory	
PSYC 417	Neuroscience of Eating & Drinking	
PSYC 421	Principles of Psychophysiology	
PSYC 450	Cognitive Psychophysiology	
PSYC 451	Neurobio of Aging	
PSYC 453	Cog Neuroscience of Vision	
UP 406	Urban Ecology	

Program Relationships

Corresponding Program(s):

Corresponding Program(s)
Integrative Biology, BSLAS

Program Features

Academic Level   Undergraduate

Is This a Teacher Certification Program?
                        Yes

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

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 is expected.

Budget

Are there   No
budgetary
implications for
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?

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

Attach letters of
support

Faculty Resources

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

   No impact is expected.

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.25.001
Attach Rollback/Approval Notices	
This proposal requires HLC inquiry	No

DMI Documentation

Attach Final Approval Notices	
Banner/Codebook Name	BSLAS:Int Biol: Honors -UIUC
Program Code:	10KV5028BSLA

Minor Code		Conc Code	5028	Degree Code	BSLAS	Major Code
0438						

Senate Approval Date	
Senate Conference Approval Date	
BOT Approval Date	
IBHE Approval Date	
HLC Approval	

Date

DOE Approval   NA
Date

Effective Date:

Attached
Document
Justification for
this request

Program Reviewer   **Brooke Newell (bsnewell) (04/03/24 9:09 am):** Rollback: Email sent to Allison,
Comments   Stephen, Andrea, James D, and Brian A.
                    Brooke Newell (bsnewell) (04/22/24 9:13 am): Rollback: Email sent to Allison
                    Brooke Newell (bsnewell) (04/24/24 9:34 am): Rollback: per chat with Allison

Sample Sequence for Integrative Biology: Honors Integrative Biology, BSLAS

First Year			
First Semester Courses	**Hours**	**Second Semester Courses**	**Hours**
LAS 101	1	MCB 150 (Gen Ed: NST)	4
IB 150 (Gen Ed: NST)	4	CHEM 104 or CHEM 204 (Gen Ed: NST)	3
CHEM 102 or CHEM 202 (Gen Ed: NST)	3	CHEM 105 or CHEM 205	1-2 (use 1)
CHEM 103 or CHEM 203	1-2 (use 1)	General Education course or Composition I	3-4 (use 3)
Language Other Than English (3rd level)	4	Language Other Than English (4th level)	4
Composition I or General Education course	3-4 (use 4)		
semester sum	17	semester sum	15
Second Year			
First Semester Courses	**Hours**	**Second Semester Courses**	**Hours**
IB 270	5	IB 271 (Gen Ed: Adv Composition)	5
CHEM 232 or CHEM 236	3-4 (use 4)	CHEM 233 or CHEM 237	2
MATH 220 or MATH 221 (Gen Ed: QR1)	4-5 (use 4)	MATH 231 or IB 494	3-4 (use 4)
Free elective	3	Advanced Biological Science Elective from list	3-4 (use 3)
semester sum	16	semester sum	14

Third Year			
First Semester Courses	**Hours**	**Second Semester Courses**	**Hours**
IB 372	5	Advanced Chemistry course from list	3-4 (use 3)
PHYS 101 or PHYS 211 (Gen Ed: NST and QRII)	4-5 (use 4)	PHYS 102 or PHYS 212 (Gen Ed: NST and QRII)	4-5 (use 4)
General Education course	3	MCB 450	3
General Education course	3	IB 490	2
Free elective	1	General Education course	3
semester sum	16	semester sum	15
Fourth Year			
First Semester Courses	**Hours**	**Second Semester Courses**	**Hours**
IB 490	2	IB 490	2
Advanced Biological Science Elective from list	3-4 (use 4)	Advanced Biological Science Elective from list	3-4 (use 3)
300-400 level Statistics course from list	3	Advanced Chemistry course from list	3-4 (use 4)
General Education course	3	General Education course	3
General Education course	3		
semester sum	15	semester sum	12
Total Hours: _____120_____ (Add up individual semester sums. Must **equal** degree total minimum hours requirement listed on the degree's requirements page in the catalog.)			

Honors Integrative Biology, BSLAS (current program of study)

Code	Title	Hours
Orientation and Professional Development		
LAS 101	Design Your First Year Experience	1
OR		
LAS 100	Success in LAS for International Students	3
& LAS 101	and Design Your First Year Experience	
OR		
LAS 102	Transfer Advantage	1
Total Hours		**1 or 3**
Major Core Requirements and Electives		
IB 150	Organismal & Evolutionary Biol	4
MCB 150	Molec & Cellular Basis of Life	4
IB 270	Evolutions of Molecules & Cells	5
IB 271	Organismal Biology	5
IB 372	Ecology and Evolution	5
MATH 220	Calculus (sections that start with 'X' are strongly recommended)	4 to 5
or MATH 221	Calculus I	
MATH 231 or IB 494	Calculus II Theoretical Biology + Models	3-4
group of courses:		8 to 10
CHEM 202	Accelerated Chemistry I	
CHEM 203	Accelerated Chemistry Lab I	
CHEM 204	Accelerated Chemistry II	
CHEM 205	Accelerated Chemistry Lab II	
or		
CHEM 102	General Chemistry I	
CHEM 103	General Chemistry Lab I	
CHEM 104	General Chemistry II	
CHEM 105	General Chemistry Lab II	
Select one group of courses:		5 to 6
CHEM 236	Fundamental Organic Chem I	
& CHEM 237	and Structure and Synthesis	
or		
CHEM 232	Elementary Organic Chemistry I	
& CHEM 233	and Elementary Organic Chem Lab I	
	At least six hours of advanced courses in Chemistry. Select from these courses: CHEM 312, CHEM 332, CHEM 360, CHEM 437, CHEM 440	6-8
MCB 450	Introductory Biochemistry	3
Select one group of courses:		8 to 10
PHYS 211	University Physics: Mechanics	

Honors Integrative Biology, BSLAS (proposed program of study)

Code	Title	Hours
General Education Requirements		
	Composition I	4-6
	Advanced Composition	3
	fulfilled by IB 271	
	Humanities & the Arts (6 hours)	6
	Natural Sciences & Technology (6 hours)	6
	fulfilled by CHEM 102 and CHEM 104, or CHEM 202 and CHEM 204; PHYS 101 and PHYS 102, or PHYS 211 and PHYS 212; IB 150, MCB 150	
	Social & Behavioral Sciences (6 hours)	6
	Cultural Studies: Non-Western Cultures (1 course)	3
	Cultural Studies: US Minority Cultures (1 course)	3
	Cultural Studies: Western/Comparative Cultures (1 course)□	3
	Quantitative Reasoning (2 courses, at least one course must be Quantitativ	6-10
	fulfilled by MATH 220 or MATH 221; PHYS 101 and PHYS 102, or PHYS 211 and PHYS 212	
	Language Requirement (Completion of the fourth semester or equivalent of a language other than English is required)	0-20
Orientation and Professional Development		
LAS 101	Design Your First Year Experience	1
OR		
LAS 100	Success in LAS for International Students	3
& LAS 101	and Design Your First Year Experience	
OR		
LAS 102	Transfer Advantage	1
Total Hours		**1 or 3**
Integrative Biology Major Requirements		
IB 150	Organismal & Evolutionary Biol	4
MCB 150	Molec & Cellular Basis of Life	4
MATH 220	Calculus (sections that start with 'X' are strongly recommended)	4 to 5
or MATH 221	Calculus I	
group of courses:		8 to 10
CHEM 202	Accelerated Chemistry I	
CHEM 203	Accelerated Chemistry Lab I	
CHEM 204	Accelerated Chemistry II	
CHEM 205	Accelerated Chemistry Lab II	
or		
CHEM 102	General Chemistry I	
CHEM 103	General Chemistry Lab I	
CHEM 104	General Chemistry II	
CHEM 105	General Chemistry Lab II	
Select one group of courses:		5 to 6
CHEM 236	Fundamental Organic Chem I	
& CHEM 237	and Structure and Synthesis	
or		
CHEM 232	Elementary Organic Chemistry I	
& CHEM 233	and Elementary Organic Chem Lab I	
Select one group of courses:		8 to 10
PHYS 211	University Physics: Mechanics	
& PHYS 212	and University Physics: Elec & Mag	
or		
PHYS 101	College Physics: Mech & Heat	
& PHYS 102	and College Physics: E&M & Modern	
IB 150	Organismal & Evolutionary Biol	4
MCB 150	Molec & Cellular Basis of Life	4
Integrative Biology Major, Honors Concentration Additional Requirements		
IB 270	Evolutions of Molecules & Cells	5
IB 271	Organismal Biology	5
IB 372	Ecology and Evolution	5
MATH 231 or IB 494	Calculus II Theoretical Biology + Models	3-4
	At least six hours of advanced courses in Chemistry. Select from these courses: CHEM 312, CHEM 332, CHEM 360, CHEM 437, CHEM 440	6-8
MCB 450	Introductory Biochemistry	3

Left Course	Left Description	Left Hours	Right Course	Right Description	Right Hours
& PHYS 212	and University Physics: Elec & Mag				
or					
PHYS 101	College Physics: Mech & Heat				
& PHYS 102	and College Physics: E&M & Modern				
	An approved 300- or 400- level course in statistics. Select from one of these courses: STAT 440, NRES 421, NRES 445, CPSC 440	3		An approved 300- or 400- level course in statistics. Select from one of these courses: STAT 440, NRES 421, NRES 445, CPSC 440	3
IB 490	Independent Study	6	IB 490	Independent Study	6
	Advanced Biological Science Electives. Select from the following: IB 303, IB 329, IB 335, IB 348, IB 360, IB 361, IB 362, IB 364, IB 368, IB 390, IB 392, IB 401, IB 405, IB 411, IB 416, IB 420, IB 421, IB 426, IB 427, IB 430, IB 431, IB 432, IB 435, IB 438, IB 439, IB 440, IB 444, IB 450, IB 451, IB 452, IB 453, IB 461, IB 462, IB 463, IB 464, IB 467, IB 468, IB 471, IB 472, IB 473, IB 476, IB 478, IB 479, IB 480, IB 481, IB 482, IB 484, IB 494, IB 496, IB 497, ACE 310, ANSC 331, ANSC 363, ANSC 406, ANSC 431, ANSC 454, ANSC 464, ANSC 467, ANTH 346, ANTH 347, ANTH 379, ANTH 407, ANTH 408, ANTH 437, ANTH 438, ANTH 440, ANTH 441, ANTH 443, ANTH 444, ANTH 445, ANTH 447, ATMS 421, BIOC 446, BIOC 455, BIOP 401, CHLH 474, CPSC 407, CPSC 408, CPSC 412, CPSC 415, CPSC 416, CPSC 418, CPSC 426, CPSC 437, CPSC 440, CPSC 454, CPSC 466, CPSC 480, CPSC 481, CPSC 485, FSHN 480, GGIS 379, GGIS 380, GGIS 477, GGIS 478, KIN 342, KIN 352, KIN 355, KIN 444, KIN 450, KIN 451, KIN 452, KIN 457, KIN 470, LA 370, MCB 300, MCB 301, MCB 314, MCB 316, MCB 317, MCB 320, MCB 354, MCB 364, MCB 400, MCB 401, MCB 402, MCB 403, MCB 404, MCB 406, MCB 408, MCB 410, MCB 413, MCB 419, MCB 421, MCB 424, MCB 426, MCB 428, MCB 429, MCB 430, MCB 431, MCB 432, MCB 433, MCB 434, MCB 435, MCB 436, MCB 442, MCB 446, MCB 460, MCB 462, MCB 465, MCB 466, MCB 471, MCB 480, MCB 493, NRES 302, NRES 325, NRES 340, NRES 351, NRES 362, NRES 402, NRES 407, NRES 409, NRES 415, NRES 416, NRES 418, NRES 419, NRES 420, NRES 421, NRES 427, NRES 429, NRES 438, NRES 454, NRES 455, NRES 465, NRES 471, NRES 475, NRES 482, NRES 487, NRES 488, PLPA 403, PLPA 405, PSYC 302, PSYC 313, PSYC 403, PSYC 404, PSYC 413, PSYC 414, PSYC 417, PSYC 421, PSYC 450, PSYC 451, PSYC 453, UP 406	10		Advanced Biological Science Electives. Select from the following: IB 303, IB 329, IB 348, IB 360, IB 361, IB 362, IB 364, IB 368, IB 392, IB 401, IB 405, IB 407, IB 411, IB 416, IB 420, IB 421, IB 426, IB 430, IB 431, IB 432, IB 433, IB 435, IB 438, IB 439, IB 440, IB 444, IB 450, IB 451, IB 452, IB 453, IB 460, IB 461, IB 462, IB 463, IB 464, IB 465, IB 467, IB 468, IB 471, IB 476, IB 478, IB 479, IB 480, IB 481, IB 482, IB 484, IB 494, IB 496, IB 497, ACE 310, ANSC 363, ANSC 406, ANSC 431, ANSC 454, ANSC 464, ANSC 467, ANTH 346, ANTH 347, ANTH 379, ANTH 407, ANTH 408, ANTH 437, ANTH 438, ANTH 440, ANTH 441, ANTH 443, ANTH 444, ANTH 445, ANTH 447, ATMS 421, BIOC 446, BIOC 455, BIOP 401, CPSC 407, CPSC 408, CPSC 412, CPSC 415, CPSC 416, CPSC 418, CPSC 426, CPSC 437, CPSC 440, CPSC 444, CPSC 454, CPSC 466, CPSC 480, CPSC 481, CPSC 485, FSHN 480, GGIS 379, GGIS 380, GGIS 477, GGIS 478, HK 342, HK 352, HK 353, HK 441, HK 448, HK 450, HK 452, HK 455, HK 457, LA 370, MCB 300, MCB 301, MCB 314, MCB 316, MCB 317, MCB 320, MCB 354, MCB 364, MCB 400, MCB 401, MCB 402, MCB 406, MCB 408, MCB 410, MCB 413, MCB 419, MCB 421, MCB 424, MCB 426, MCB 428, MCB 430, MCB 431, MCB 432, MCB 433, MCB 434, MCB 435, MCB 436, MCB 442, MCB 446, MCB 460, MCB 462, MCB 465, MCB 466, MCB 471, MCB 480, MCB 493, NRES 302, NRES 325, NRES 340, NRES 351, NRES 362, NRES 407, NRES 409, NRES 415, NRES 416, NRES 418, NRES 419, NRES 420, NRES 421, NRES 427, NRES 429, NRES 438, NRES 454, NRES 455, NRES 465, NRES 471, NRES 475, NRES 482, NRES 487, NRES 488, PLPA 403, PLPA 405, PSYC 302, PSYC 313, PSYC 403, PSYC 404, PSYC 413, PSYC 414, PSYC 417, PSYC 421, PSYC 450, PSYC 451, PSYC 453, UP 406	10
Total Hours		**120**	**Total Hours**		**120**

Program Change Request

Date Submitted: 05/02/24 2:51 pm

Viewing: **4038 : Interdisciplinary Minor in South Asian Studies, UG**

Last approved: 11/15/23 4:46 pm

Last edit: 08/19/24 4:28 pm

Changes proposed by: Angela Williams

[Interdisciplinary Minor In South Asian Studies](#)

Catalog Pages
Using this
Program

Proposal Type:

In Workflow

1. **U Program Review**
2. **1954 Head**
3. **KV 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. 05/03/24 1:16 pm
   Donna Butler
   (dbutler):
   Approved for U
   Program Review
2. 05/03/24 1:21 pm
   Wail Hassan
   (whassan):
   Approved for 1954
   Head
3. 05/07/24 2:37 pm
   Stephen Downie
   (sdownie):
   Approved for KV
   Dean
4. 05/09/24 11:16
   am
   Claire Stewart
   (clairest):
   Approved for
   University
   Librarian
5. 05/09/24 5:20 pm
   Suzanne Lee
   (suzannel):

History

Minor (ex. European Union Studies)

This proposal is
for a:
Revision

Administration Details

Official Program Name	Interdisciplinary Minor in South Asian Studies, UG		
Diploma Title			
Sponsor College	Liberal Arts & Sciences		
Sponsor Department	S. Asian & MidEast Studies		
Sponsor Name	Wail Hassan		
Sponsor Email	whassan@illinois.edu		
College Contact	Stephen R. Downie	College Contact Email	
	sdownie@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.

Angela Williams

Wail Hassan

Does this program have inter-departmental administration?

No

Proposal Title

Effective Catalog Term   Fall 2024

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 Interdisciplinary Minor in South Asian Studies in the College of Liberal Arts and 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.

1. Addition of new elective courses.

2. Removal of elective courses.

3. Corrected the response for the minor in the Program Features section to "An interdisciplinary study focusing on a single theme" from "A Comprehensive study in a single discipline."

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. Addition of ANTH 221, CWL 207, 208, HNDI 412, LING 115, REL 287, 291, 350, 401, 484, 495, 520, 567. These new courses have been developed by faculty and approved to be counted towards the minor. Having more courses to choose from will give students an opportunity for take courses in various disciplines and also accommodate their schedules. These are the courses on the catalogue that have a substantial amount of content on South Asia.

   2.Removal of ANTH 499, CWL 189, 190, ECON 450, and REL 494. The courses mentioned were deleted since they do not have a substantial amount of South Asian studies content.

   3. Corrected the response for the minor for accuracy.

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
   CWL 207 - Indian Cinema in Context
   CWL 208 - Cultures & Lits of South Asia
   HNDI 412 - Business Hindi
   LING 115 - Language and Culture in India
   REL 287 - Introduction to Buddhism
   REL 291 - Hinduism in the United States
   REL 350 - South Asian Goddesses
   REL 401 - Gender and Hinduism
   REL 484 - Buddhist Meditation
   REL 495 - Topics in Asian Religions
   REL 520 - Hindu Pilgrimage, Power& Place
   REL 567 - Mahayana Buddhism
   ANTH 221 - Archaeology of South Asia
   ANTH 499 - Topics in Anthropology
   CWL 189 - Lit of the Islamic World
   CWL 190 - Modern Asian and African Lit
   ECON 450 - Development Economics

REL 494 - Topics in Religious Thought

Please attach any letters of support/acknowledgement for any Instructional Resources consider faculty, students, and/or other impacted units as appropriate.	Course Approvals_SA.pdf Acknowledgement for course removal from POS for Interdisciplinary Minor in South Asian Studies, UG.pdf Approvals of Acknowledgement for course removal from POS for Interdisciplinary Minor in South Asian Studies, UG.pdf

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.

CSAMES academic programs are comprised of courses within various departments, so the learning outcomes are determined for each course and assessments are conducted within the course as well.

In general, the learning outcomes are:

1. Introductory interdisciplinary knowledge of South Asian (SA) area studies in terms of the cultures and societies of these regions in a broader international and global context, including
• Various historical, cultural, social, economic and political conditions that shaped the development of SA region

2. Proficiency in a SA language
• Student should develop knowledge of a region or country in SA, acquire proficiency in a relevant language of that region or country

1. Interdisciplinary knowledge of South Asian (SA) area studies in terms of the cultures and societies of these regions in a broader international and global context
• Students should have a basic understanding of the various historical, cultural, social, economic and political conditions that shaped the development of South Asia
• Students should be able to place their knowledge of SA in a broader world context and from a multidisciplinary perspective.

2. Proficiency in SA or ME languages and knowledge of research methodologies
• Student should develop appropriate expertise in a South Asian language, acquire proficiency in a relevant language of that region or country, and equip themselves with a basic understanding of the appropriate research tools to study that region/country. N/A

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   Side by Side Comparative Table of
                     Proposed Changes_SA.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.

Statement for
Programs of
Study Catalog

Course List

Code	Title	Hours
~~Fourth-semester course work in an area-relevant language. A course that meets this requirement and is currently offered on a regular basis is HNDI 404 (5 hours). The requirement may also be met by comparable courses in these and other South Asian and South Asia-related languages, taught at UIUC or at other universities, through online courses (where available), and through a proficiency examination.~~		~~3-5~~
Language		3-5
Fourth-semester course work in an area-relevant language. A course that meets this requirement and is currently offered on a regular basis is HNDI 404 (4 hours). In consultation with your advisor, the requirement may also be met by comparable courses in these and other South Asian and South Asia-related languages, taught at UIUC or at other universities, through online courses (where available), and through a proficiency examination.		
Core Course		3
HIST/ANTH 130	History of South Asia	
Electives		12
Courses on South Asian history, language, literature, culture, and society from the following list: (Other area-relevant courses may be substituted as they are offered, with approval of the advisor. These include courses in languages other		

Code	Title	Hours

than Hindi and independent study courses with South Asia teaching faculty and with appropriate topics, such as the following ANTH 390, HIST 490, LING 290, PS 490, REL 390, SOC 390. Students wanting to take such independent study courses need to get permission from the instructor; not more than two independent study courses may be taken to meet the degree requirements.)

Code	Title	Hours
ANTH 499	Topics in Anthropology (appropriate sections)	
CWL 189	Literatures of the Islamic World (appropriate sections)	
or CWL 190	Modern Asian and African Literatures	
ECON 450	Development Economics (appropriate sections)	
ANTH 221	Archaeology of South Asia	
CWL 207	Indian Cinema in Context	
CWL 208	Cultures & Literatures of South Asia	
HNDI 405	Advanced Hindi I	
HNDI 406	Advanced Hindi II	
HNDI 408	Intro to South Asian Lit	
HNDI 412	Business Hindi	
HIST 430	India from Colony to Nation	
LING 115	Language and Culture in India	
PS/ASST 346	Gov & Pol of South Asia	
REL 104	Asian Mythology	
REL 260	Mystics and Saints in Islam	
REL 286	Introduction to Hinduism	
REL 494	Topics in Religious Thought	
REL 287	Introduction to Buddhism	
REL 291	Hinduism in the United States	
REL 350	South Asian Goddesses	
REL 401	Gender and Hinduism	
REL 403	Women in Muslim Societies	
REL 408	Islam & Politics in Mid. East	
REL 484	Buddhist Meditation	
REL 495	Topics in Asian Religions	
REL 520	Hindu Pilgrimage, Power & Place	
REL 567	Mahayana Buddhism	
Minimum Total Hours		18

Program Features

Academic Level   Undergraduate

Is this minor?

A Comprehensive study in a single discipline

An interdisciplinary study focusing on a single theme

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.

CSAMES Director of South Asian Studies will determine a way to best monitor the admission to/enrollment in the minor. ~~N/A~~

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.

It is expected that, due to an addition of elective classes, enrollment to the minor program will increase.

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 impact on unit.

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.

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

EP Documentation

EP Control Number   EP.25.001

Attach Rollback/Approval Notices

This proposal requires HLC inquiry   No

DMI Documentation

Attach Final Approval Notices

Banner/Codebook Name   Interdisciplinary Minor in South Asian Studies

Program Code: 4038

Minor Code		Conc Code	Degree Code	Major Code
4038				

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) (04/22/24 9:51 am):** Rollback: Email sent to Angela, Wail, Stephen and Andrea **Brooke Newell (bsnewell) (05/02/24 9:24 am):** Rollback: Email sent to Angela, Wail and Stephen

Key: 252

From:	Ebel, Jonathan H
To:	Murav, Harriet Lisa; Ray, Andrea Lynne; Yoon, James
Cc:	Downie, Stephen R; Williams, Angela Selena
Subject:	Re: REQUESTED: Course Approval for Interdisciplinary Minor in South Asian Studies, UG
Date:	Monday, April 15, 2024 10:36:08 AM
Attachments:	image001.png

I approve!

From: Murav, Harriet Lisa <hlmurav@illinois.edu>
Date: Friday, April 12, 2024 at 1:17 PM
To: Ray, Andrea Lynne <aray@illinois.edu>, Yoon, James <jyoon@illinois.edu>, Ebel, Jonathan H <jebel@illinois.edu>
Cc: Downie, Stephen R <sdownie@illinois.edu>, Williams, Angela Selena <aswillms@illinois.edu>
Subject: Re: REQUESTED: Course Approval for Interdisciplinary Minor in South Asian Studies, UG

I approve the listing of these courses.

Harriet L. Murav
Center for Advanced Study Professor

Marjorie Roberts Professor in Liberal Arts and Sciences
Department of Slavic Languages and Literatures
Comparative and World Literature

Interim Director, Comparative and World Literature
www.complit.illinois.edu

latest book: https://iupress.org/9780253068804/as-the-dust-of-the-earth/
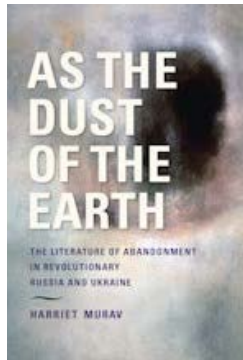
From: Ray, Andrea Lynne <aray@illinois.edu>
Date: Friday, April 12, 2024 at 1:12 PM
To: Murav, Harriet Lisa <hlmurav@illinois.edu>, Yoon, James <jyoon@illinois.edu>, Ebel, Jonathan H <jebel@illinois.edu>
Cc: Downie, Stephen R <sdownie@illinois.edu>, Williams, Angela Selena <aswillms@illinois.edu>
Subject: REQUESTED: Course Approval for Interdisciplinary Minor in South Asian Studies, UG

CWL Department Head, Harriet Murav   REL Department Head, Jonathan Ebel
HNDI/LING Department Head, James Yoon

Dear Colleagues,

This email seeks your unit's consent to list courses as potential elective components of the South Asian Studies minor. If your unit accepts having the listed courses included as electives, please respond to this email, noting your approval. Please

also note any courses that you'd like to have removed from the list.

The Center for South Asian & Middle Eastern Studies offers an interdisciplinary minor in South Asian Studies. The minor is especially suited for students with a South Asia focus as a complement to their disciplinary study. The structure of the minor provides students a great amount of flexibility; possible areas of emphasis include language and literature, as well as history and social sciences.

A total of 22 courses will constitute the number of potential electives in the Interdisciplinary Minor in South Asian Studies.

CWL 207	Indian Cinema in Context	REL 350	South Asian Goddesses
CWL 208	Cultures & Literatures of South Asia	REL 401	Gender and Hinduism
HNDI 412	Business Hindi	REL 484	Buddhist Meditation
LING 115	Language and Culture in India	REL 495	Topics in Asian Religions
REL 287	Introduction to Buddhism	REL 520	Hindu Pilgrimage, Power & Place
REL 291	Hinduism in the United States	REL 567	Mahayana Buddhism

Thank you for considering this request and acknowledging that these courses may be added to our degree program. Please don't hesitate to contact us with any questions or concerns.

Sincerely,

Angela Williams, Associate Director
Center for South Asian and Middle Eastern Studies
University of Illinois at Urbana-Champaign
Phone: 217.244.5939
aswillms@illinois.edu

Andrea Ray
Assistant to the LAS Associate Dean for Curricula and Academic Policy

College of Liberal Arts & Sciences
University of Illinois at Urbana-Champaign
2090 Lincoln Hall, MC-448
702 S. Wright Street
Urbana, IL 61801
217.333.2192

www.las.illinois.edu

I ILLINOIS

~~~~~~~~~~~~~~~~~~~~~~~~~
"Do kind things for people. Not because of who they are or what they do in return, but because of who you are."
—unknown

~~~~~~~~~~~~~~~~~~~~~~~~~
Watch your thoughts; they become words.
Watch your words; they become actions.
Watch your actions; they become habits.
Watch your habits; they become character.
Watch your character; it becomes your destiny.

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.

I approve.

James

From: Ray, Andrea Lynne <aray@illinois.edu>
Sent: Friday, April 12, 2024 1:13 PM
To: Murav, Harriet Lisa <hlmurav@illinois.edu>; Yoon, James <jyoon@illinois.edu>; Ebel, Jonathan H <jebel@illinois.edu>
Cc: Downie, Stephen R <sdownie@illinois.edu>; Williams, Angela Selena <aswillms@illinois.edu>
Subject: REQUESTED: Course Approval for Interdisciplinary Minor in South Asian Studies, UG
Importance: High

CWL Department Head, Harriet Murav   REL Department Head, Jonathan Ebel
HNDI/LING Department Head, James Yoon

Dear Colleagues,

This email seeks your unit's consent to list courses as potential elective components of the South Asian Studies minor. If your unit accepts having the listed courses included as electives, please respond to this email, noting your approval. Please also note any courses that you'd like to have removed from the list.

The Center for South Asian & Middle Eastern Studies offers an interdisciplinary minor in South Asian Studies. The minor is especially suited for students with a South Asia focus as a complement to their disciplinary study. The structure of the minor provides students a great amount of flexibility; possible areas of emphasis include language and literature, as well as history and social sciences.

A total of 22 courses will constitute the number of potential electives in the Interdisciplinary Minor in South Asian Studies.

CWL 207	Indian Cinema in Context	REL 350	South Asian Goddesses
CWL 208	Cultures & Literatures of South Asia	REL 401	Gender and Hinduism
HNDI 412	Business Hindi	REL 484	Buddhist Meditation
LING 115	Language and Culture in India	REL 495	Topics in Asian Religions
REL 287	Introduction to Buddhism	REL 520	Hindu Pilgrimage, Power & Place
REL 291	Hinduism in the United States	REL 567	Mahayana Buddhism

Thank you for considering this request and acknowledging that these courses may be added to our degree program. Please don't hesitate to contact us with any questions or concerns.

Sincerely,

Angela Williams, Associate Director
Center for South Asian and Middle Eastern Studies
University of Illinois at Urbana-Champaign
Phone: 217.244.5939
aswillms@illinois.edu

Andrea Ray
Assistant to the LAS Associate Dean for Curricula and Academic Policy

College of Liberal Arts & Sciences

University of Illinois at Urbana-Champaign
2090 Lincoln Hall, MC-448
702 S. Wright Street
Urbana, IL 61801
217.333.2192

www.las.illinois.edu

ILLINOIS

~~~~~~~~~~~~~~~~~~~~~~~~~
"Do kind things for people. Not because of who they are or what they do in return, but because of who you are."
—unknown

~~~~~~~~~~~~~~~~~~~~~~~~~
Watch your thoughts; they become words.
Watch your words; they become actions.
Watch your actions; they become habits.
Watch your habits; they become character.
Watch your character; it becomes your destiny.

ANTH Department Head, Brenda Farnell   ECON Department Head, George Deltas

CWL Department Head, Harriet Murav   REL Department Head, Jonathan Ebel

Dear Colleagues,

This email seeks your unit's acknowledgement to remove courses as potential elective components of the South Asian Studies minor. Please respond to this email, noting your approval.

ANTH 199	Undergraduate Open Seminar	ECON 450	Development Economics
CWL 189	Literatures of the Islamic World	REL 494	Topics in Religious Thought
CWL 190	Modern Asian and African Literatures		

Thank you for considering this request and acknowledging that these courses will be removed from our degree program. Please don't hesitate to contact us with any questions or concerns.

Sincerely,

Angela Williams, Associate Director
Center for South Asian and Middle Eastern Studies
University of Illinois at Urbana-Champaign
Phone: 217.244.5939
aswillms@illinois.edu

My last day in this office is Friday, April 26. After that time, please contact Stephen Downie for any assistance.

Thank you!

Andrea Ray
Assistant to the LAS Associate Dean for Curricula and Academic Policy

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Beth,

I thought I had responded in the affirmative. Apologies if I was wrong. It is acknowledged.

All the best for your next position.

George

From: McKown, Beth <bmckown1@illinois.edu>
Sent: Thursday, May 2, 2024 2:28 PM
To: Deltas, George <deltas@illinois.edu>
Subject: RESPONSE NEEDED: REQUESTED: Acknowledgement for course removal from POS for Interdisciplinary Minor in South Asian Studies, UG

Professor Deltas,

I'm working with Stephen Downie in the College of LAS.

Please acknowledge the course request below and reply via email with your approval.

It would be appreciated if you could respond today (5/2) since it is my last work day in the College.

Thanks,
Beth McKown

From: Ray, Andrea Lynne <aray@illinois.edu>
Sent: Wednesday, April 24, 2024 3:15 PM
To: Farnell, Brenda M <bfarnell@illinois.edu>; Murav, Harriet Lisa <hlmurav@illinois.edu>; Deltas, George <deltas@illinois.edu>; Ebel, Jonathan H <jebel@illinois.edu>
Cc: Williams, Angela Selena <aswillms@illinois.edu>; Downie, Stephen R <sdownie@illinois.edu>; McKown, Beth <bmckown1@illinois.edu>
Subject: REQUESTED: Acknowledgement for course removal from POS for Interdisciplinary Minor in South Asian Studies, UG
Importance: High

ANTH Department Head, Brenda Farnell   ECON Department Head, George Deltas
CWL Department Head, Harriet Murav   REL Department Head, Jonathan Ebel

Dear Colleagues,

This email seeks your unit's acknowledgement to remove courses as potential elective components of the South Asian Studies minor. Please respond to this email, noting your approval.

ANTH 499	Topics in Anthropology	ECON 450	Development Economics
CWL 189	Literatures of the Islamic World	REL 494	Topics in Religious Thought

CWL 190	Modern Asian and African Literatures		

Thank you for considering this request and acknowledging that these courses will be removed from our degree program. Please don't hesitate to contact us with any questions or concerns.

Sincerely,

Angela Williams, Associate Director
Center for South Asian and Middle Eastern Studies
University of Illinois at Urbana-Champaign
Phone: 217.244.5939
aswillms@illinois.edu

My last day in this office is Friday, April 26. After that time, please contact Stephen Downie for any assistance.

Thank you!

Andrea Ray
Assistant to the LAS Associate Dean for Curricula and Academic Policy

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Watch your character; it becomes your destiny.

Thanks – I acknowledge receipt.

Brenda

BRENDA M FARNELL (*she/her/hers*)
Professor and Head
Department of Anthropology
University of Illinois at Urbana-Champaign
College of Liberal Arts & Sciences
Department of Anthropology | Faculty Affiliate American Indian Studies
109 Davenport Hall
607 S Mathews | M/C 148
Urbana, IL 61801
217 333 3616 | bfarnell@illinois.edu
www.anthro.illinois.edu

From: McKown, Beth <bmckown1@illinois.edu>
Date: Thursday, May 2, 2024 at 11:50 AM
To: Farnell, Brenda M <bfarnell@illinois.edu>
Cc: Williams, Angela Selena <aswillms@illinois.edu>
Subject: REQUESTED: Acknowledgement for course removal from POS for Interdisciplinary Minor in South Asian Studies, UG

Professor Farnell,

We mistyped the ANTH course number when we had contacted you earlier regarding removal of course from the Interdisciplinary Minor in South Asian Studies. Please review the corrected acknowledgement ANTH course removal.

Please replay via email that you have reviewed this request and acknowledge course removal.

Thanks,

Beth McKown

Subject: REQUESTED: Acknowledgement for course removal from POS for Interdisciplinary Minor in South Asian Studies, UG

ANTH Department Head, Brenda Farnell

Dear Colleague,

This email seeks your unit's acknowledgement to remove courses as potential elective components of the South Asian Studies minor. Please respond to this email, noting your approval.

ANTH 499	Topics in Anthropology

Thank you for considering this request and acknowledging that these courses will be removed from our degree program. Please don't hesitate to contact us with any questions or concerns.

Sincerely,

Angela Williams, Associate Director
Center for South Asian and Middle Eastern Studies
University of Illinois at Urbana-Champaign
Phone: 217.244.5939
aswillms@illinois.edu

From:	Williams, Angela Selena
To:	Farnell, Brenda M; Ray, Andrea Lynne; Downie, Stephen R; McKown, Beth
Subject:	Re: REQUESTED: Acknowledgement for course removal from POS for Interdisciplinary Minor in South Asian Studies, UG
Date:	Friday, April 26, 2024 1:01:52 PM
Attachments:	image001.png
	image002.png

Good afternoon,

Thanks, Professor Farnell, for letting us know about this new course taught by Erin Riggs. We will add it to the elective list.
I understand Andrea's last day is today, so I'll ask who to work with going forward.

All the best,
Angela

Angela S. Williams, PhD
Associate Director

University of Illinois Urbana-Champaign
Illinois Global Institute
Center for South Asian and Middle Eastern Studies
132 Coble Hall
801 S. Wright St. | M/C 489
Champaign, IL 61820
217.244.5939 | aswillms@illinois.edu
csames.illinois.edu

Hip Hop Harem: Women, Rap and Representation in the Middle East

From: Farnell, Brenda M <bfarnell@illinois.edu>
Sent: Friday, April 26, 2024 9:06 AM
To: Ray, Andrea Lynne <aray@illinois.edu>; Williams, Angela Selena <aswillms@illinois.edu>; Downie, Stephen R <sdownie@illinois.edu>; McKown, Beth <bmckown1@illinois.edu>
Subject: Re: REQUESTED: Acknowledgement for course removal from POS for Interdisciplinary Minor in South Asian Studies, UG

Dear Andrea:

This removal is fine with Anthropology. ANTH 199 is just a place holder number.
Prof. Williams:
I would like to draw your attention to a new Gen Ed. course that you may wish to add/cross-list. ANTH 221: Archaeology of South Asia. It has been developed and is taught by an exciting new archaeology faculty member, Erin Riggs who specializes in South Asia.

https://anthro.illinois.edu/directory/profile/eriggs

ANTH 221 - Archaeology of South Asia

Explores the archaeology of South Asia from the earliest occupations of the subcontinent to the present. South Asia is home to one of the first urbanized societies, over 40 World Heritage sites, and some of the 21st century's largest megacities. We will critically examine how these diverse archaeological resources have been investigated by different communities through time and how this has informed modern understandings of cultural, national, religious, regional and gender identities.

Best Regards,

Brenda

BRENDA M FARNELL (*she/her/hers*)
Professor and Head
Department of Anthropology | Faculty Affiliate American Indian Studies
University of Illinois at Urbana-Champaign
College of Liberal Arts & Sciences
109 Davenport Hall
607 S Mathews | M/C 148
Urbana, IL 61801
217 333 3616 | bfarnell@illinois.edu
www.anthro.illinois.edu

UNIVERSITY OF
ILLINOIS
URBANA-CHAMPAIGN

From: Ray, Andrea Lynne <aray@illinois.edu>
Date: Wednesday, April 24, 2024 at 3:15 PM
To: Farnell, Brenda M <bfarnell@illinois.edu>, Murav, Harriet Lisa <hlmurav@illinois.edu>, Deltas, George <deltas@illinois.edu>, Ebel, Jonathan H <jebel@illinois.edu>
Cc: Williams, Angela Selena <aswillms@illinois.edu>, Downie, Stephen R <sdownie@illinois.edu>, McKown, Beth <bmckown1@illinois.edu>
Subject: REQUESTED: Acknowledgement for course removal from POS for Interdisciplinary Minor in South Asian Studies, UG

| ANTH Department Head, Brenda Farnell | ECON Department Head, George Deltas |
| CWL Department Head, Harriet Murav | REL Department Head, Jonathan Ebel |

Dear Colleagues,

This email seeks your unit's acknowledgement to remove courses as potential elective components of the South Asian Studies minor. Please respond to this email, noting your approval.

ANTH 199	Undergraduate Open Seminar	ECON 450	Development Economics
CWL 189	Literatures of the Islamic World	REL 494	Topics in Religious Thought
CWL 190	Modern Asian and African Literatures		

Thank you for considering this request and acknowledging that these courses will be removed from our degree program. Please don't hesitate to contact us with any questions or concerns.

Sincerely,

Angela Williams, Associate Director
Center for South Asian and Middle Eastern Studies
University of Illinois at Urbana-Champaign
Phone: 217.244.5939
aswillms@illinois.edu

My last day in this office is Friday, April 26. After that time, please contact Stephen Downie for any assistance.

Thank you!

Andrea Ray
Assistant to the LAS Associate Dean for Curricula and Academic Policy

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University of Illinois at Urbana-Champaign
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From: Murav, Harriet Lisa <hlmurav@illinois.edu>
Sent: Thursday, April 25, 2024 5:48 PM
To: Williams, Angela Selena <aswillms@illinois.edu>
Subject: Re: REQUESTED: Acknowledgement for course removal from POS for Interdisciplinary Minor in South Asian Studies, UG

Thanks for the clarification; I appreciate it.

Harriet L. Murav
Center for Advanced Study Professor

Marjorie Roberts Professor in Liberal Arts and Sciences
Department of Slavic Languages and Literatures
Comparative and World Literature

Interim Director, Comparative and World Literature
www.complit.illinois.edu

latest book: https://iupress.org/9780253068804/as-the-dust-of-the-earth/
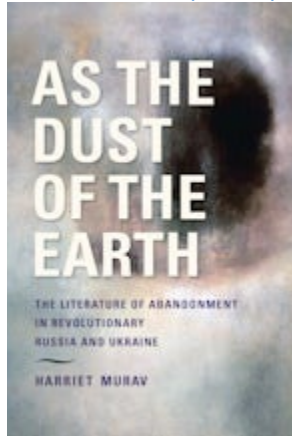
From: Williams, Angela Selena <aswillms@illinois.edu>
Date: Thursday, April 25, 2024 at 3:08 PM
To: Murav, Harriet Lisa <hlmurav@illinois.edu>
Cc: Ray, Andrea Lynne <aray@illinois.edu>, Hassan, Waïl S. <whassan@illinois.edu>
Subject: Fw: REQUESTED: Acknowledgement for course removal from POS for Interdisciplinary Minor in South Asian Studies, UG

Dear Professor Murav,

LAS has asked we review our minors since new courses have been added. CSAMES used to count broader courses (i.e. those with "global" in the title or "Asia" for South Asia), but

we are updating the minor course list to only include courses with strictly South Asia content. Those courses do not have substantial content in South Asian studies, so they won't be counted as elective courses. I don't think any other action is needed and the email was to inform you.

Thanks,
Angela

Angela S. Williams, PhD
Associate Director

University of Illinois Urbana-Champaign
Illinois Global Institute
Center for South Asian and Middle Eastern Studies
132 Coble Hall
801 S. Wright St. | M/C 489
Champaign, IL 61820
217.244.5939 | aswillms@illinois.edu
csames.illinois.edu

Hip Hop Harem: Women, Rap and Representation in the Middle East

From: Murav, Harriet Lisa <hlmurav@illinois.edu>
Sent: Thursday, April 25, 2024 11:27 AM
To: Ebel, Jonathan H <jebel@illinois.edu>; Ray, Andrea Lynne <aray@illinois.edu>; Farnell, Brenda M <bfarnell@illinois.edu>; Deltas, George <deltas@illinois.edu>
Cc: Williams, Angela Selena <aswillms@illinois.edu>; Downie, Stephen R <sdownie@illinois.edu>; McKown, Beth <bmckown1@illinois.edu>
Subject: Re: REQUESTED: Acknowledgement for course removal from POS for Interdisciplinary Minor in South Asian Studies, UG

Dear Andrea and all,
I am not sure that CWL will benefit from the removal and I wonder what has changed? Or do I completely misunderstand the request?
All best,
Harriet

Harriet L. Murav
Center for Advanced Study Professor

Marjorie Roberts Professor in Liberal Arts and Sciences
Department of Slavic Languages and Literatures
Comparative and World Literature

Interim Director, Comparative and World Literature
www.complit.illinois.edu

latest book: https://iupress.org/9780253068804/as-the-dust-of-the-earth/
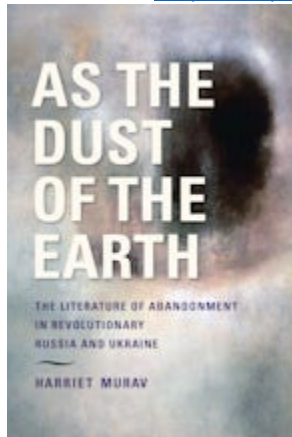
From: Ebel, Jonathan H <jebel@illinois.edu>
Date: Wednesday, April 24, 2024 at 3:56 PM
To: Ray, Andrea Lynne <aray@illinois.edu>, Farnell, Brenda M <bfarnell@illinois.edu>,
Murav, Harriet Lisa <hlmurav@illinois.edu>, Deltas, George <deltas@illinois.edu>
Cc: Williams, Angela Selena <aswillms@illinois.edu>, Downie, Stephen R
<sdownie@illinois.edu>, McKown, Beth <bmckown1@illinois.edu>
Subject: Re: REQUESTED: Acknowledgement for course removal from POS for
Interdisciplinary Minor in South Asian Studies, UG

Dear Andrea,
This is fine.

Best,
Jon

From: Ray, Andrea Lynne <aray@illinois.edu>
Date: Wednesday, April 24, 2024 at 3:15 PM
To: Farnell, Brenda M <bfarnell@illinois.edu>, Murav, Harriet Lisa <hlmurav@illinois.edu>,
Deltas, George <deltas@illinois.edu>, Ebel, Jonathan H <jebel@illinois.edu>
Cc: Williams, Angela Selena <aswillms@illinois.edu>, Downie, Stephen R

<sdownie@illinois.edu>, McKown, Beth <bmckown1@illinois.edu>
Subject: REQUESTED: Acknowledgement for course removal from POS for Interdisciplinary Minor in South Asian Studies, UG

ANTH Department Head, Brenda Farnell		ECON Department Head, George Deltas	
CWL Department Head, Harriet Murav		REL Department Head, Jonathan Ebel	

Dear Colleagues,

This email seeks your unit's acknowledgement to remove courses as potential elective components of the South Asian Studies minor. Please respond to this email, noting your approval.

ANTH 199	Undergraduate Open Seminar	ECON 450	Development Economics
CWL 189	Literatures of the Islamic World	REL 494	Topics in Religious Thought
CWL 190	Modern Asian and African Literatures		

Thank you for considering this request and acknowledging that these courses will be removed from our degree program. Please don't hesitate to contact us with any questions or concerns.

Sincerely,

Angela Williams, Associate Director
Center for South Asian and Middle Eastern Studies
University of Illinois at Urbana-Champaign
Phone: 217.244.5939
aswillms@illinois.edu

My last day in this office is Friday, April 26. After that time, please contact Stephen Downie for any assistance.

Thank you!
Andrea Ray
Assistant to the LAS Associate Dean for Curricula and Academic Policy

ANTH Department Head, Brenda Farnell   ECON Department Head, George Deltas

CWL Department Head, Harriet Murav   REL Department Head, Jonathan Ebel

Dear Colleagues,

This email seeks your unit's acknowledgement to remove courses as potential elective components of the South Asian Studies minor. Please respond to this email, noting your approval.

ANTH 199	Undergraduate Open Seminar	ECON 450	Development Economics
CWL 189	Literatures of the Islamic World	REL 494	Topics in Religious Thought
CWL 190	Modern Asian and African Literatures		

Thank you for considering this request and acknowledging that these courses will be removed from our degree program. Please don't hesitate to contact us with any questions or concerns.

Sincerely,

Angela Williams, Associate Director
Center for South Asian and Middle Eastern Studies
University of Illinois at Urbana-Champaign
Phone: 217.244.5939
aswillms@illinois.edu

My last day in this office is Friday, April 26. After that time, please contact Stephen Downie for any assistance.

Thank you!

Andrea Ray
Assistant to the LAS Associate Dean for Curricula and Academic Policy

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Interdisciplinary Minor in South Asian Studies, UG

| Green = Addition |
| Red = Removal |
| Yellow = Updated Text or credit hours |
| Orange = Order changed only |
| Blue = Moved |

Key: 252

Current Requirements	Current Hours		Proposed Requirements	Proposed Hours
			Language	**3-5**
Fourth-semester course work in an area-relevant language. A course that meets this requirement and is currently offered on a regular basis is HNDI 404 (5 hours). The requirement may also be met by comparable courses in these and other South Asian and South Asia-related languages, taught at UIUC or at other universities, through online courses (where available), and through a proficiency examination.	3-5		Fourth-semester course work in an area-relevant language. A course that meets this requirement and is currently offered on a regular basis is HNDI 404 (5 hours). The requirement may also be met by comparable courses in these and other South Asian and South Asia-related languages, taught at UIUC or at other universities, through online courses (where available), and through a proficiency examination.	
			Core Courses	**3**
HIST/ANTH 130	3		HIST/ANTH 130	
			Electives	**12**
Courses on South Asian history, language, literature, culture, and society from the following list: (Other area-relevant courses may be substituted as they are offered, with approval of the advisor. These include courses in languages other than Hindi and independent study courses with South Asia teaching faculty and with appropriate topics, such as the following ANTH 390, HIST 490, LING 290, PS 490, REL 390, SOC 390. Students wanting to take such independent study courses need to get permission from the instructor; not more than two independent study courses may be taken to meet the degree requirements.)	12		Courses on South Asian history, language, literature, culture, and society from the following list: (Other area-relevant courses may be substituted as they are offered, with approval of the advisor. These include courses in languages other than Hindi and independent study courses with South Asia teaching faculty and with appropriate topics, such as the following ANTH 390, HIST 490, LING 290, PS 490, REL 390, SOC 390. Students wanting to take such independent study courses need to get permission from the instructor; not more than two independent study courses may be taken to meet the degree requirements.)	
ANTH 499				
CWL 189 or CWL 190			ANTH 221	
			CWL 207	
			CWL 208	
ECON 450				
HNDI 405 & HNDI 406			HNDI 405	
			HNDI 406	
HNDI 408			HNDI 408	
			HNDI 412	
HIST 430			HIST 430	
			LING 115	
PS/ASST 346			PS/AAST 346	
REL 104			REL 104	

REL 260		REL 260	
REL 286		REL 286	
		REL 287	
		REL 291	
		REL 350	
		REL 401	
REL 494			
REL 403		REL 403	
REL 408		REL 408	
		REL 484	
		REL 495	
		REL 520	
		REL 567	
Total Hours	**18-20**	**Minimum Total Hours**	**18**

Program Change Request

Date Submitted: 04/23/24 1:47 pm

Viewing: **10KP0408BS : Bioengineering, BS**

Last approved: 10/23/23 4:01 pm

Last edit: 08/19/24 4:28 pm

Changes proposed by: Maddie Darling

Catalog Pages
Using this
Program

Bioengineering, BS

Proposal Type:

In Workflow

1. **U Program Review**
2. **1343 Head**
3. **KP Committee Chair**
4. **KP 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. 04/29/24 9:42 am
   Donna Butler
   (dbutler):
   Approved for U
   Program Review
2. 04/29/24 9:49 am
   Wawosz Dobrucki
   (dobrucki):
   Approved for 1343
   Head
3. 05/06/24 4:09 pm
   Ashley Hallock
   (ahallock):
   Approved for KP
   Committee Chair
4. 05/06/24 4:10 pm
   Cindy Pruitt
   (cpruitt):
   Approved for KP
   Dean
5. 05/09/24 11:14
   am
   Claire Stewart

(clairest):
Approved for
University
Librarian

6. 05/09/24 5:19 pm
Suzanne Lee
(suzannel):
Approved for
COTE Programs

7. 08/15/24 11:42
am
Brooke Newell
(bsnewell):
Approved for
Provost

History

1. Dec 13, 2018 by
Deb Forgacs
(dforgacs)

2. Apr 9, 2019 by
Deb Forgacs
(dforgacs)

3. Jul 23, 2019 by
Brooke Newell
(bsnewell)

4. Jul 31, 2019 by
Deb Forgacs
(dforgacs)

5. Aug 12, 2019 by
Deb Forgacs
(dforgacs)

6. Jan 27, 2020 by
Maddie Darling
(darling4)

7. Apr 2, 2020 by
Maddie Darling
(darling4)

8. Apr 16, 2021 by
Maddie Darling
(darling4)

9. Oct 8, 2021 by
Brooke Newell
(bsnewell)

10. Apr 5, 2022 by
Maddie Darling
(darling4)

11. Apr 7, 2023 by
    Maddie Darling
    (darling4)
12. Oct 23, 2023 by
    Maddie Darling
    (darling4)

Major (ex. Special Education)

This proposal is
for a:
  Revision

Administration Details

Official Program Name	Bioengineering, BS
Diploma Title	Bachelor of Science in Bioengineering
Sponsor College	Grainger College of Engineering
Sponsor Department	Bioengineering
Sponsor Name	Maddie Darling
Sponsor Email	darling4@illinois.edu

College Contact	Jonathan Makela	College Contact Email	jmakela@illinois.edu
College Budget Officer	Tessa Hile		
College Budget Officer Email	tmhile@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.
  Maddie Darling (darling4@illinois.edu), BIOE

Does this program have inter-departmental administration?
  No

Proposal Title

Effective Catalog Term	Fall 2024

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 Science in Bioengineering in the Grainger College of Engineering

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.

1. The formatting of the POS and additional text (e.g., graduation requirements, university requirements, and general education requirements) has been modified to adhere to the campus General Education Template.

2. Removal of ABE 440 as a technical elective option.

3. Replace special topics courses with new permanent course numbers.

4. Remove special topics courses that are no longer offered.

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. Per Office of the Provost General Education initiative for transparency and accessibility.

2. ABE 440 is no longer offered as a cross-listed course for CPSC 440. Technical electives must hold rubrics from the Grainger College of Engineering. As such, the ABE 440 course option is being removed from the program.

3. Administrative change to accurately reflect new permanent course numbers associated with previously offered special topics courses.

4. Administrative change to remove special topics courses from elective lists; faculty are no longer within the department with expertise in the instructional areas and the courses are no longer offered.

The 40 hours of upper-division classes for IBHE requirement are met by:
• 26 hours of 300 & 400 level classes individually specified in the Bioengineering Technical Core
o BIOE 302 (3 hours)
o BIOE 303 (2 hours)
o BIOE 310 (3 hours)
o BIOE 360 (3 hours)
o BIOE 400 (4 hours)
o BIOE 414 (3 hours)
o BIOE 415 (2 hours)
o BIOE 420 (3 hours)
o BIOE 476 (3 hours)
• 15 hours of 200 level coursework with 2 or more prerequisites in Foundational Mathematics and Science
o MATH 241 (4 credit hours) - prerequisites of MATH 231 and MATH 220 or 221
o MATH 285 (3 credit hours) - prerequisites of MATH 241, MATH 231 and MATH 220 or 221
o PHYS 211 (4 credit hours) - prerequisites of MATH 231 and MATH 220 or 221
o PHYS 212 (4 credit hours) - prerequisites of PHYS 211, MATH 241, MATH 231 and MATH 220 or 221

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

~~ECE 210~~ - ~~Analog Signal Processing~~

~~ECE 329~~ - ~~Fields and Waves I~~

CPSC 440 - Applied Statistical Methods I

Please attach any letters of support/acknowledgement for any Instructional Resources consider faculty, students, and/or other impacted units as appropriate.

CPSC LOS.pdf

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 Bioengineering Program prepares graduates to achieve the following student outcomes by the time of graduation:

1. an ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics.
2. an ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors.
3. an ability to communicate effectively with a range of audiences.
4. an ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts.
5. an ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives.
6. an ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions.
7. an ability to acquire and apply new knowledge as needed, using appropriate learning strategies.

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   AY 24-25 sample sequence .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.

Statement for Programs of Study Catalog

Graduation Requirements

Minimum hours required for graduation: ~~Overall GPA:~~ 128 hours.

Minimum Overall GPA: 2.0

University Requirements ~~2.0~~

Minimum ~~hours required for graduation: Minimum hours for graduation is 128, to include a minimum~~ of 40 hours of upper-division coursework, ~~coursework~~ generally at the 300- or 400-level. ~~and 400- level.~~ These hours can be drawn from all elements of the degree. Students should consult their academic advisor for additional guidance in fulfilling this requirement. ~~degree~~

The university and residency requirements can be found in the Student Code (§ 3-801) and in the Academic Catalog. ~~Students must complete theCampus~~

~~G eneraleducation:~~**General Education** **Requirements**

Follows the ~~requirements including thecampus~~ General Education (Gen Ed) requirements. ~~general education language requirement.~~ Some Gen Ed requirements may be met by courses required and/or electives in the program.

Course List

Code	Title	Hours
Composition I		4-6
Advanced Composition		3
fulfilled by BIOE 400		
Humanities & the Arts (6 hours)		6
Natural Sciences & Technology (6 hours)		6
fulfilled by CHEM 102, CHEM 104, MCB 150, PHYS 211, PHYS 212		
Social & Behavioral Sciences (6 hours)		6
Cultural Studies: Non-Western Cultures (1 course)		3
Cultural Studies: US Minority Cultures (1 course)		3
Cultural Studies: Western/Comparative Cultures (1 course)		3
Quantitative Reasoning (2 courses, at least one course must be Quantitative Reasoning I)		6-10
fulfilled by MATH 220 or MATH 221; and MATH 231, MATH 241, MATH 285, PHYS 211, PHYS 212; and CS 101 or CS 124		
Language Requirement (Completion of the third semester or equivalent of a language other than English is required)		0-15

Major Requirements

Orientation and Professional Development

Course List

Code	Title	Hours
ENG 100	Grainger Engineering Orientation Seminar (External transfer students take ENG 300.)	1
BIOE 100	Bioengineering Seminar	1
BIOE 120	Introduction to Bioengineering	1
Total Hours		3

Foundational Mathematics and Science

Course List

Code	Title	Hours
CHEM 102	General Chemistry I	3
CHEM 103	General Chemistry Lab I	1
CHEM 104	General Chemistry II	3
CHEM 105	General Chemistry Lab II	1
MATH 221	Calculus I (MATH 220 may be substituted. MATH 220 is appropriate for students with no background in calculus. 4 of 5 credit hours count towards degree.)	4
MATH 231	Calculus II	3
MATH 241	Calculus III	4
MATH 285	Intro Differential Equations	3
PHYS 211	University Physics: Mechanics	4
PHYS 212	University Physics: Elec & Mag	4
Total Hours		30

Bioengineering Technical Core

Course List

Code	Title	Hours
BIOE 201	Conservation Principles Bioeng	3
BIOE 202	Cell & Tissue Engineering Lab	2
BIOE 205	Signals & Systems in Bioengrg	3
BIOE 206	Cellular Bioengineering	3
BIOE 210	Linear Algebra for Biomedical Data Science	3
BIOE 302	Modeling Human Physiology	3
BIOE 303	Quantitative Physiology Lab	2
BIOE 310	Computational Tools for Biological Data	3
BIOE 360	Transport & Flow in Bioengrg	3
BIOE 400	Bioengineering Senior Design	4
BIOE 414	Biomedical Instrumentation	3
BIOE 415	Biomedical Instrumentation Lab	2
BIOE 420	Intro Bio Control Systems	3
BIOE 476	Tissue Engineering	3
CHEM 232	Elementary Organic Chemistry I	4
CS 101	Intro Computing: Engrg & Sci	3
or CS 124	Introduction to Computer Science I	
MCB 150	Molec & Cellular Basis of Life	4
Total Hours		51

Track Electives

Course List

Code	Title	Hours
Students are required to complete 15 hours of credit from one track area listed below.		15
Biomechanics Track		
Required courses:		
TAM 211	Statics	3
TAM 212	Introductory Dynamics	3
TAM 251	Introductory Solid Mechanics	3
Select the remaining 6 hours from the below list:		
BIOE 450	Introduction to Quantitative Pharmacology	3

Code	Title	Hours
BIOE 461	Cellular Biomechanics	4
BIOE 498	~~Special Topics (Experimental Design in Automation)~~	~~3~~
BIOE 498	~~Special Topics (Finite Element Methods in Biomedicine)~~	~~3~~
BIOE 498	~~Special Topics (Quantitative Pharmacology)~~	~~3~~
BIOE 498	Special Topics (Regulatory Safety Issues in Bioengineering)	3
BIOE 498	Special Topics (Surgical Techniques)	3
ME 330	Engineering Materials	4
ME 481	Whole-Body Musculoskel Biomech	3
ME 482	Musculoskel Tissue Mechanics	3
ME 483	Mechanobiology	4
NPRE 461	Probabilistic Risk Assessment	3
SE 402	Comp-Aided Product Realization	3
SE 423	Mechatronics	3
TAM 445	Continuum Mechanics	4
TMGT 461	Tech, Eng, & Mgt Final Project	4
Recommended free elective:		
SE 101	Engineering Graphics & Design	3

Cell and Tissue Engineering Track

Select 15 hours from the list below:

Code	Title	Hours
BIOE 306	Biofabrication Lab	3
BIOE 416	Biosensors	3
BIOE 424	Preclinical Molecular Imaging	3
BIOE 430	Intro Synthetic Biology	3
BIOE 432	Systems Biology: Uncovering Design Principles of Biological Networks	3
BIOE 434	Immunoengineering	3
BIOE 450	Introduction to Quantitative Pharmacology	3
BIOE 460	Gene Editing Lab	3
BIOE 461	Cellular Biomechanics	4
BIOE 487	Stem Cell Bioengineering	3
BIOE 498	~~Special Topics (Experimental Design in Automation)~~	~~3~~
BIOE 498	~~Special Topics (Finite Element Methods in Biomedicine)~~	~~3~~
BIOE 498	~~Special Topics (Immunoengineering)~~	~~3~~
BIOE 498	~~Special Topics (Preclinical Molecular Imaging)~~	~~3~~
BIOE 498	~~Special Topics (Quantitative Pharmacology)~~	~~3~~
BIOE 498	Special Topics (Regulatory Safety Issues in Bioengineering)	3
BIOE 498	~~Special Topics (Systems Biology)~~	~~3~~
CHBE 471	Biochemical Engineering	3
CHBE 472	Techniques in Biomolecular Eng	3
IE 330	Industrial Quality Control	3
MSE 404	Laboratory Studies in Materials Science and Engineering	1.5
MSE 470	Design and Use of Biomaterials	3
MSE 474	Biomaterials and Nanomedicine	3
ME 483	Mechanobiology	4
TMGT 461	Tech, Eng, & Mgt Final Project	4
Recommended free elective		
MCB 450	Introductory Biochemistry	3

Therapeutics Engineering Track

Code	Title	Hours
	Select 15 hours from the list below:	
ABE 446	Biological Nanoengineering	3
BIOE 306	Biofabrication Lab	3
BIOE 424	Preclinical Molecular Imaging	3
BIOE 430	Intro Synthetic Biology	3
BIOE 432	Systems Biology: Uncovering Design Principles of Biological Networks	3
BIOE 434	Immunoengineering	3
BIOE 450	Introduction to Quantitative Pharmacology	3
BIOE 460	Gene Editing Lab	3
BIOE 479	Cancer Nanotechnology	3
BIOE 498	Special Topics (Experimental Design in Automation)	3
BIOE 498	Special Topics (Immunoengineering)	3
BIOE 498	Special Topics (Preclinical Molecular Imaging)	3
BIOE 498	Special Topics (Quantitative Pharmacology)	3
BIOE 498	Special Topics (Regulatory Safety Issues in Bioengineering)	3
BIOE 498	Special Topics (Surgical Technologies)	3
BIOE 498	Special Topics (Systems Biology)	3
BIOE 498	Special Topics (Technologies for Cancer Diagnosis and Therapy)	3
CHBE 472	Techniques in Biomolecular Eng	3
ECE 481	Nanotechnology	4
MSE 403	Synthesis of Materials	3
MSE 404	Laboratory Studies in Materials Science and Engineering	1.5
MSE 450	Polymer Science & Engineering	3
MSE 457	Polymer Chemistry	3 or 4
MSE 470	Design and Use of Biomaterials	3
MSE 473	Biomolecular Materials Science	3
MSE 474	Biomaterials and Nanomedicine	3
MSE 480	Surfaces and Colloids	3
TMGT 461	Tech, Eng, & Mgt Final Project	4
	Computational and Systems Biology Track	
	Required courses:	
CS 128	Introduction to Computer Science II	3
CS 225	Data Structures	4
	Select the remaining 8 hours from the list below:	
ABE 440	Course ABE 440 Not Found	
BIOE 430	Intro Synthetic Biology	3
BIOE 498	Special Topics (Experimental Design in Automation)	3
BIOE 498	Special Topics (Finite Element Methods in Biomedicine)	3
BIOE 432	Systems Biology: Uncovering Design Principles of Biological Networks	3
BIOE 483	Biomedical Computed Imaging Systems	3
BIOE 484	Statistical Analysis of Biomedical Images	3
BIOE 485	Computational Mathematics for Machine Learning and Imaging	4
BIOE 486	Applied Deep Learning for Biomedical Imaging	3
BIOE 498	Special Topics (Regulatory Safety Issues in Bioengineering)	3
BIOE 498	Special Topics (Systems Biology)	3
CS 411	Database Systems	3
CS 412	Introduction to Data Mining	3

Code	Title	Hours
CS 440	Artificial Intelligence	3
CS 446	Machine Learning	3 or 4
CS 465	User Interface Design	4
CS 466	Introduction to Bioinformatics	3
CS 498	Special Topics (Intro to Deep Learning)	3
ECE 490	Introduction to Optimization	3
ECE 498	Special Topics in ECE (Deep Learning in Hardware)	3
IE 310	Deterministic Models in Optimization	3
IE 370	Stochastic Processes and Applications	3
NPRE 461	Probabilistic Risk Assessment	3 or 4
SE 423	Mechatronics	3
TMGT 461	Tech, Eng, & Mgt Final Project	4

Imaging and Sensing Track

Select 15 hours from the list below:

Code	Title	Hours
~~BIOE 498~~	~~Special Topics (Experimental Design in Automation)~~	~~3~~
BIOE 424	Preclinical Molecular Imaging	3
BIOE 432	Systems Biology: Uncovering Design Principles of Biological Networks	3
BIOE 434	Immunoengineering	3
BIOE 450	Introduction to Quantitative Pharmacology	3
BIOE 484	Statistical Analysis of Biomedical Images	3
BIOE 486	Applied Deep Learning for Biomedical Imaging	3
~~BIOE 498~~	~~Special Topics (Immunoengineering)~~	~~3~~
~~BIOE 498~~	~~Special Topics (Preclinical Molecular Imaging)~~	~~3~~
~~BIOE 498~~	~~Special Topics (Quantitative Pharmacology)~~	~~3~~
BIOE 498	Special Topics (Regulatory Safety Issues in Bioengineering)	3
BIOE 498	Special Topics (Surgical Techniques)	3
~~BIOE 498~~	~~Special Topics (Systems Biology)~~	~~3~~
BIOE 498	Special Topics (Technologies for Cancer Diagnosis and Therapy)	3
ECE 210	Analog Signal Processing	4
ECE 310	Digital Signal Processing	3
ECE 311	Digital Signal Processing Lab	1
ECE 329	Fields and Waves I	3
ECE 365	Data Science and Engineering	3
ECE 380	Biomedical Imaging	3
ECE 416	Biosensors	3
ECE 417	Multimedia Signal Processing	4
ECE 418	Image & Video Processing	4
ECE 437	Sensors and Instrumentation	3
ECE 365	Data Science and Engineering	3
ECE 460	Optical Imaging	4
ECE 467	Biophotonics	3
ECE 472	Biomedical Ultrasound Imaging	3
ECE 473	Fund of Engrg Acoustics	3
ECE 480	Magnetic Resonance Imaging	3
ME 487	MEMS-NEMS Theory & Fabrication	4
NPRE 461	Probabilistic Risk Assessment	3
SE 423	Mechatronics	3

Code	Title	Hours
TMGT 461	Tech, Eng, & Mgt Final Project	4
Recommended Free Elective		
CHEM 442	Physical Chemistry I	4

Free Electives

Course List

Code	Title	Hours
Additional coursework, subject to the Grainger College of Engineering restrictions to Free Electives, so that there are at least 128 credit hours earned toward the degree.		9
Total Hours of Curriculum to Graduate		128

Corresponding Degree	BS Bachelor of Science

Program Features

Academic Level	Undergraduate
Does this major have transcripted concentrations?	No

What is the typical time to completion of this program?

4 years

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

128

CIP Code	140501 - Bioengineering and Biomedical Engineering.

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.

No changes

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 revision will not impact enrollment and degrees awarded.

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?

No changes

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)

[Engineering Differential](#)

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.

There will be no impact on faculty resources, class size, teaching loads, or student-faculty ratios as ABE 440 is no longer an offered course.

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.25.001
Attach Rollback/Approval Notices	
This proposal requires HLC inquiry	No

DMI Documentation

Attach Final Approval Notices	
Banner/Codebook Name	BS:Bioengineering - UIUC
Program Code:	10KP0408BS

Minor Code	Conc Code	Degree Code	BS	Major Code
0408				

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) (04/22/24 9:30 am):** Rollback: Email sent to Maddie **Brooke Newell (bsnewell) (04/23/24 11:07 am):** Rollback: per Maddie request

Key: 112

From:	Davis, Adam
Sent:	Monday, April 22, 2024 2:38 PM
To:	Anastasio, Mark -- BIOE Department Head; Lambert, Kris Nicholas
Cc:	Darling, Maddie
Subject:	RE: Removal of ABE 440

Dear Dr. Anastasio,

Thanks for the advance notice of this change.

Sincerely,

ADAM DAVIS
Professor and Head (he/him)

Department of Crop Sciences
College of Agricultural, Consumer and Environmental Sciences
AW-115 Turner Hall | 1102 S Goodwin Ave. | M/C 066
Urbana, IL 61801
217-333-9654 | asdavis1@illinois.edu
cropsciences.illinois.edu

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College of ACES
UNIVERSITY OF ILLINOIS URBANA-CHAMPAIGN

From: Anastasio, Mark -- BIOE Department Head <bioe-head@illinois.edu>
Sent: Monday, April 22, 2024 2:26 PM
To: Davis, Adam <asdavis1@illinois.edu>; Lambert, Kris Nicholas <knlamber@illinois.edu>

Dear Dr. Davis and Dr. Lambert,

I am writing on behalf of the Bioengineering department to request a letter of acknowledgement for the removal of ABE 440 (CPSC 440) which is currently an elective course in the Bachelor of Science in Bioengineering program.

Once the revision to the Bioengineering program is approved, ABE 440 (CPSC 440) will not appear in the curriculum.

Thank you,

Mark

MARK ANASTASIO
Donald Biggar Willett Professor in Engineering
Head, Department of Bioengineering
Affiliate Professor, Department of Computer Science
Affiliate Professor, Department of Electrical and Computer Engineering
Affiliate Professor, Carle Illinois College of Medicine
Member, Beckman Institute for Advanced Science and Technology

Department of Bioengineering | The Grainger College of Engineering
1406 W. Green Street | 1102G Everitt Lab, MC 278 | Urbana, IL 61801
(P) 217.300.0314 | maa@illinois.edu
https://bioengineering.illinois.edu/
Lab Website: https://anastasio.bioengineering.illinois.edu

First Year

FIRST SEMESTER	HOURS	SECOND SEMESTER	HOURS
BIOE 100	1	BIOE 120	1
CHEM 102	3	CHEM 104	3
CHEM 103	1	CHEM 105	1
MATH 221 (MATH 220 may be substituted. MATH 220 is appropriate for students with no background in calculus. 4 of 5 credit hours count towards degree.)	4	MATH 231	3
ENG 100 (External transfer students take ENG 300.)	1	PHYS 211	4
Composition I or MCB 150	4	MCB 150 or Composition I course	4
General Education course (choose a Humanities or Social/Behavioral Science course with Cultural Studies designation)	3		
Total Hours:	**17**		**16**

Second Year

FIRST SEMESTER	HOURS	SECOND SEMESTER	HOURS
BIOE 201	3	BIOE 202	2
BIOE 206	3	BIOE 205	3
MATH 241	4	BIOE 210	3
PHYS 212	4	MATH 285	3
CS 101 (CS 124 may be taken instead of CS 101.)	3	CHEM 232	4
Total Hours:	**17**		**15**

Third Year

FIRST SEMESTER	HOURS	SECOND SEMESTER	HOURS
BIOE 302	3	BIOE 310	3
BIOE 303	2	BIOE 360	3
BIOE 476	3	BIOE 414	3
Track Elective	3	BIOE 415	2
General Education course (choose a Humanities or Social/Behavioral Science course with Cultural Studies designation)	3	Track Elective	3
		Language Other Than English (3rd level)	4
Total Hours:	**14**		**18**

Fourth Year

FIRST SEMESTER	HOURS	SECOND SEMESTER	HOURS
BIOE 400 or Free Elective	4	Free Elective or BIOE 400	4
Track Elective	3	BIOE 420	3
Track Elective	3	Track Elective	3
General Education course (General Education course (choose a Humanities or Social/Behavioral Science course)	3	Free Elective	3
Free Elective	2	General Education course (choose a Humanities or Social/Behavioral Science course with Cultural Studies designation)	3
Total Hours:	**15**		**16**

Program Hours: 128

Program Change Request

Date Submitted: 05/01/24 2:35 pm

Viewing: **10KP0112BS : Computer Science, BS**

Last approved: 04/06/22 10:11 am

Last edit: 08/19/24 4:29 pm

Changes proposed by: Steve Herzog

Computer Science, BS

Catalog Pages
Using this
Program

Proposal Type:

In Workflow

1. **U Program Review**
2. **1434 Head**
3. **KP Committee Chair**
4. **KP 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. 05/02/24 3:41 pm
   Donna Butler
   (dbutler):
   Approved for U
   Program Review
2. 05/02/24 3:43 pm
   Margaret Fleck
   (mfleck):
   Approved for 1434
   Head
3. 05/06/24 4:09 pm
   Ashley Hallock
   (ahallock):
   Approved for KP
   Committee Chair
4. 05/06/24 4:10 pm
   Cindy Pruitt
   (cpruitt):
   Approved for KP
   Dean
5. 05/09/24 11:14
   am
   Claire Stewart
   (clairest):
   Approved for
   University

Librarian
6. 05/09/24 5:19 pm
Suzanne Lee
(suzannel):
Approved for
COTE Programs
7. 08/07/24 11:29
am
Brooke Newell
(bsnewell):
Rollback to KP
Committee Chair
for Provost
8. 08/07/24 4:48 pm
Ashley Hallock
(ahallock):
Approved for KP
Committee Chair
9. 08/08/24 7:09 am
Cindy Pruitt
(cpruitt):
Approved for KP
Dean
10. 08/08/24 9:36 am
Claire Stewart
(clairest):
Approved for
University
Librarian
11. 08/08/24 4:20 pm
Suzanne Lee
(suzannel):
Approved for
COTE Programs
12. 08/15/24 11:42
am
Brooke Newell
(bsnewell):
Approved for
Provost

History

1. Dec 13, 2018 by
Deb Forgacs
(dforgacs)
2. Apr 11, 2019 by
Deb Forgacs
(dforgacs)
3. May 2, 2019 by
Deb Forgacs
(dforgacs)

Major (ex. Special Education)

This proposal is for a:
Revision

Administration Details

Official Program Name	Computer Science, BS
Diploma Title	
Sponsor College	Grainger College of Engineering
Sponsor Department	Siebel School Comp & Data Sci
Sponsor Name	Elsa Gunter
Sponsor Email	egunter@illinois.edu
College Contact	Jonathan Makela	College Contact Email
jmakela@illinois.edu		
College Budget Officer	Tessa Hile
College Budget Officer Email	tmhile@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.

> Ashley Hallock, ahallock@illinois.edu, ~~Brooke Newell, bsnewell@illinois.edu,~~ GCoE; Elsa Gunter, egunter@illinois.edu, CS; Steve Herzog, smherzog@illinois.edu, CS.

Does this program have inter-departmental administration?

> No

Proposal Title

Effective Catalog Term	Fall 2024

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 Science in Computer Science in the Grainger College of Engineering

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.	1. The formatting of the POS and additional text (e.g., graduation requirements, university requirements, and general education requirements) has been modified to adhere to the campus General Education Template.

2. Removed reference to ASTR 131 and ASTR 132 in the POS section, "Foundational Mathematics and Science."

3. In the "Foundational Math and Science Courses," section of the POS, changed "Total Hours chosen from the following:" to "Total Hours," and moved this line to the bottom of the section.

4. Removing CS 528 Obj-Oriented Progrmg & Design as an option for the Software Foundations focus group under Technical Electives in the POS.

5. Removing CS 457 Numerical Methods II as an option for the the Scientific, Parallel, and High Perfomance Computing focus group under Technical Electives in the POS.

6. Slight revision of the Sample Sequence, Third Year First semester, changing "CS 210 (CS 211 may be substituted)" to "CS 211 (CS 210 may be substituted)." A revised sample sequence is attached.

7. Also in the Sample Sequence swapping "Language Other Than English (3rd level) course" from Third Year, First Semester with "Free elective course" from Third Year, Second Semester. A revised sample sequence is attached.

8. Removing CS 548 and CS 573 from Technical Elective lists as they are no longer available.

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. Per Office of the Provost General Education initiative for transparency and accessibility.

2. ASTR 131 and ASTR 132 have been discontinued.

3. To remove the sense that these required courses were choices, and to make the format of this section match other sections of the POS.

4. CS 528 has been discontinued.

5. CS 457 has been discontinued.

6. To reflect the reality that most students in the program take CS 211 instead of CS 210 to take advantage of satisfying the core requirement and Advanced Composition General Education requirement with one course.

7. To balance the credit hours for each semester of the Third Year in the Sample Sequence at 16 hours, each.

8. CS 548 and CS 573 have both been discontinued.

Statement about how this degree program meets the IBHE requirement of minimum 40 hours of upper-division coursework: The Bachelor of Science in Computer Science program in the Grainger College of Engineering requires a minimum of 17 hours of upper-division coursework in the Computer Science Core, as follows: CS 341 (4 hours), CS 357 (3 hours), CS 351 (3 hours), CS 374 (4 hours), and CS 421 (3 hours). This program also requires a minimum of 18 hours of technical electives, which are all at the 300- or 400-level, and a minimum of 6 hours of Advanced Electives, which are also at the 300- or 400-level. Therefore, with a minimum of 41 hours of required upper-division coursework, any student completing the program's requirements will automatically meet the IBHE criterion.

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 BS in Computer Science program's learning objectives are in two categories: Program Educational Objectives and Student Outcomes. Each of these are described in the following two sections.

==

CS PROGRAM EDUCATIONAL OBJECTIVES REVIEW AND UPDATE PROCESS

In this section, we describe the current Program Educational Objectives for the BS in CS degree, together with the process used by the Department of Computer Science for their periodic review and update. This process is managed by the Undergraduate Studies Committee, under the direction of the Director of Undergraduate Programs.

The University of Illinois Computer Science Undergraduate Program Educational Objectives are to prepare graduates who:

1. For years after graduation are highly sought-after by employers and accepted at top graduate schools, obtain positions in industry, government, not-for-profits and academia.

2. Pursue education through lifelong learning either through self-directed study or in leading graduate programs.

3. Emerge as leaders in the field through the creation of new knowledge and systems in the rapidly changing world.

4. Provide leadership with their high ethical and technical standards.

The Program Educational Objectives (PEOs) are reviewed roughly every three years by the Undergraduate Studies Committee to decide whether revision is appropriate based on trends in the field, informal input from alumni and other program constituents, and data from student attainment of relevant job positions and entrance into graduate school.

At the beginning of each round of review and revision, input is collected from sources such as informal surveys of our program constituents, reports on employment outcomes for our recent graduates and feedback on success rates for our students applying to graduate school. Information indicating that the PEOs should be revised, or that they are not being highly attained is incorporated into the assessment of the program and the courses therein.

When a revision of the PEOs is deemed appropriate, the revised PEOs are put before the Advisory Board and their approval is solicited. The Advisory Board contains representatives from our alumni and from industry partners who are potential employers of our graduates. If the Advisory Board suggests revisions, these revisions are reviewed by the Undergraduate Studies Committees and new PEOs are generated consistent with these revisions, and then the PEOs are again put to the Advisory Board for their approval.

Once the PEO's have been approved by the Undergraduate Studies Committees and the Advisory Board, they are brought before the faculty of the Department of Computer Science for their discussion and acceptance. If the faculty recommend substantive changes to the PEOs, then the results are sent back to the Undergraduate Studies Committee and the Advisory Board for re-approval. If the recommendations are minor and non-substantive, they are made by the Director of Undergraduate Programs. The website maintained by the Department of Computer Science for publishing the PEOs is updated with the final revision.

==

CS STUDENT OUTCOMES ASSESSMENT PROCESS

This section describes the expected student outcomes of the BS in CS program. It details the process for monitoring them --including how data is collected -- and for

assessing when and what revisions to courses and the program seem desirable to better meet the student outcomes. The BS in CS program prepares students to achieve the following student outcomes by the completion of their degree:

Analyze a complex computing problem and apply principles of computing and other relevant disciplines to identify solutions.

Design, implement, and evaluate a computing-based solution to meet a given set of computing requirements in the context of the program's discipline.

Communicate effectively in a variety of professional contexts.

Recognize professional responsibilities and make informed judgments in computing practice based on legal and ethical principles.

Function effectively as a member or leader of a team engaged in activities appropriate to the program's discipline.

Apply computer science theory and software development fundamentals to produce computing-based solutions.

In order to track student progress in achieving the student outcomes of the BS in CS program, the Department of Computer Science has identified a set of "core courses" that ensure student outcomes are being reached. These include the following courses that all students must take:

CS 128, CS 173, CS 210, CS 225, CS 222, CS 233, CS 341, CS 357, CS 361, CS 374, and CS 421.

All students must also select at least one team project course from among these:

CS 417, CS 427/8/9, CS 437, CS 465, CS 467, CS 493/4, CS 497

These courses (and others) are under continuous assessment and revision informally by instructors teaching the course. More formally though, roughly every three years (the semester prior to the ABET review cycle, and midway between cycles) assessment data and course revision information is collected for each core course, and stored by the academic office.

Each course in CS has a specific list of learning goals. Courses typically have 8 to 12 learning goals each. This list of learning goals is reviewed by the instructors of the course every one to three years. For each class, assessment instruments are identified that assess each learning goal. The assessment instruments include at least one summative assessment, but preferably also at least one formative assessment. They are typically chosen from homework assignments and exams, but for some learning goals, project write up or team presentations are more appropriate. For each assessment instrument, the minimum score required to achieve satisfactory attainment of the learning goal is recorded, along with the percentage of students in the program attaining the learning goal and statistics indicating the range of performance of the students on the learning goal. For most courses in the core, satisfactory attainment of the learning goals translates to receiving a score of 70% or more on the assessment instruments measuring that learning goal. For a few of our most difficult courses, satisfactory attainment is considered achieved with a score of 60%. The rate of attainment is considered very high if at least 85% of the students are achieving satisfactory attainment of the learning goal, and the average score of the BS in CS students in the class is at least 80%.

The rate of attainment for each learning goal is reviewed by the instructors teaching the course and the course coordinator and when found to be less than very high, the student work is reviewed more thoroughly and suggestions are recorded for ways in which improvement might be made to attain a higher rate of attainment of the learning goals. The suggested improvements typically involve either changes within a course, or changes between neighboring courses in the prerequisite chain. Typical changes within a course would include shifting emphasis, or reorganizing topics to clarify the flow of

a course would include shifting emphasis, or reorganizing topics to clarify the flow of the material related to the learning goal in question. Changes to the relation between courses may involve possibly shifting topics across course boundaries to allow for more time in one course for greater emphasis for a needed prerequisite topic or bring part of the coverage of a prerequisite topic closer to the place where it is used by the topic covering the learning goal on which less than very high attainment was achieved. Once weaknesses have been identified and suggested improvements have been recorded for a learning goal, the suggestions are reviewed by the course coordinators and regular instructors of the courses involved in the suggested revisions. Where possible within the current course structure, a plan is made for how to implement the suggested improvements. If the current course structure for the courses involved does not adequately support the suggested improvements, then the difficulty is brought to the attention of the Undergraduate Studies Committee for a discussion of course revisions. After implementation of the suggested course revisions, at the next program review period for improvement, the learning goals affected are examined in comparison to the previous performance for improvement.

In addition to reviewing the learning goals of the individual courses, the pattern of attainment of learning goals covering the major student outcomes is reviewed. If more than a third of the courses supporting a student outcome fail to achieve very high attainment of the learning goals covering the student outcomes, then the Director of Undergraduate Programs will meet with the course coordinators and regular instructors of the various courses failing to achieve very high attainment of the learning goals covering the student outcome in question to discuss what underlying weaknesses exist contributing to this systemic failure to strongly cover the relevant student outcome. The Director of Undergraduate Programs will deliver a summary of the findings from these discussions to the Undergraduate Studies Committee. The Undergraduate Studies Committee will then review the findings of repeated weakness in learning goals covering the student outcome in question and the findings of potential underlying causes of that weaknesses. The Undergraduate Studies Committee will determine if additional courses or other revisions to the BS in CS program are likely needed to address the identified weaknesses in student outcome attainment.

In addition to revisions of the program driven by the study of course learning goals, once each three years, the Director of Undergraduate Programs will review whether the program is topically in compliance with the latest requirements from the ABET accreditation process. The Director of Undergraduate Programs will present to the Undergraduate Studies Committee any ways in which the program is potentially found to be not in compliance with the topics required to be covered by ABET. The Undergraduate Studies Committee will devise a plan, either through course revision or curriculum revision to bring the program back into topical compliance with ABET.

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 — Computer Science_BS_Sample Sequence.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.

Statement for Programs of Study Catalog

Graduation Requirements
~~Minimum Technical GPA: 2.0~~
Minimum hours required for graduation: 128 hours.
Minimum Technical GPA: 2.0
~~2.0~~
TGPA is required for CS and Math courses. See **Technical GPA** to clarify requirements.
University Requirements
Minimum of 40 hours of upper-division coursework, generally at the 300- or 400-level. These hours can be drawn from all elements of the degree. Students should consult their academic advisor for additional guidance in fulfilling this requirement.
The university and residency requirements can be found in the Student Code (§ 3-801) and in the Academic Catalog.
General Education Requirements
~~Minimum OverallGPA:2.0 Minimum hours required forgraduation:128 hours Generaleducation:~~Follows ~~Students must complete~~ the campus ~~Campus~~ General Education (Gen Ed) requirements. ~~including the campus general education language requirement.~~ Some Gen Ed requirements may be met by courses required and/or electives in the program.

Course List

Code	Title	Hours
Composition I		4-6
Advanced Composition		3
Humanities & the Arts (6 hours)		6
Natural Sciences & Technology (6 hours)		6
fulfilled by PHYS 211 and PHYS 212		
Social & Behavioral Sciences (6 hours)		6
Cultural Studies: Non-Western Cultures (1 course)		3
Cultural Studies: US Minority Cultures (1 course)		3
Cultural Studies: Western/Comparative Cultures (1 course)		3
Quantitative Reasoning (2 courses, at least one course must be Quantitative Reasoning I)		6-10

Code	Title	Hours
	fulfilled by MATH 220 or MATH 221; and MATH 231, MATH 241, PHYS 211, PHYS 212, CS 124, CS 128, CS 225	
	Language Requirement (Completion of the third semester or equivalent of a language other than English is required)	0-15

Orientation and Professional Development

~~Orientation and Professional Development~~

Course List

Code	Title	Hours
ENG 100	Grainger Engineering Orientation Seminar (External transfer students take ENG 300.)	1
	Highly recommended, optional 1 credit hour course, CS 100 Computer Science Orientation. Credit hour counts toward free electives.	
CS 210	Ethical & Professional Issues	2 or 3
or CS 211	Ethical and Professional Conduct	
Total Hours		3-4

~~If the option of CS 211 is chosen, it will satisfy a core course requirement and the Campus General Education Advanced Compositionrequirement.~~ **Foundational Mathematics and Science** ~~Computer Science Technical CoreTechnical ElectivesComputer Science Advanced ElectivesFree Electives~~

Course List

Code	Title	Hours
~~Total Hours chosen from the following:~~		~~25~~
MATH 221	Calculus I (MATH 220 may be substituted. MATH 220 is appropriate for students with no background in calculus. 4 of 5 credit hours count towards degree.)	4
MATH 231	Calculus II	3
MATH 241	Calculus III	4
MATH 257	Linear Algebra with Computational Applications	3
or MATH 415	Applied Linear Algebra	
or MATH 416	Abstract Linear Algebra	
PHYS 211	University Physics: Mechanics	4
PHYS 212	University Physics: Elec & Mag	4
	One Science elective course:	3
	Students must take one course from the Natural Science & Technology (NST) list, in addition to those taken as part of the General Education requirements. The course must be a course that is allowed for credit by the Grainger College of Engineering.	
	Exceptions to the list are: ASTR 100, PHYS 101 and PHYS 102, and CHEM 101.	
	Students who select either ASTR 121, ASTR 122, or ASTR 150 to satisfy the Science Elective requirement will not receive credit for any other 100-level ASTR course as a free elective (maximum of 4 credit hours of ASTR 100-level can count towards graduation requirements for all Grainger College of Engineering Undergraduates).	
Total Hours		25

Computer Science Technical Core

Course List

Code	Title	Hours
CS 124	Introduction to Computer Science I	3
CS 128	Introduction to Computer Science II	3
CS 173	Discrete Structures	3
CS 222	Software Design Lab	1
CS 225	Data Structures	4
CS 233	Computer Architecture	4
CS 341	System Programming	4
CS 357	Numerical Methods I	3

Code	Title	Hours
CS 361	Probability & Statistics for Computer Science	3
CS 374	Introduction to Algorithms & Models of Computation	4
CS 421	Programming Languages & Compilers	3
Total Hours		35

Technical Electives

Course List

Code	Title	Hours
Students must take a minimum of (6) six additional technical electives with at least eighteen (18) cumulative credit hours and chosen from CS 397 and the CS 400-level courses, not including CS 400, CS 401, CS 402, CS 403 or CS 491. CS 500-level courses may be used as technical electives, but only with special permission from the CS Academic Office. CS 397 and CS 499 may be used with a cumulative maximum of six (6) credits from them counting as technical electives. One "CS-like" course in another department (e.g., ECE) may also be counted as a CS 400-level course with permission of the CS Academic Office. Non-CS tech electives will not be considered in focus areas.		18

At least one (1) of the CS courses used for technical electives must be chosen from the list below of CS courses satisfying the team project requirement.

Team Project Course List:

CS 417	Virtual Reality	3
CS 427	Software Engineering I	3 or 4
CS 428	Software Engineering II	3 or 4
CS 429	Software Engineering II, ACP	3
CS 437	Topics in Internet of Things	3
CS 465	User Interface Design	4
CS 467	Social Visualization	3 or 4
CS 493	Senior Project II, ACP	3
CS 494	Senior Project II	3
CS 497	CS Team Project	1 to 3

At least three (3) of the CS courses used for technical electives must be chosen from a single focus area, from among the list of focus areas listed below. The team project course may be used as one of them.

CS 498 Special Topics and CS 598 Special Topics classes may be included in a focus area by department approval.

Software Foundations:

CS 407	Cryptography	3 or 4
CS 409	The Art of Web Programming	3
CS 422	Programming Language Design	3 or 4
CS 426	Compiler Construction	3 or 4
CS 427	Software Engineering I	3 or 4
CS 428	Software Engineering II	3 or 4
CS 429	Software Engineering II, ACP	3
CS 474	Logic in Computer Science	3 or 4

Code	Title	Hours
CS 476	Program Verification	3 or 4
CS 477	Formal Software Development Methods	3 or 4
CS 492	Senior Project I	3
CS 493	Senior Project II, ACP	3
CS 494	Senior Project II	3
CS 521	Advanced Topics in Programming Systems	4
CS 522	Programming Language Semantics	4
CS 524	Concurrent Progrmg Languages	4
CS 526	Advanced Compiler Construction	4
CS 527	Topics in Software Engineering	4
CS 528	Course CS 528 Not Found	
CS 576	Topics in Automated Deduction	2 to 4

Algorithms and Models of Computation:

Code	Title	Hours
CS 407	Cryptography	3 or 4
CS 413	Intro to Combinatorics	3 or 4
CS 473	Algorithms	4
CS 474	Logic in Computer Science	3 or 4
CS 475	Formal Models of Computation	3 or 4
CS 476	Program Verification	3 or 4
CS 477	Formal Software Development Methods	3 or 4
CS 481	Advanced Topics in Stochastic Processes & Applications	3 or 4
CS 482	Simulation	3 or 4
CS 571	Combinatorial Mathematics	4
CS 572	Extremal Graph Theory	4
CS 573	Course CS 573 Not Found	
CS 574	Randomized Algorithms	4
CS 575	Methods of Combinatorics	4
CS 576	Topics in Automated Deduction	2 to 4
CS 579	Computational Complexity	4
CS 580	Topics in Algorithmic Game Theory	4
CS 581	Algorithmic Genomic Biology	4
CS 583	Approximation Algorithms	4
CS 584	Embedded System Verification	4
CS 586	Combinatorial Optimization	4

Intelligence and Big Data:

Code	Title	Hours
CS 410	Text Information Systems	3 or 4
CS 411	Database Systems	3 or 4

Code	Title	Hours
CS 412	Introduction to Data Mining	3 or 4
CS 414	Multimedia Systems	3 or 4
CS 416	Data Visualization	3 or 4
CS 440	Artificial Intelligence	3 or 4
CS 441	Applied Machine Learning	3 or 4
CS 442	Trustworthy Machine Learning	3 or 4
CS 444	Deep Learning for Computer Vision	3 or 4
CS 445	Computational Photography	3 or 4
CS 446	Machine Learning	3 or 4
CS 447	Natural Language Processing	3 or 4
CS 448	Audio Computing Laboratory	3 or 4
CS 464	Topics in Societal and Ethical Impacts of Computer Technology	3
CS 466	Introduction to Bioinformatics	3 or 4
CS 467	Social Visualization	3 or 4
CS 469	Computational Advertising Infrastructure	3
CS 470	Social and Information Networks	3
CS 510	Advanced Information Retrieval	4
CS 511	Advanced Data Management	4
CS 512	Data Mining Principles	4
CS 514	Advanced Topics in Network Science	4
CS 540	Deep Learning Theory	4
CS 542	Statistical Reinforcement Learning	4
CS 543	Computer Vision	4
CS 544	Optimiz in Computer Vision	4
CS 545	Machine Learning for Signal Processing	4
CS 546	Advanced Topics in Natural Language Processing	4
CS 548	Course CS 548 Not Found	
CS 562	Advanced Topics in Security, Privacy, and Machine Learning	4
CS 567	Social Signals and Social Media	4
CS 576	Topics in Automated Deduction	2 to 4
CS 582	Machine Learning for Bioinformatics	4
Human and Social Impact:		
CS 409	The Art of Web Programming	3 or 4
CS 416	Data Visualization	3 or 4

Code	Title	Hours
CS 417	Virtual Reality	3 or 4
CS 441	Applied Machine Learning	3 or 4
CS 442	Trustworthy Machine Learning	3 or 4
CS 460	Security Laboratory	3 or 4
CS 461	Computer Security I	4
CS 463	Computer Security II	3 or 4
CS 464	Topics in Societal and Ethical Impacts of Computer Technology	3
CS 465	User Interface Design	4
CS 467	Social Visualization	3 or 4
CS 468	Tech and Advertising Campaigns	3
CS 469	Computational Advertising Infrastructure	3
CS 470	Social and Information Networks	3
CS 500	Current Topics in Computing Education Research	4
CS 514	Advanced Topics in Network Science	4
CS 562	Advanced Topics in Security, Privacy, and Machine Learning	4
CS 563	Advanced Computer Security	4
CS 565	Human-Computer Interaction	4
CS 567	Social Signals and Social Media	4

Media:

Code	Title	Hours
CS 409	The Art of Web Programming	3 or 4
CS 414	Multimedia Systems	3 or 4
CS 416	Data Visualization	3 or 4
CS 417	Virtual Reality	3 or 4
CS 418	Interactive Computer Graphics	3 or 4
CS 419	Production Computer Graphics	3 or 4
CS 445	Computational Photography	3 or 4
CS 448	Audio Computing Laboratory	3 or 4
CS 465	User Interface Design	4
CS 467	Social Visualization	3 or 4
CS 468	Tech and Advertising Campaigns	3
CS 469	Computational Advertising Infrastructure	3 or 4
CS 519	Scientific Visualization	4
CS 545	Machine Learning for Signal Processing	4
CS 565	Human-Computer Interaction	4
CS 567	Social Signals and Social Media	4

Code	Title	Hours
	Scientific, Parallel, and High Perfomance Computing:	
CS 419	Production Computer Graphics	3 or 4
CS 435	Cloud Networking	3 or 4
CS 450	Numerical Analysis	3 or 4
CS 457	Course CS 457 Not Found	
CS 466	Introduction to Bioinformatics	3 or 4
CS 482	Simulation	3 or 4
CS 483	Applied Parallel Programming	4
CS 484	Parallel Programming	3 or 4
CS 519	Scientific Visualization	4
CS 554	Parallel Numerical Algorithms	4
CS 555	Numerical Methods for PDEs	4
CS 556	Iterative & Multigrid Methods	4
CS 558	Topics in Numerical Analysis	4
	Distributed Systems, Networking, and Security:	
CS 407	Cryptography	3 or 4
CS 423	Operating Systems Design	3 or 4
CS 424	Real-Time Systems	3 or 4
CS 425	Distributed Systems	3 or 4
CS 431	Embedded Systems	3 or 4
CS 435	Cloud Networking	3 or 4
CS 436	Computer Networking Laboratory	3 or 4
CS 437	Topics in Internet of Things	3 or 4
CS 438	Communication Networks	3 or 4
CS 439	Wireless Networks	3 or 4
CS 460	Security Laboratory	3 or 4
CS 461	Computer Security I	4
CS 463	Computer Security II	3 or 4
CS 483	Applied Parallel Programming	4
CS 484	Parallel Programming	3 or 4
CS 523	Advanced Operating Systems	4
CS 524	Concurrent Progrmg Languages	4

Code	Title	Hours
CS 525	Advanced Distributed Systems	4
CS 537	Advanced Topics in Internet of Things (IoT)	4
CS 538	Advanced Computer Networks	4
CS 562	Advanced Topics in Security, Privacy, and Machine Learning	4
CS 563	Advanced Computer Security	4
Machines:		
CS 423	Operating Systems Design	3 or 4
CS 424	Real-Time Systems	3 or 4
CS 426	Compiler Construction	3 or 4
CS 431	Embedded Systems	3 or 4
CS 433	Computer System Organization	3 or 4
CS 437	Topics in Internet of Things	3 or 4
CS 484	Parallel Programming	3 or 4
CS 523	Advanced Operating Systems	4
CS 526	Advanced Compiler Construction	4
CS 533	Parallel Computer Architecture	4
CS 534	Advanced Topics in Computer Architecture	4
CS 536	Fault-Tolerant Dig Syst Design	4
CS 541	Computer Systems Analysis	4
CS 584	Embedded System Verification	4
CS 588	Autonomous Vehicle System Engineering	4

Computer Science Advanced Electives

Course List

Code	Title	Hours
Students must take for a letter grade a minimum of two (2) advanced elective courses comprising at least six (6) credit hours. These advanced elective courses must be distinct from courses used to satisfy the technical electives. They may be chosen from CS 397 Individual Study and the 400-level coursework offered for letter grade in ANY area offered at the University of Illinois at Urbana-Champaign. It is expected that students will select these additional advanced courses in a way that best augments their program of study. Consultation with a faculty mentors is highly encouraged. A maximum of six (6) credit hours of CS 397 may be used in the combination of technical electives and advanced electives.		6
Total Hours		6

Free Electives

Course List

Code	Title	Hours
Additional course work,subject to the Grainger College of Engineering restrictions to Free Electives,so that there are at least 128 credit hours earned toward the degree.		24-25
Total Hours of Curriculum to Graduate		128

Corresponding Degree	BS Bachelor of Science

Program Features

Academic Level	Undergraduate
Does this major have transcripted concentrations?	No

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

What are the minimum Total Credit Hours required for this program?		128

CIP Code	110701 - Computer Science.

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?

<u>No</u>

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.

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 revision will not impact enrollment and degrees awarded.

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?

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.

This revision will not impact faculty resources.

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 revision.

EP Documentation

EP Control   EP.25.001
Number

Attach
Rollback/Approval
Notices

This proposal   No
requires HLC
inquiry

DMI Documentation

Attach Final Approval Notices					
Banner/Codebook Name	BS:Computer Science -UIUC				
Program Code:	10KP0112BS				

Minor Code	Conc Code	Degree Code	BS	Major Code
0112				

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) (04/30/24 7:58 am):** Rollback: Email sent to Steve and Ashley
	Brooke Newell (bsnewell) (04/30/24 3:59 pm): Rollback: Email and discussion with Steve and Ashley
	Brooke Newell (bsnewell) (05/01/24 1:47 pm): Rollback: Email sent to Steve and Ashley
	Brooke Newell (bsnewell) (08/07/24 11:29 am): Rollback: Per discussion with Ashley Hallock and Steve Herzog re: deactivated courses in program of study table.

Computer Science, BS

for the degree of Bachelor of Science in Computer Science

Sample Sequence

This sample sequence is intended to be used only as a guide for degree completion. All students should work individually with their academic advisors to decide the actual course selection and sequence that works best for them based on their academic preparation and goals. Enrichment programming such as study abroad, minors, internships, and so on may impact the structure of this four-year plan. Course availability is not guaranteed during the semester indicated in the sample sequence. The curriculum sequence can also be viewed via dynamic and static curricular maps, which include prerequisite sequencing.

Students must fulfill their Language Other Than English requirement by successfully completing a third level of a language other than English. See the corresponding section on the Degree and General Education Requirements.The sequence below assumes the student takes CS 211 to satisfy both a core course requirement and the Campus General Education Advanced Composition requirement.

First Year

First Semester	Hours	Second Semester	Hours
CS 100 (Optional course, highly recommended, free elective)	1	CS 128	3
CS 124	3	CS 173	3
MATH 221 (MATH 220 may be substituted)	4	MATH 231	3
ENG 100	1	General Education course (Choose a Humanities or Social/Behavioral Science course with Cultural Studies designation)	3
Science elective course	3	General Education (Choose a Humanities or Social/Behavioral Science course) or Composition I course	3-4
Composition I or General Education (Choose a Humanities or Social/Behavioral Science course)	4-3		
	16		15

Second Year

First Semester	Hours	Second Semester	Hours
CS 222	1	CS 233	4
CS 225	4	CS 361	3
MATH 241	4	MATH 257	3
PHYS 211	4	PHYS 212	4
General Education course (choose a Humanities or Social/Behavioral Science course with Cultural Studies designation)	3	Free elective course	3
	16		17

Third Year

First Semester	Hours	Second Semester	Hours
CS 211 (CS 210 may be substituted)	3	CS 374	4
CS 341	4	CS Technical elective course	3
CS 357	3	CS Technical elective course	3
CS Technical elective course	3	General Education course (choose a Humanities or Social/Behavioral Science course with Cultural Studies designation)	3
Free elective course	3	Language Other Than English (3rd level) course	4
	16		16

Fourth Year

First Semester	Hours	Second Semester	Hours
CS 421	3	CS Technical elective course	3
CS Advanced elective course	3	CS Technical elective course	3
CS Advanced elective course	3	CS Technical elective course	3
Free elective course	3	Free elective course	4
Free elective course	4	Free elective course	3
	16		16

Total Hours 128

Program Change Request

Date Submitted: 05/17/24 11:17 am

Viewing: **10KP0106BS : Civil Engineering, BS**

Last approved: 12/11/23 2:41 pm

Last edit: 08/19/24 4:29 pm

Changes proposed by: Ashley Hallock

Catalog Pages
Using this
Program

Civil Engineering, BS

Proposal Type:

In Workflow

1. **U Program Review**
2. **1251 Head**
3. **KP Committee Chair**
4. **KP 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. 05/20/24 10:25 am
Donna Butler (dbutler):
Approved for U Program Review
2. 05/21/24 12:45 pm
John Popovics (johnpop):
Approved for 1251 Head
3. 05/24/24 9:18 am
Ashley Hallock (ahallock):
Approved for KP Committee Chair
4. 05/24/24 9:19 am
Cindy Pruitt (cpruitt):
Approved for KP Dean
5. 05/29/24 4:50 pm

Claire Stewart (clairest): Approved for University Librarian
6. 05/29/24 5:10 pm Suzanne Lee (suzannel): Approved for COTE Programs
7. 08/15/24 11:43 am Brooke Newell (bsnewell): Approved for Provost

History

1. Dec 13, 2018 by Deb Forgacs (dforgacs)
2. Apr 25, 2019 by Deb Forgacs (dforgacs)
3. Aug 12, 2019 by Deb Forgacs (dforgacs)
4. Feb 26, 2020 by Brooke Newell (bsnewell)
5. Mar 31, 2020 by Deb Forgacs (dforgacs)
6. Apr 14, 2020 by Deb Forgacs (dforgacs)
7. May 5, 2021 by Becky Stillwell (rborden)
8. Oct 10, 2021 by Brooke Newell (bsnewell)
9. Apr 5, 2022 by John Popovics (johnpop)
10. Dec 11, 2023 by Kathy Martensen

Major (ex. Special Education)

This proposal is
for a:
  Revision

Administration Details

Official Program Name	Civil Engineering, BS
Diploma Title	
Sponsor College	Grainger College of Engineering
Sponsor Department	Civil and Environmental Engineering
Sponsor Name	John Popovics
Sponsor Email	johnpop@illinois.edu
College Contact	Jonathan Makela
College Contact Email	jmakela@illinois.edu
College Budget Officer	Tessa Hile
College Budget Officer Email	tmhile@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.

Ashley Hallock, ahallock@illinois.edu, ~~Brooke Newell,bsnewell@illinois.edu,~~ GCOE ~~John Popovics,johnpop@illinois.edu, Associate Head CEE~~
Becky Stillwell, rborden@illinois.edu, CEE ~~Senior Academic Advisor, CEE~~

Does this program have inter-departmental administration?
No

Proposal Title

Effective Catalog Term	Fall 2024

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 Science in Civil Engineering in the Grainger College of Engineering

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.

1. The formatting of the POS and additional text (e.g., graduation requirements, university requirements, and general education requirements) has been modified to adhere to the campus General Education Template.

2. We are removing courses CEE 424 and CEE 430 from elective list due to course deactivations. Also removing reference to MATH 286 as a substitute for MATH 285.

3. ECON 102/103 was added as a major requirement. Approval letter from ECON attached.

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. Per Office of the Provost General Education initiative for transparency and accessibility.

2. Removing courses that no longer exist.

3. This is an existing degree requirement, however it was defined as text in a paragraph and it is now in the POS table for clarity.

The minimum 40 hours of upper-division classes for IBHE requirement are met by:
TAM 335 or CEE 331 (4)
PHYS 212 (4) - prerequisites of MATH 231, and MATH 220 or 221
PHYS 213 (2) - prerequisites of MATH 241, and PHYS 211
MATH 241 (4) - prerequisites of MATH 231, and MATH 220 or 221
TAM 211 (3) - prerequisites of PHYS 211, MATH 231, and MATH 220 or 221
TAM 212(3) - perquisites of TAM 211, PHYS 211, MATH 231, and MATH 220 or 221
TAM 251 (3) - prerequisites of PHYS 211, MATH 231, and MATH 220 or 221
CEE 201(3) - prerequisite CS 101 or CS 124; and MATH 231, and MATH 220 or 221
CEE 202(3) - prerequisite CS 101 or CS 124; and MATH 231, and MATH 220 or 221
MATH 285 or MATH 284(3)-prerequisites of MATH 241 and MATH 231

Plus a minimum of 27 credit hours of 300-400 level coursework for Primary Field Concentration 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?

Yes

Courses outside of the sponsoring department/interdisciplinary departments

~~MATH 257~~ - ~~Linear Algebra w Computat Appl~~
~~TAM 335~~ - ~~Introductory Fluid Mechanics~~
ECON 102 - Microeconomic Principles
ECON 103 - Macroeconomic Principles

Please attach any letters of support/acknowledgement for any Instructional Resources consider faculty, students, and/or other impacted units as appropriate.

ECON_Letter.pdf

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 Civil and Environmental Engineering Program prepares graduates to achieve the following student outcomes by the time of graduation. The CEE program outcomes and learning objectives are the following:

1. Successfully enter the civil and environmental engineering profession as practicing engineers and consultants with prominent companies and organizations in diverse areas that include structural, transportation, geotechnical, materials, environmental, and water resources engineering; construction management; and emerging fields including sustainability, resilience, and risk.

2. Pursue graduate education and research at major research universities and national laboratories in civil and environmental engineering, and related fields.

3. Pursue professional licensure.

4. Advance to leadership positions in their profession.

5. Engage in continued learning through professional development.

6. Participate in and contribute to professional societies and community service.

In order to ensure assessment results are used to improve student learning, in accordance with our accrediting board ABET, the following assessments process is carried out.

Each semester, detailed curse outcome assessments are completed by instructors of the required courses (CEE 190, 201, 202 & 495), core courses (CEE 300, 310, 320, 330, 340, 350, 360, & 380), integrated design courses (CEE 401, 415, 421, 449, 453, 465, 484 & 493), and laboratory courses (CEE 300, 401, 405, 449, 458 & 483). This subset of classes comprise the Illinois CEE undergraduate program collectively and represent the essential elements of the curriculum.

Our primary processes for regularly assessing and evaluating the extent to which the student outcomes are being attained therefore focus on direct assessment related to these 23 courses. At the end of the semester, instructors of those 23 classes are asked to complete a "CEE ABET 1-7 Course Outcome Assessment" form, and at the beginning of a term instructors of those same courses are provided with a completed version of the form from a previous offering of the course for their information and further consideration. The form asks the instructor of a course to first specifically indicate how much they feel their class helped students to develop each outcome (on a 1-5 scale, where "5" means a great deal of emphasis was placed on that particular outcome). It then also asks for the rubrics they use to assess students' performance ratings in terms of the 1-7 students outcomes, as well as what is the percentage of students in the class attaining the level deemed satisfactory for each outcome (assuming they have assessed on that particular outcome). For the most important student outcomes in a course (those having an emphasis score of 4 or 5), the expected level of attainment is ideally greater than 80%. The forms, which are collected and maintained

by the CEE Associate Head and Director of Undergraduate Studies for documentation purposes, further ask instructors to reflect on what are their overall impressions of a course and how it might be improved, which is valuable to future instructors of the class and/or even to themselves the next time they teach the course.

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   CEE AY 24-25 sample sequence(3).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.

Recently updated.

Statement for Programs of Study Catalog

Graduation Requirements
~~Minimum Overall GPA: 2.0~~
Minimum hours required for graduation: 128 hours.
Minimum Overall GPA: 2.0
University Requirements
Minimum of 40 hours of upper-division coursework, generally at the 300- or 400-level. These hours can be drawn from all elements of the degree. Students should consult their academic advisor for additional

guidance in fulfilling this requirement.

The university and residency requirements can be found in the Student Code (§ 3-801) and in the Academic Catalog.

General Education Requirements

128 hours Generaleducation:Follows the campus Students must complete theCampus General Education (Gen Ed) requirements. including the campus general education language requirement. Some Gen Ed requirements may be met by courses required and/or electives in the program.

Course List

Code	Title	Hours
Composition I		4-6
Advanced Composition		3
Humanities & the Arts (6 hours)		6
Natural Sciences & Technology (6 hours)		6
fulfilled by CHEM 102, CHEM 104, PHYS 211, PHYS 212		
Social & Behavioral Sciences (6 hours)		6
fulfilled by ECON 102 or ECON 103 and any other course approved as Social & Behavioral Sciences		
Cultural Studies: Non-Western Cultures (1 course)		3
Cultural Studies: US Minority Cultures (1 course)		3
Cultural Studies: Western/Comparative Cultures (1 course)		3
Quantitative Reasoning (2 courses, at least one course must be Quantitative Reasoning I)		6-10
fulfilled by CS 101, MATH 220 or MATH 221; MATH 231, MATH 241, PHYS 211, PHYS 212		
Language Requirement (Completion of the third semester or equivalent of a language other than English is required)		0-15

One of the SBS courses must be an introductory economics course (ECON 102 orECON 103).CEE 300 will satisfy a Civil Engineering core course requirement and the Campus General Education Advanced Compositionrequirement. **Orientation and Professional Development** Foundational Mathematics and ScienceCivil Engineering Technical CoreCivil Engineering Primary and Secondary FieldsFree Electives

Course List

Code	Title	Hours
CEE 190	Project-Based Introduction to CEE	4
CEE 495	Professional Practice	0
ENG 100	Grainger Engineering Orientation Seminar (External transfer students take ENG 300.)	1
Total Hours		5

Introductory Economics Elective

Course List

Code	Title	Hours
ECON 102	Microeconomic Principles	3
or ECON 103	Macroeconomic Principles	
Total Hours		3

Foundational Mathematics and Science

Course List

Code	Title	Hours
CHEM 102	General Chemistry I	3
CHEM 103	General Chemistry Lab I	1
CHEM 104	General Chemistry II	3
CHEM 105	General Chemistry Lab II	1

Code	Title	Hours
MATH 221	Calculus I (MATH 220 may be substituted. MATH 220 is appropriate for students with no background in calculus. 4 of 5 credit hours count towards degree.)	4
MATH 231	Calculus II	3
MATH 241	Calculus III	4
MATH 257	Linear Algebra with Computational Applications (MATH 225 or MATH 415 may be substituted.)	3
MATH 285	Intro Differential Equations (MATH 284 may be substituted. Extra hour counts towards free electives.)	3
PHYS 211	University Physics: Mechanics	4
PHYS 212	University Physics: Elec & Mag	4
PHYS 213	Univ Physics: Thermal Physics	2
Total Hours		35

Civil Engineering Technical Core

Course List

Code	Title	Hours
CEE 201	Systems Engrg & Economics	3
CEE 202	Engineering Risk & Uncertainty	3
CS 101	Intro Computing: Engrg & Sci	3
SE 101	Engineering Graphics & Design	3
TAM 211	Statics	3
TAM 212	Introductory Dynamics	3
TAM 251	Introductory Solid Mechanics	3
TAM 335	Introductory Fluid Mechanics	4
or CEE 331	Fluid Dynamics in the Natural and Built Environment	
Total Hours		25

Civil Engineering Primary and Secondary Fields

Course List

Code	Title	Hours
Students choose a primary and a secondary field of study, of which there are seven traditional areas of study and three interdisciplinary programs to choose from. The particular primary and secondary field selections shape the selection of science electives, civil engineering core courses and advanced technical electives. The specific choices of courses in this category are made through the submission of a Plan of Study, which is subject to approval by the faculty Program Review Committee. Instead of choosing separate primary and secondary field options as listed below, students could select to pursue the General Civil Engineering Option. The General Civil Engineering Option offers a broader coverage of Civil Engineering topical areas. This option can be found below the Secondary Field list.		
Primary Field. Students choose 1 primary field, in which they must take 1 science elective course (3-4 hours), 15-16 hours of 300 level Civil Engineering Core Courses from departmentally approved list, and 12-13 hours of 400 level Advanced Technical Electives from departmentally approved list.		31
Construction Engineering and Management Primary		
Science Electives - Select 1 course from list below:		
ATMS 120	Severe and Hazardous Weather	3
ATMS 303	Synoptic-Dynamic Wea Analysis	4
ECE 205	Electrical and Electronic Circuits	3
FIN 221	Corporate Finance	3
GEOL 107	Physical Geology	4
GEOL 118	Natural Disasters	3

Code	Title	Hours
GEOL 333	Earth Materials and the Env	4
GEOL 380	Environmental Geology	4
ME 200	Thermodynamics	3
NPRE 201	Energy Systems	3
SE 400	Engineering Law	3 or 4
STAT 420	Methods of Applied Statistics	3 or 4
UP 205	Ecology & Environmental Sustainability	3

Civil Engineering Core Courses

Required courses:

Code	Title	Hours
CEE 300	Behavior of Materials	4
CEE 320	Construction Engineering	3
CEE 360	Structural Engineering	3
CEE 380	Geotechnical Engineering	3

Select 1 course from list below:

Code	Title	Hours
CEE 310	Transportation Engineering	3
CEE 330	Environmental Engineering	3
CEE 340	Energy and Global Environment	3
CEE 350	Water Resources Engineering	3

Advanced Technical Courses

Required courses:

Code	Title	Hours
CEE 420	Construction Productivity	3 or 4
CEE 421	Construction Planning (Required Integrated Design Course)	3 or 4
CEE 422	Construction Cost Analysis	3 or 4

Select remaining courses to fulfill this requirement from the list below:

Code	Title	Hours
CEE 401	Concrete Materials	4
CEE 461	Reinforced Concrete I	3
CEE 498	Special Topics (As approved)	4
CEE 498	Special Topics (Construction Equipment Methods)	3

Construction Materials Engineering Primary

Science Electives - Select 1 course from list below:

Code	Title	Hours
GEOL 107	Physical Geology	4
MSE 201	Phases and Phase Relations	3

Civil Engineering Core Courses

Required courses:

Code	Title	Hours
CEE 300	Behavior of Materials	4
CEE 310	Transportation Engineering	3
CEE 360	Structural Engineering	3

Select 2 courses from list below:

Code	Title	Hours
CEE 320	Construction Engineering	3
CEE 330	Environmental Engineering	3
CEE 340	Energy and Global Environment	3
CEE 350	Water Resources Engineering	3

Code	Title	Hours
CEE 380	Geotechnical Engineering	3
Advanced Technical Courses		
Required courses:		
CEE 401	Concrete Materials (Required Integrated Design Course)	4
CEE 405	Asphalt Materials I	3 or 4
Select remaining courses to fulfill this requirement from the list below:		
CEE 406	Pavement Design I	3 or 4
CEE 460	Steel Structures I	3
CEE 461	Reinforced Concrete I	3
CEE 469	Wood Structures	3 or 4
CEE 483	Soil Mechanics and Behavior	4
ME 430	Failure of Engrg Materials	3 or 4
MSE 401	Thermodynamics of Materials	3
MSE 402	Kinetic Processes in Materials	3
MSE 406	Thermal-Mech Behavior of Matls	3
MSE 450	Polymer Science & Engineering	3 or 4
TAM 428	Mechanics of Composites	3
Environmental Engineering Primary		
Science Electives - Select 1 course from list below:		
CHEM 232	Elementary Organic Chemistry I	3 or 4
CS 357	Numerical Methods I	3
GEOL 107	Physical Geology	4
MCB 300	Microbiology	3
ME 200	Thermodynamics	3
MSE 401	Thermodynamics of Materials	3
STAT 420	Methods of Applied Statistics	3 or 4
Civil Engineering Core Courses		
Required course:		
CEE 330	Environmental Engineering	3
Select 4 courses from list below:		
CEE 300	Behavior of Materials	4
CEE 310	Transportation Engineering	3
CEE 320	Construction Engineering	3
CEE 340	Energy and Global Environment	3
CEE 350	Water Resources Engineering	3
CEE 360	Structural Engineering	3
CEE 380	Geotechnical Engineering	3
Advanced Technical Courses		
Select 1 course from list below:		
CEE 437	Water Quality Engineering	3

Code	Title	Hours
CEE 440	Fate Cleanup Environ Pollutant	4
CEE 441	Air Pollution Sources, Transport and Control	4
Select remaining courses to fulfill this requirement from the list below:		
CEE 430	Course CEE 430 Not Found	
CEE 434	Environmental Systems I	3
CEE 435	Public Health Engineering	3 or 4
CEE 438	Science & Environmental Policy	3
CEE 442	Environmental Engineering Principles, Physical	4
CEE 443	Env Eng Principles, Chemical	4
CEE 444	Env Eng Principles, Biological	4
CEE 447	Atmospheric Chemistry	4
CEE 449	Environmental Engineering Lab (Required Integrated Design Course)	3
CEE 452	Hydraulic Analysis and Design	3
CEE 453	Urban Hydrology and Hydraulics	4
CEE 457	Groundwater	3
CEE 493	Sustainable Design Eng Tech	4
Geotechnical Engineering Primary		
Science Elective required course:		
GEOL 107	Physical Geology	4
Civil Engineering Core Courses		
Required courses:		
CEE 360	Structural Engineering	3
CEE 380	Geotechnical Engineering	3
Select 3 courses from the list below:		
CEE 300	Behavior of Materials	4
CEE 310	Transportation Engineering	3
CEE 320	Construction Engineering	3
CEE 330	Environmental Engineering	3
CEE 340	Energy and Global Environment	3
CEE 350	Water Resources Engineering	3
Advanced Technical Courses		
Required courses:		
CEE 483	Soil Mechanics and Behavior	4
CEE 484	Applied Soil Mechanics (Required Integrated Design Course)	4
Select remaining courses to fulfill this requirement from the list below:		
CEE 457	Groundwater	3
CEE 460	Steel Structures I	3
CEE 461	Reinforced Concrete I	3
CEE 463	Reinforced Concrete II	3 or 4
CEE 498	Special Topics (As approved)	3-4
Structural Engineering Primary		
Science Electives - Select 1 course from list below:		
CS 357	Numerical Methods I	3
ECE 205	Electrical and Electronic Circuits	3
GEOL 107	Physical Geology	4

Code	Title	Hours
GEOL 118	Natural Disasters	3
ME 200	Thermodynamics	3

Civil Engineering Core Courses

Required courses:

Code	Title	Hours
CEE 300	Behavior of Materials	4
CEE 360	Structural Engineering	3
CEE 380	Geotechnical Engineering	3

Select 2 courses from list below:

Code	Title	Hours
CEE 310	Transportation Engineering	3
CEE 320	Construction Engineering	3
CEE 330	Environmental Engineering	3
CEE 340	Energy and Global Environment	3
CEE 350	Water Resources Engineering	3

Advanced Technical Courses

Required courses:

Code	Title	Hours
CEE 460	Steel Structures I	3
CEE 461	Reinforced Concrete I	3
CEE 465	Design of Structural Systems (Required Integrated Design Course)	3
CEE 470	Structural Analysis	4

Transportation Engineering Primary

Science Electives - Select 1 course from list below:

Code	Title	Hours
CS 357	Numerical Methods I	3
ECE 205	Electrical and Electronic Circuits	3
GEOL 107	Physical Geology	4
ME 200	Thermodynamics	3
ME 340	Dynamics of Mechanical Systems	3.5
MSE 401	Thermodynamics of Materials	3
SE 320	Control Systems	4
STAT 420	Methods of Applied Statistics	3 or 4

Civil Engineering Core Courses

Required courses:

Code	Title	Hours
CEE 300	Behavior of Materials	4
CEE 310	Transportation Engineering	3

Select 3 courses from the list below:

Code	Title	Hours
CEE 320	Construction Engineering	3
CEE 330	Environmental Engineering	3
CEE 340	Energy and Global Environment	3
CEE 350	Water Resources Engineering	3
CEE 360	Structural Engineering	3
CEE 380	Geotechnical Engineering	3

Advanced Technical Courses - Select 1 course from each of the 3 Areas below and 1 course from the recommended list:

Area 1 - Facilities:

Code	Title	Hours
CEE 405	Asphalt Materials I	3 or 4

Code	Title	Hours
CEE 406	Pavement Design I	3 or 4
CEE 407	Airport Design	3 or 4

Area 2 - Systems:

Code	Title	Hours
CEE 407	Airport Design	3 or 4
CEE 415	Geometric Design of Roads (Required Integrated Design Course)	4
CEE 416	Traffic Capacity Analysis	3 or 4
CEE 418	Public Transportation Systems	3 or 4

Area 3 - Railroad:

Code	Title	Hours
CEE 408	Railroad Transportation Engrg	3 or 4
CEE 409	Railroad Track Engineering	3 or 4
CEE 410	Railway Signaling & Control	3 or 4
CEE 411	RR Project Design & Constr	3 or 4

Advanced Technical Courses Recommended:

Code	Title	Hours
CEE 401	Concrete Materials	4
CEE 405	Asphalt Materials I	3 or 4
CEE 406	Pavement Design I	3 or 4
CEE 407	Airport Design	3 or 4
CEE 408	Railroad Transportation Engrg	3 or 4
CEE 409	Railroad Track Engineering	3 or 4
CEE 410	Railway Signaling & Control	3 or 4
CEE 411	RR Project Design & Constr	3 or 4
CEE 412	High-Speed Rail Engineering	3 or 4
CEE 415	Geometric Design of Roads (Required Integrated Design Course)	4
CEE 416	Traffic Capacity Analysis	3 or 4
CEE 417	Urban Transportation Planning	4
CEE 418	Public Transportation Systems	3 or 4

Water Resources Engineering and Science Primary

Science Electives - Select 1 course from list below:

Code	Title	Hours
CS 357	Numerical Methods I	3
GEOL 107	Physical Geology	4
ME 200	Thermodynamics	3

Civil Engineering Core Courses

Required course:

CEE 350	Water Resources Engineering	3

Select 4 courses from the list below:

CEE 300	Behavior of Materials	4
CEE 310	Transportation Engineering	3
CEE 320	Construction Engineering	3
CEE 330	Environmental Engineering	3
CEE 340	Energy and Global Environment	3
CEE 360	Structural Engineering	3
CEE 380	Geotechnical Engineering	3

Advanced Technical Courses

Required courses - Select 1 from list below:

CEE 452	Hydraulic Analysis and Design	3
CEE 453	Urban Hydrology and Hydraulics (Required Integrated Design Course)	4

Select remaining courses to fulfill this requirement from the list below:

CEE 432	Stream Ecology	3 or 4
CEE 433	Water Technology and Policy	3 or 4
CEE 434	Environmental Systems I	3
CEE 437	Water Quality Engineering	3
CEE 450	Surface Hydrology	3
CEE 451	Environmental Fluid Mechanics	3
CEE 452	Hydraulic Analysis and Design	3
CEE 453	Urban Hydrology and Hydraulics	4
CEE 457	Groundwater	3
CEE 458	Water Resources Field Methods	4
CEE 459	Ecohydraulics	4

Energy-Water-Environment Sustainability Primary

Science Electives - Select 1 course from list below:

ME 200	Thermodynamics	3
CHBE 321	Thermodynamics	4

Civil Engineering Core Courses

Required course:

CEE 340	Energy and Global Environment	3

Select 4 courses from the list below:

CEE 300	Behavior of Materials	4
CEE 310	Transportation Engineering	3
CEE 320	Construction Engineering	3
CEE 330	Environmental Engineering	3
CEE 350	Water Resources Engineering	3
CEE 360	Structural Engineering	3
CEE 380	Geotechnical Engineering	3

Code	Title	Hours
Advanced Technical Courses		
Required course:		
CEE 493	Sustainable Design Eng Tech	4
Select remaining courses to fulfill this requirement from the list below:		
ABE 436	Renewable Energy Systems	3 or 4
CEE 433	Water Technology and Policy	3 or 4
CEE 435	Public Health Engineering	3 or 4
CEE 434	Environmental Systems I	3
CEE 437	Water Quality Engineering	3
CEE 441	Air Pollution Sources, Transport and Control	4
CEE 449	Environmental Engineering Lab	3
CEE 450	Surface Hydrology	3
CEE 452	Hydraulic Analysis and Design	3
CEE 453	Urban Hydrology and Hydraulics	4
CEE 457	Groundwater	3
CEE 459	Ecohydraulics	4
CEE 473	Wind Effects on Structures	4
CEE 492	Data Science for Civil and Environmental Engineering	4
CEE 498	Special Topics (As approved)	4
ENG 471	Seminar Energy & Sustain Engrg	1
ME 400	Energy Conversion Systems	3 or 4
NPRE 402	Nuclear Power Engineering	3 or 4
NPRE 475	Wind Power Systems	3 or 4
Societal Risk and Hazard Mitigation Primary		
Science Electives - Select 1 course from list below:		
FIN 230	Introduction to Insurance	3
GEOL 118	Natural Disasters	3
LAW 301	Introduction to Law	3
NRES 287	Environment and Society	3
STAT 420	Methods of Applied Statistics	3 or 4
Civil Engineering Core Courses		
Required course:		
CEE 340	Energy and Global Environment	3
Select 4 courses from list below:		
CEE 300	Behavior of Materials	4
CEE 310	Transportation Engineering	3
CEE 320	Construction Engineering	3
CEE 330	Environmental Engineering	3
CEE 350	Water Resources Engineering	3
CEE 360	Structural Engineering	3

Code	Title	Hours
CEE 380	Geotechnical Engineering	3
Advanced Technical Courses		
Required course:		
CEE 491	Decision and Risk Analysis	3 or 4
Select remaining courses to fulfill this requirement from list below:		
CEE 406	Pavement Design I	3 or 4
CEE 416	Traffic Capacity Analysis	3 or 4
CEE 417	Urban Transportation Planning	4
CEE 437	Water Quality Engineering	3
CEE 440	Fate Cleanup Environ Pollutant	4
CEE 449	Environmental Engineering Lab	3
CEE 460	Steel Structures I	3
CEE 461	Reinforced Concrete I	3
CEE 465	Design of Structural Systems	3
CEE 472	Structural Dynamics I	3 or 4
CEE 473	Wind Effects on Structures	4
IE 410	Advanced Topics in Stochastic Processes & Applications	3 or 4
NPRE 442	Radioactive Waste Management	3
SE 450	Decision Analysis I	3 or 4
STAT 425	Statistical Modeling I	3 or 4
STAT 429	Time Series Analysis	3 or 4
STAT 430	Topics in Applied Statistics	3 or 4
UP 438	Disasters and Urban Planning	4
Sustainable and Resilient Infrastructure Systems Primary		
Science Electives - Select 1 course from list below:		
ATMS 120	Severe and Hazardous Weather	3
CS 357	Numerical Methods I	3
ENSU 300	Environmental Sustainability	3
ESE 140	Climate and Global Change	3
ESE 320	Water Planet, Water Crisis	3
ESE 482	Challenges of Sustainability	3
FIN 221	Corporate Finance	3
GGIS 103	Earth's Physical Systems	4
NPRE 201	Energy Systems	3
NRES 439	Env and Sustainable Dev	3
SE 320	Control Systems	4
STAT 420	Methods of Applied Statistics	3 or 4

Code	Title	Hours
UP 406	Urban Ecology	4
Civil Engineering Core Courses		
Required course:		
CEE 340	Energy and Global Environment	3
Select 4 courses from list below:		
CEE 300	Behavior of Materials	4
CEE 310	Transportation Engineering	3
CEE 320	Construction Engineering	3
CEE 330	Environmental Engineering	3
CEE 350	Water Resources Engineering	3
CEE 360	Structural Engineering	3
CEE 380	Geotechnical Engineering	3
Advanced Technical Courses		
Required course:		
CEE 491	Decision and Risk Analysis	3 or 4
Select remaining courses to fulfill this requirement from list below:		
ABE 436	Renewable Energy Systems	3 or 4
CEE 401	Concrete Materials	4
CEE 406	Pavement Design I	3 or 4
CEE 408	Railroad Transportation Engrg	3 or 4
CEE 409	Railroad Track Engineering	3 or 4
CEE 416	Traffic Capacity Analysis	3 or 4
CEE 417	Urban Transportation Planning	4
CEE 418	Public Transportation Systems	3 or 4
CEE 421	Construction Planning	3 or 4
CEE 424	Course CEE 424 Not Found	
CEE 434	Environmental Systems I	3
CEE 453	Urban Hydrology and Hydraulics	4
CEE 458	Water Resources Field Methods	4
CEE 465	Design of Structural Systems	3
CEE 493	Sustainable Design Eng Tech	4
CEE 498	Special Topics (As approved)	3-4
MSE 489	Matl Select for Sustainability	3 or 4
UP 466	Energy & the Built Environment	4
UP 480	Sustainable Design Principles	2
Secondary Field. Students choose 1 secondary field that is different from but complements and adds breadth to their primary field selection. This should be done in consultation with academic advisor. See list of classes for each area of study below.		6

Code	Title	Hours
Construction Engineering and Management Secondary		
Students must have taken CEE 320 to pursue this Secondary Field.		
Advanced Technical Courses		
Required course:		
CEE 421	Construction Planning	3
Select 1 course from list below:		
CEE 420	Construction Productivity	3
CEE 422	Construction Cost Analysis	3
Construction Materials Engineering Secondary		
Students must have taken CEE 300 to pursue this Secondary Field.		
Advanced Technical Courses		
Select 2 courses from list below:		
CEE 401	Concrete Materials	4
CEE 405	Asphalt Materials I	3
CEE 406	Pavement Design I	3
Environmental Engineering Secondary		
Students must have taken CEE 330 to pursue this Secondary Field.		
Advanced Technical Courses		
Select at least 2 courses from list below, a minimum of 6 credit hours required.		
CEE 430	Course CEE 430 Not Found	
CEE 434	Environmental Systems I	3
CEE 435	Public Health Engineering	3
CEE 437	Water Quality Engineering	3
CEE 438	Science & Environmental Policy	3
CEE 441	Air Pollution Sources, Transport and Control	4
CEE 442	Environmental Engineering Principles, Physical	4
CEE 443	Env Eng Principles, Chemical	4
CEE 444	Env Eng Principles, Biological	4
CEE 447	Atmospheric Chemistry	4
CEE 449	Environmental Engineering Lab	3
Geotechnical Engineering Secondary		
Students must have taken CEE 380 to pursue this Secondary Field.		
Advanced Technical Courses		
Required course:		
CEE 484	Applied Soil Mechanics	3
Select 1 course from list below:		
CEE 483	Soil Mechanics and Behavior	4
CEE 498	Special Topics (As approved)	3-4
Structural Engineering Secondary		
Students must have taken CEE 360 to pursue this Secondary Field.		
Advanced Technical Courses		
Required courses:		
CEE 460	Steel Structures I	3
CEE 461	Reinforced Concrete I	3
Transportation Engineering Secondary		
Students must have taken CEE 310 to pursue this Secondary Field.		
Advanced Technical Courses		

Code	Title	Hours
	Select 2 courses, each from a different Area listed below:	
	Area 1 - Facilities:	
CEE 405	Asphalt Materials I	3
CEE 406	Pavement Design I	3
CEE 407	Airport Design	3
	Area 2 - Systems:	
CEE 407	Airport Design	3
CEE 415	Geometric Design of Roads	4
CEE 416	Traffic Capacity Analysis	3
CEE 418	Public Transportation Systems	3
	Area 3 - Railroad:	
CEE 408	Railroad Transportation Engrg	3
CEE 409	Railroad Track Engineering	3
CEE 410	Railway Signaling & Control	3
CEE 411	RR Project Design & Constr	3
CEE 412	High-Speed Rail Engineering	3

Water Resources Engineering and Science Secondary

Students must have taken CEE 350 to pursue this Secondary Field.

Advanced Technical Courses

Select 2 courses from list below:

Code	Title	Hours
CEE 432	Stream Ecology	3
CEE 433	Water Technology and Policy	3
CEE 450	Surface Hydrology	3
CEE 451	Environmental Fluid Mechanics	3
CEE 452	Hydraulic Analysis and Design	3
CEE 453	Urban Hydrology and Hydraulics	4
CEE 457	Groundwater	3
CEE 458	Water Resources Field Methods	4
CEE 459	Ecohydraulics	4

Energy-Water-Environment Sustainability Secondary

Students must have taken CEE 340 to pursue this Secondary Field.

Advanced Technical Courses

Required course:

Code	Title	Hours
CEE 493	Sustainable Design Eng Tech	4
	Select 1 course from list below:	
ABE 436	Renewable Energy Systems	3 or 4
CEE 433	Water Technology and Policy	3
CEE 434	Environmental Systems I	3
CEE 435	Public Health Engineering	3
CEE 437	Water Quality Engineering	3
CEE 441	Air Pollution Sources, Transport and Control	4
CEE 449	Environmental Engineering Lab	3
CEE 450	Surface Hydrology	3
CEE 452	Hydraulic Analysis and Design	3
CEE 453	Urban Hydrology and Hydraulics	4
CEE 457	Groundwater	3

Code	Title	Hours
CEE 459	Ecohydraulics	4
CEE 473	Wind Effects on Structures	4
CEE 492	Data Science for Civil and Environmental Engineering	4
CEE 498	Special Topics (As approved)	3-4
ME 400	Energy Conversion Systems	3 or 4
NPRE 402	Nuclear Power Engineering	3 or 4
NPRE 475	Wind Power Systems	3 or 4

Societal Risk and Hazard Mitigation Secondary

Advanced Technical Courses

   Required course:

CEE 491	Decision and Risk Analysis	3

   Select 1 course from the list below:

CEE 406	Pavement Design I	3
CEE 416	Traffic Capacity Analysis	3
CEE 417	Urban Transportation Planning	4
CEE 437	Water Quality Engineering	3
CEE 440	Fate Cleanup Environ Pollutant	4
CEE 449	Environmental Engineering Lab	3
CEE 460	Steel Structures I	3
CEE 461	Reinforced Concrete I	3
CEE 465	Design of Structural Systems	3
CEE 472	Structural Dynamics I	3
CEE 473	Wind Effects on Structures	4
IE 410	Advanced Topics in Stochastic Processes & Applications	3 or 4
NPRE 442	Radioactive Waste Management	3
SE 450	Decision Analysis I	3 or 4
STAT 425	Statistical Modeling I	3 or 4
STAT 429	Time Series Analysis	3 or 4
STAT 430	Topics in Applied Statistics	3 or 4
UP 438	Disasters and Urban Planning	4

Sustainable and Resilient Infrastructure Systems Secondary

Students must have taken CEE 340 to pursue this Secondary Field.

Advanced Technical Courses

   Required course:

CEE 491	Decision and Risk Analysis	3

   Select 1 course from the list below:

ABE 436	Renewable Energy Systems	3 or 4
CEE 401	Concrete Materials	4

Code	Title	Hours
CEE 406	Pavement Design I	3
CEE 408	Railroad Transportation Engrg	3
CEE 409	Railroad Track Engineering	3
CEE 416	Traffic Capacity Analysis	3
CEE 417	Urban Transportation Planning	4
CEE 418	Public Transportation Systems	3
CEE 421	Construction Planning	3
CEE 424	Course CEE 424 Not Found	
CEE 434	Environmental Systems I	3
CEE 453	Urban Hydrology and Hydraulics	4
CEE 458	Water Resources Field Methods	4
CEE 465	Design of Structural Systems	3
CEE 493	Sustainable Design Eng Tech	4
CEE 498	Special Topics (As approved)	3-4
MSE 489	Matl Select for Sustainability	3 or 4
UP 466	Energy & the Built Environment	4
UP 480	Sustainable Design Principles	2

Global Context Secondary

Students must have taken CEE 340 and either CEE 330 or CEE 350 to pursue this Secondary Field.

Advanced Technical Courses

Select 1 course from the Global Issues list below:

Code	Title	Hours
ACE 451	Agriculture in Intl Dev	3 or 4
ATMS 421	Earth Systems Modeling	4
CEE 438	Science & Environmental Policy	3
CEE 441	Air Pollution Sources, Transport and Control	4
CEE 447	Atmospheric Chemistry	4
CEE 450	Surface Hydrology	3
ECON 420	International Economics	3 to 4

Select 1 course from the CEE Global Design list below:

Code	Title	Hours
CEE 408	Railroad Transportation Engrg	3
CEE 417	Urban Transportation Planning	4
CEE 437	Water Quality Engineering	3
CEE 449	Environmental Engineering Lab	3
CEE 465	Design of Structural Systems	3

CEE Multidisciplinary Secondary

Science Electives Recommended: Any recommended science electives from existing CEE Primary and Secondary listed above.

Civil Engineering Core Courses Recommended: Core courses relevant to the student's interests.

Advanced Technical Courses: Students must work with CEE Academic Advisors to select courses.

Atmospheric Science Secondary

Students must have taken CEE 330 to pursue this Secondary Field.

Advanced Technical Courses

Select 2 courses from list below:

Code	Title	Hours
ATMS 302	Atmospheric Dynamics I	3

Code	Title	Hours
ATMS 410	Radar Remote Sensing	4
ATMS 411	Satellite Remote Sensing	4
ATMS 421	Earth Systems Modeling	4
CEE 441	Air Pollution Sources, Transport and Control	4
CEE 447	Atmospheric Chemistry	4

Chemical Engineering Secondary

Students must have taken CEE 330 and CEE 350 to pursue this Secondary Field.

Advanced Technical Courses

    Select 2 courses from list below:

Code	Title	Hours
CHBE 321	Thermodynamics	4
CHBE 421	Momentum and Heat Transfer	4
CHBE 422	Mass Transfer Operations	4
CHBE 424	Chemical Reaction Engineering	3

Chemistry Secondary

Students must have taken CEE 330 to pursue this Secondary Field.

Advanced Technical Courses

    Select at least 2 courses from list below, a minimum of 6 credit hours required.

Code	Title	Hours
CHEM 232	Elementary Organic Chemistry I	3 or 4
CHEM 315	Instrumental Chem Systems Lab	2
CHEM 332	Elementary Organic Chem II	4
CHEM 420	Instrumental Characterization	2
CHEM 440	Physical Chemistry Principles	4

Microbiology Secondary

Students must have taken CEE 330 to pursue this Secondary Field.

Advanced Technical Courses

    Select 2 courses from list below:

Code	Title	Hours
CEE 444	Env Eng Principles, Biological	4
MCB 301	Experimental Microbiology	3
MCB 431	Microbial Physiology	3
MCB 450	Introductory Biochemistry	3

Toxicology Secondary

Students must have taken CEE 330 to pursue this Secondary Field.

Advanced Technical Courses

    Select 2 courses from list below:

Code	Title	Hours
CHEM 332	Elementary Organic Chem II	4
ENVS 480	Basic Toxicology	3
MCB 450	Introductory Biochemistry	3

The General Civil Engineering Option   37

Science Electives - Select 1 course from list below:

Code	Title	Hours
GEOL 107	Physical Geology	4
CHEM 232	Elementary Organic Chemistry I	3 or 4
ME 200	Thermodynamics	3
STAT 420	Methods of Applied Statistics	4

Civil Engineering Core Courses

    Select 7 courses from list below:

Code	Title	Hours
CEE 300	Behavior of Materials	4
CEE 310	Transportation Engineering	3
CEE 320	Construction Engineering	3
CEE 330	Environmental Engineering	3
CEE 340	Energy and Global Environment	3
CEE 350	Water Resources Engineering	3
CEE 360	Structural Engineering	3
CEE 380	Geotechnical Engineering	3

Advanced Technical Courses

Select 4 courses from Areas below, following either of these two options: Option I: Pick no more than 1 course from each area below. Option II: Pick 2 courses from 1 area and no more than 1 course from each of the remaining areas.

Construction

CEE 420	Construction Productivity	3
CEE 421	Construction Planning	3
CEE 422	Construction Cost Analysis	3

Environmental

CEE 437	Water Quality Engineering	3
CEE 440	Fate Cleanup Environ Pollutant	4
CEE 441	Air Pollution Sources, Transport and Control	4

Geotechnical

CEE 483	Soil Mechanics and Behavior	4
CEE 484	Applied Soil Mechanics	3 or 4

Materials

CEE 401	Concrete Materials	4

Structures

CEE 460	Steel Structures I	3
CEE 461	Reinforced Concrete I	3

Transportation

CEE 405	Asphalt Materials I	3
CEE 406	Pavement Design I	3
CEE 407	Airport Design	3
CEE 408	Railroad Transportation Engrg	3
CEE 409	Railroad Track Engineering	3
CEE 410	Railway Signaling & Control	3
CEE 411	RR Project Design & Constr	3
CEE 412	High-Speed Rail Engineering	3
CEE 415	Geometric Design of Roads	4
CEE 416	Traffic Capacity Analysis	3
CEE 417	Urban Transportation Planning	4
CEE 418	Public Transportation Systems	3

Water Resources

CEE 451	Environmental Fluid Mechanics	3
CEE 453	Urban Hydrology and Hydraulics	4

Free Electives

Course List

Code	Title	Hours
Additional course work, subject to the Grainger College of Engineering restrictions to Free Electives, so that there are at least 128 credit hours earned toward the degree.		10
Total Hours of Curriculum to Graduate		128

Corresponding Degree	BS Bachelor of Science

Program Features

Academic Level	Undergraduate
Does this major have transcripted concentrations?	No

What is the typical time to completion of this program?

4 years

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

128

CIP Code	140801 - Civil Engineering, General.

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.

No Changes

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 revision will not impact enrollment and degrees awarded.

Estimated Annual Number of Degrees Awarded

Year One Estimate   5th Year Estimate (or when
                                                 fully implemented)

What is the   Fall
matriculation
term for this
program?

Budget

Are there   No
budgetary
implications for
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?
                      No changes

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)
                      Engineering Differential

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.

There will be no impact on faculty resources, class size, teaching loads, or student-faculty ratios.

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.25.001
Attach Rollback/Approval Notices	
This proposal requires HLC inquiry	No

DMI Documentation

Attach Final Approval Notices	
Banner/Codebook Name	BS:Civil Engineering -UIUC
Program Code:	10KP0106BS

Minor Code	Conc Code	Degree Code	BS	Major Code
0106				

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) (05/08/24 9:23 am):** Rollback: Email sent to Becky and Ashley **Brooke Newell (bsnewell) (05/14/24 11:33 am):** Rollback: Per discussion with John and Ashley

Key: 113

Dear John,

Sure, of course. We almost always agree with such requests from other units, most especially when coming from Grainger.

Cheers,

George

From: Popovics, John S <johnpop@illinois.edu>
Sent: Wednesday, May 15, 2024 4:48 PM
To: Deltas, George <deltas@illinois.edu>
Cc: Popovics, John S <johnpop@illinois.edu>
Subject: Civil and Environmental Engineering request

Dear George:

I hope that you are well.

On the behalf of the Civil and Environmental Engineering Department, I would like to inform you that, as part of our BS in Civil Engineering curricular program, we will require our students to take wither ECON 102 or ECON 103 as a major requirement for the degree. Earlier, we had informed you that we would no longer require those classes as part of the degree, but that was not correct.

Please respond to this email with your acknowledgment and hopefully your approval of this plan for the requirement of ECON102/103 for our students.

Please let me know if you have nay question or concerns about this.

Many thanks,
John
****
John S. Popovics, Ph.D., P.E.
Professor and Associate Head and Director of Undergraduate Studies
The University of Illinois at Urbana-Champaign
johnpop@illinois.edu
+1 217.244.0843 - voice

First Year

FIRST SEMESTER	HOURS	SECOND SEMESTER	HOURS
CEE 190	4	CS 101	3
ENG 100	1	PHYS 211	4
MATH 221 (MATH 220 may	4	MATH 231	3
CHEM 102	3	CHEM 104	3
CHEM 103	1	CHEM 105	1
Composition I course or SE 101	3-4	SE 101 or Composition I course	3-4
	17		**17**

Second Year

FIRST SEMESTER	HOURS	SECOND SEMESTER	HOURS
CEE 201	3	CEE 202	3
PHYS 212	4	PHYS 213	2
MATH 241	4	TAM 212	3
TAM 211	3	TAM 251	3
MATH 257	3	ECON 102 or ECON 103 (counts as a General Education course)	3
		Free elective course	3
	17		**17**

Third Year

FIRST SEMESTER	HOURS	SECOND SEMESTER	HOURS
TAM 335 (or CEE 331)	4	General Education course (choose an Advanced Composition course)	4
Civil Engineering Core course	3	MATH 285	3
Civil Engineering Core course	3	Civil Engineering Core course	3
Science Elective course	3	Civil Engineering Core course	3
General Education course (choose a Humanities with Cultural Studies designation)	3	General Education course (choose a Humanities with Cultural Studies designation)	3
	16		**16**

Fourth Year

FIRST SEMESTER	HOURS	SECOND SEMESTER	HOURS
CEE 495	0	Civil Engineering Advanced Technical course (Primary Field)	3
Civil Engineering Advanced Technical course (Primary Field)	3	Civil Engineering Advanced Technical course (Primary Field)	3

Civil Engineering Advanced Technical course (Primary Field)	3	Civil Engineering Advanced Technical course (Secondary Field)	3
Civil Engineering Advanced Technical course (Secondary Field)	3	Language Other Than English (3rd level) course	4
General Education course (choose a Social/Behavioral Science course with Cultural Studies designation)	3		
Free elective course	3		
	15		**13**
Total Hours 128			

Program Change Request

Date Submitted: 05/15/24 1:42 pm

Viewing: **10KP0127BS : Industrial Engineering, BS**

Last approved: 04/05/22 1:36 pm

Last edit: 08/19/24 4:30 pm

Changes proposed by: Heidi Craddock

Industrial Engineering, BS

Catalog Pages Using this Program

Proposal Type:

In Workflow

1. **U Program Review**
2. **1422 Head**
3. **KP Committee Chair**
4. **KP 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. 05/20/24 10:24 am
   Donna Butler (dbutler):
   Approved for U Program Review
2. 05/20/24 10:33 am
   Jeff Shamma (jshamma):
   Approved for 1422 Head
3. 05/24/24 9:17 am
   Ashley Hallock (ahallock):
   Approved for KP Committee Chair
4. 05/24/24 9:20 am
   Cindy Pruitt (cpruitt):
   Approved for KP Dean
5. 05/29/24 4:50 pm

Claire Stewart (clairest): Approved for University Librarian
6. 05/29/24 5:11 pm
   Suzanne Lee (suzannel): Approved for COTE Programs
7. 08/15/24 11:43 am
   Brooke Newell (bsnewell): Approved for Provost

History

1. Dec 13, 2018 by Deb Forgacs (dforgacs)
2. Apr 23, 2019 by Deb Forgacs (dforgacs)
3. Aug 9, 2019 by Deb Forgacs (dforgacs)
4. Aug 12, 2019 by Deb Forgacs (dforgacs)
5. Apr 2, 2020 by Brooke Newell (bsnewell)
6. Apr 14, 2020 by Deb Forgacs (dforgacs)
7. Jan 8, 2021 by Deb Forgacs (dforgacs)
8. Oct 8, 2021 by Brooke Newell (bsnewell)
9. Apr 5, 2022 by Heidi Craddock (hcraddoc)

Major (ex. Special Education)

This proposal is
for a:
  Revision

Administration Details

Official Program Name	Industrial Engineering, BS
Diploma Title	
Sponsor College	Grainger College of Engineering
Sponsor Department	Industrial and Enterprise Systems Engineering
Sponsor Name	Carolyn Beck
Sponsor Email	beck3@illinois.edu
College Contact	Jonathan Makela

College Contact
Email

jmakela@illinois.edu

College Budget Officer	Tessa Hile
College Budget Officer Email	tmhile@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.

Ashley Hallock, ahallock, ~~Brooke Newell, bsnewell@illinois.edu,~~ GCOE; Heidi Craddock, hcraddoc@illinois.edu, ISE Department

Does this program have inter-departmental administration?
No

Proposal Title

Effective Catalog Term	Fall 2024

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 Science in Industrial Engineering in The Grainger College of Engineering

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.

1. The formatting of the POS and additional text (e.g., graduation requirement, university requirements, and general education requirements) has been modified to adhere to the campus General Education Template.

2. Remove deactivated and rubric adjusted courses in the Program of Study table, including correcting any current course identifications.

3. ECON 102/103 was moved into a major requirement.

4. Add additional course option to all track options.

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. Per Office of the Provost General Education initiative for transparency and accessibility.

2. The Human Factors Track Option had several redbox errors which have been corrected due to course rubric rename or discontinued courses.

Courses updated due to rubric rename are:
KIN 355 to HK 353
KIN 401 to HK 466
CHLH 470 to HK 403

Course removed due to deactivation:
ARCH 423

3. This is an existing degree requirement, however it was defined as text in a paragraph and it is now in the POS table for clarity.

4. Engineering Law is an important topic for many engineers and the ISE Courses and Curriculum Committee has decided to add SE 400: Engineering Law as a Track Option Elective for all IE Track Options to give students more elective options to choose from.

A student can obtain the 40 hours of upper-division coursework through:

IE 300 (3 credit hours)
IE 310 (3 credit hours)
IE 360 (3 credit hours)
IE 361 (3 credit hours)
IE 370 (3 credit hours)
IE 371 (3 credit hours)
IE 400 (3 credit hours)
ME 330 (4 credit hours)
SE 494 (3 credit hours)
SE 495 (2 credit hours)
MATH 285 (3 credit hours) - prerequisites of MATH 241 and MATH 231
PHYS 212 (4 credit hours) - prerequisites of PHYS 211 and MATH 231
PHYS 213 (2 credit hours) - prerequisites of PHYS 211 and MATH 231
TAM 211 (3 credit hours) - prerequisites of PHYS 211 and (MATH 241 or MATH 257)
TAM 212 (3 credit hours) - prerequisites of PHYS 211 and (MATH 241 or MATH 257)
TAM 251 (3 credit hours) - prerequisites of PHYS 211 and (MATH 241 or MATH 257)

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

~~CS 173~~ - ~~Discrete Structures~~

~~CS 225~~ - ~~Data Structures~~

~~MATH 257~~ - ~~Linear Algebra w Computat Appl~~

~~ME 270~~ - ~~Design for Manufacturability~~

ECON 102 - Microeconomic Principles

ECON 103 - Macroeconomic Principles

Please attach any letters of support/acknowledgement for any Instructional Resources consider faculty, students, and/or other impacted units as appropriate.

IE Letter of Support May152024.pdf

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.

Graduates should have:

1. an ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics.

2. an ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors.

3. an ability to communicate effectively with a range of audiences.

4. an ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts.

5. an ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives.

6. an ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions.

7. an ability to acquire and apply new knowledge as needed, using appropriate learning strategies.

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   IE_Sample_Sequence_SPR2024.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.

Statement for Programs of Study Catalog

Graduation Requirements

~~Minimum Technical GPA: 2.0~~

Minimum hours required for graduation: 128 hours.

~~2.0 TGPA is required for required Engineering and Technical Elective courses, as well as~~ MATH 257.~~See Technical GPA to clarify~~ requirements. Minimum Overall GPA: 2.0

Minimum Technical GPA: 2.0

University Requirements

Minimum of 40 hours of upper-division coursework, generally at the 300- or 400-level. These hours can be drawn from all elements of the degree. Students should consult their academic advisor for additional guidance in fulfilling this requirement.

The university and residency requirements can be found in the Student Code (§ 3-801) and in the Academic Catalog.

General Education Requirements

~~2.0 Minimum hours required for~~ ~~graduation:~~ ~~128 hours~~ ~~General~~ ~~education:~~ Follows the campus ~~Students must complete the~~ ~~Campus~~ General Education (Gen Ed) requirements. ~~including the campus general education language requirement.~~ Some Gen Ed requirements may be met by courses required and/or electives in the program.

Course List

Code	Title	Hours
Composition I		4-6
Advanced Composition		3
Fulfilled by SE 494		
Humanities & the Arts (6 hours)		6
Natural Sciences & Technology (6 hours)		6
fulfilled by CHEM 102, PHYS 211, PHYS 212		
Social & Behavioral Sciences (6 hours)		6
fulfilled by ECON 102 or ECON 103 and any other course approved as Social & Behavioral Sciences		
Cultural Studies: Non-Western Cultures (1 course)		3
Cultural Studies: US Minority Cultures (1 course)		3
Cultural Studies: Western/Comparative Cultures (1 course)		3
Quantitative Reasoning (2 courses, at least one course must be Quantitative Reasoning I)		6-10
fulfilled by MATH 220 or MATH 221; and MATH 231, MATH 241, MATH 285, PHYS 211, PHYS 212; and CS 101 or CS 124		

Code	Title	Hours
Language Requirement (Completion of the third semester or equivalent of a language other than English is required)		0-15

Major Requirements

Orientation and Professional Development

Course List

Code	Title	Hours
ENG 100	Grainger Engineering Orientation Seminar (External transfer students take ENG 300.)	1
SE 100	Introduction to ISE	1
SE 290	ISE Undergraduate Seminar	0
Total Hours		2

Introductory Economics Elective

Course List

Code	Title	Hours
ECON 102	Microeconomic Principles	3
or ECON 103	Macroeconomic Principles	
Total Hours		3

Foundational Mathematics and Science

Course List

Code	Title	Hours
CHEM 102	General Chemistry I	3
CHEM 103	General Chemistry Lab I	1
MATH 221	Calculus I (MATH 220 may be substituted. MATH 220 is appropriate for students with no background in calculus. 4 of 5 credit hours count towards degree.)	4
MATH 231	Calculus II	3
MATH 241	Calculus III	4
MATH 257	Linear Algebra with Computational Applications	3
MATH 285	Intro Differential Equations	3
PHYS 211	University Physics: Mechanics	4
PHYS 212	University Physics: Elec & Mag	4
PHYS 213	Univ Physics: Thermal Physics	2
Total Hours		31

Industrial Engineering Technical Core

Course List

Code	Title	Hours
CS 101	Intro Computing: Engrg & Sci (CS 124 may be substituted.)	3
ECE 110	Introduction to Electronics	3
IE 300	Analysis of Data	3
IE 310	Deterministic Models in Optimization	3
IE 360	Facilities Planning and Design	3
IE 361	Production Planning & Control	3
IE 370	Stochastic Processes and Applications	3
IE 371	Simulation Modeling with Applications for Industrial Engineering	3
IE 400	Design & Anlys of Experiments	3
ME 330	Engineering Materials	4
SE 101	Engineering Graphics & Design	3
SE 261	Business Side of Engineering	2

Code	Title	Hours
SE 494	Senior Engineering Project I	3
SE 495	Senior Engineering Project II	2
TAM 211	Statics	3
TAM 212	Introductory Dynamics	3
TAM 251	Introductory Solid Mechanics	3
Total Hours		50

Track Option Electives

Course List

Code	Title	Hours
Track options include courses selected from departmentally approved lists. Courses on these elective lists may only be used to fulfill one curricular requirement.		12
Computational Methods in IE		
Track Core requirement - complete 2 courses:		
CS 173	Discrete Structures	3
CS 225	Data Structures	4
Track Electives - select remaining courses from this list:		
All 200-, 300-, and 400-level CS courses excluding CS 210, CS 211, CS 397, CS 398, and CS seminar and senior project courses.		
SE 400	Engineering Law	3 or 4
Economics and Finance (E&F)		
Track Core - complete 2 courses from this list:		
ACE 427	Commodity Price Analysis	3
IE 420	Financial Engineering	3
SE 450	Decision Analysis I	3
Track Electives - select remaining courses from this list of courses. Of these courses, only 1 selected may be at the 100 or 200 level:		
ACE 410	Energy Economics	3
ACE 427	Commodity Price Analysis	3
ACE 428	Commodity Futures and Options	3
ACCY 200	Fundamentals of Accounting	3
ECON 302	Inter Microeconomic Theory	3
ECON 303	Inter Macroeconomic Theory	3
ECON 420	International Economics	2 to 4
ECON 471	Intro to Applied Econometrics	2 to 4
FIN 221	Corporate Finance	3
FIN 300	Financial Markets	3
FIN 411	Investment & Portfolio Mngt	3
FIN 412	Options and Futures Markets	3
FIN 415	Fixed Income Portfolios	3
FIN 461	Banking and Financial Regulation	3
SE 400	Engineering Law	3 or 4
Human Factors		12
Track Core - complete the following course:		
IE 340	Human Factors	4
Track Electives - complete at least 3 of the following courses:		

Code	Title	Hours
Physical Ergonomics Focus		
BIOE 461	Cellular Biomechanics	4
or TAM 461	Cellular Biomechanics	
ETMA 421	Industrial and Agricultural Safety-Injury Prevention	3
ETMA 422	Industrial and Agricultural Occupational Illness Prevention	3
ETMA 425	Managing Industrial and Agricultural Safety Risks	3
KIN 355	Course KIN 355 Not Found	
KIN 401	Course KIN 401 Not Found	
HK 353	Biomechanics of Human Movement	3
HK 466	Measure & Eval in Kinesiology	3 or 4
ME 481	Whole-Body Musculoskel Biomech	3 or 4
ME 482	Musculoskel Tissue Mechanics	3 or 4
Cognitive Ergonomics Focus		
SE 400	Engineering Law	3 or 4
SE 450	Decision Analysis I	3 or 4
IE 445	Human Performance and Cognition in Context	3 or 4
Organizational Ergonomics Focus		
ANTH 411	Research Methods in Socio-Cultural Anthropology	3 or 4
ARCH 423	Course ARCH 423 Not Found	
BADM 310	Mgmt and Organizational Beh	3
BADM 312	Designing and Managing Orgs	3
BADM 357	Digital Making Seminar	3
HK 403	Technology, Health, and Aging	3 or 4
PSYC 245	Industrial Org Psych	3
Optional Health Focus		
CHLH 470	Course CHLH 470 Not Found	
Industrial Engineering Fundamentals (IEF)		
Track Core - complete the following 4 courses:		
IE 330	Industrial Quality Control	3
IE 411	Optimization of Large Systems	3
IE 412	OR Models for Mfg Systems	3
IE 340	Human Factors	4
SE 400	Engineering Law	3 or 4
Operations Research (OR)		
Track Core - complete the following 2 courses:		
IE 410	Advanced Topics in Stochastic Processes & Applications	3
IE 411	Optimization of Large Systems	3
Track Electives - complete 2 courses from this list:		

Code	Title	Hours
ECE 490	Introduction to Optimization	3
IE 420	Financial Engineering	3
MATH 444	Elementary Real Analysis	3-4
or MATH 447	Real Variables	
MATH 484	Nonlinear Programming	3 or 4
SE 400	Engineering Law	3 or 4
SE 411	Reliability Engineering	3
STAT 410	Statistics and Probability II	3
or MATH 464	Statistics and Probability II	
STAT 420/ASRM 450	Methods of Applied Statistics	3
STAT 424	Design of Experiments	3
STAT 425	Statistical Modeling I	3
Quality Engineering (QE)		
Track Core - complete the following course:		
IE 330	Industrial Quality Control	3
Track Core Elective - complete at least 1 of the following courses:		
IE 431	Design for Six Sigma	3
SE 400	Engineering Law	3 or 4
SE 411	Reliability Engineering	3
Track Elective- complete remaining courses from this list:		
STAT 410/MATH 464	Statistics and Probability II	3
STAT 420/ASRM 450	Methods of Applied Statistics	3
STAT 424	Design of Experiments	3
STAT 426	Statistical Modeling II	3
Supply Chain, Manufacturing and Logistics (SC&L)		
Track Core - complete the following course:		
IE 412	OR Models for Mfg Systems	3
Track Electives - complete 3 of the following courses:		
ECE 470	Introduction to Robotics	4
IE 330	Industrial Quality Control	3
ME 270	Design for Manufacturability	3
ME 451	Computer-Aided Mfg Systems	3
ME 452	Num Control of Mfg Processes	3
SE 400	Engineering Law	3 or 4

Technical Electives

Course List

Code	Title	Hours
Courses on these elective lists may only be used to fulfill one curricular requirement.		
Computer science elective selected from the departmentally approved list of Computer Science Electives below:		3
CS 225	Data Structures	4
CS 357	Numerical Methods I	3
CS 411	Database Systems	3

Code	Title	Hours
CS 450	Numerical Analysis	3
IE 405	Computing for ISE	3
IE technical electives selected from the departmentally approved list of IE Technical Electives below:		3
IE 330	Industrial Quality Control	3
IE 340	Human Factors	4
IE 411	Optimization of Large Systems	3
IE 412	OR Models for Mfg Systems	3
IE 420	Financial Engineering	3
IE 431	Design for Six Sigma	3
IE 445	Human Performance and Cognition in Context	3
SE 310	Design of Structures and Mechanisms	3
SE 320	Control Systems	4
SE 424	State Space Design for Control	3

Free Electives

Course List

Code	Title	Hours
Additional course work, subject to the Grainger College of Engineering restrictions to Free Electives, so that there are at least 128 credit hours earned toward the degree.		11
Total Hours of Curriculm to Graduate		128

One of the SBS courses must be an introductory economics course (ECON 102 or ECON 103).SE 494 and SE 495 will satisfy a core course requirement and the Campus General Education Advanced Composition requirement.Orientation and Professional Development Foundational Mathematics and Science Industrial Engineering Technical Core Track Option Electives Technical Electives Free Electives

Corresponding Degree	BS Bachelor of Science

Program Features

Academic Level	Undergraduate
Does this major have transcripted concentrations?	No

What is the typical time to completion of this program?

   4 years

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

   128

CIP Code	143501 - Industrial Engineering.

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?

<u>No</u>

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.

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 should not impact enrollment or degrees awarded.

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?

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)

          Engineering Differential

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.

There should be no change in faculty resources. The SE 400 course is offered every
semester and there will only be a slight increase in IE students enrolled in the course.

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 the changes to the
programs of study.

EP Documentation

EP Control Number	EP.25.001
Attach Rollback/Approval Notices	
This proposal requires HLC inquiry	No

DMI Documentation

Attach Final

Approval Notices

Banner/Codebook Name	BS:Industrial Engineerng -UIUC

Program Code:	10KP0127BS

Minor Code	Conc Code	Degree Code	BS	Major Code
0127				

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) (05/01/24 12:09 pm):** Rollback: Per discussion with Ashley at College, rolled back. **Brooke Newell (bsnewell) (05/08/24 9:28 am):** Rollback: Email sent to Heidi and Ashley **Brooke Newell (bsnewell) (05/15/24 1:01 pm):** Rollback: Per discussion with Heidi

Key: 119

May 10, 2024

Dear Heidi,

The Department of Economics is supportive of the proposed proposal to add the courses listed below to the Industrial Engineering, BS and Systems Engineering and Design, BS programs of study as specific Social & Behavioral Science general education elective options for Industrial Engineering, BS and Systems Engineering and Design, BS program students to use in the completion of their introductory economics course requirement.

ECON 102   Microeconomic Principles
ECON 103   Macroeconomic Principles

For the elective courses listed above, we can provide access to the estimated 165 students per year between both courses, subject to capacity and course availability.

Thank you,

George Deltas
Head
Department of Economics

Industrial Engineering, BS

First Year			
First Semester	**Hours**	**Second Semester**	**Hours**
SE 100	1	CS 101 (CS 124 may be substituted)	3
MATH 221 (MATH 220 may be substituted)	4	MATH 231	3
CHEM 102	3	PHYS 211	4
CHEM 103	1	ECE 110	3
ENG 100	1	SE 101 or Composition I course	3-4
Composition I course or SE 101	3-4		
	14		16

Second Year			
First Semester	**Hours**	**Second Semester**	**Hours**
SE 261	2	IE 300	3
MATH 241	4	MATH 285	3
PHYS 212	4	PHYS 213	2
TAM 211	3	TAM 212	3
ECON 102 or ECON 103 (Counts as General Education course)	3	TAM 251	3
		SE 290	0
		General Education course (choose a Humanities or Social/Behavioral Science course with Cultural Studies designation)	3
	16		17

Third Year			
First Semester	**Hours**	**Second Semester**	**Hours**
IE 310	3	IE 361	3
MATH 257	3	IE 370	3
IE 360	3	Track Option course	3
ME 330	4	Track Option course	3
General Education course (choose a Humanities or Social/Behavioral Science course with Cultural Studies designation)	3	IE Technical elective course	3
	16		15

Fourth Year			
First Semester	**Hours**	**Second Semester**	**Hours**
IE 400	3	IE 371	3
Track Option course	3	Language Other Than English (3rd level) course or SE 494 & SE 495	4
SE 494 & SE 495 or Language Other Than English (3rd level) course	4	Track Option course	3
Computer Science Elective course	3	Free elective course	4
General Education course (choose a Humanities or Social/Behavioral Science course with Cultural Studies designation)	3	Free elective course	3
	17		17
Total Hours 128			

Program Change Request

Date Submitted: 05/15/24 1:42 pm

Viewing: **10KP5532BS : Systems Engineering & Design, BS**

Last approved: 11/16/23 11:38 am

Last edit: 08/19/24 4:30 pm

Changes proposed by: Heidi Craddock

Systems Engineering & Design, BS

Catalog Pages
Using this
Program

Proposal Type:

Approval Path

1. 05/20/24 8:21 am
   Donna Butler
   (dbutler):
   Approved for U
   Program Review
2. 05/20/24 10:33 am
   Jeff Shamma
   (jshamma):
   Approved for 1422
   Head
3. 05/24/24 9:18 am
   Ashley Hallock
   (ahallock):
   Approved for KP
   Committee Chair
4. 05/24/24 9:20 am
   Cindy Pruitt
   (cpruitt):
   Approved for KP
   Dean
5. 06/06/24 9:17 am
   Claire Stewart

(clairest): Approved for University Librarian

6. 06/06/24 9:59 am
Suzanne Lee (suzannel): Approved for COTE Programs

7. 08/15/24 11:44 am
Brooke Newell (bsnewell): Approved for Provost

History

1. Dec 13, 2018 by Deb Forgacs (dforgacs)
2. Dec 13, 2018 by Deb Forgacs (dforgacs)
3. Apr 23, 2019 by Deb Forgacs (dforgacs)
4. Aug 12, 2019 by Deb Forgacs (dforgacs)
5. Feb 26, 2020 by Brooke Newell (bsnewell)
6. Mar 31, 2020 by Deb Forgacs (dforgacs)
7. Apr 14, 2020 by Deb Forgacs (dforgacs)
8. Oct 8, 2021 by Brooke Newell (bsnewell)
9. Apr 5, 2022 by Heidi Craddock (hcraddoc)
10. Nov 16, 2023 by Kathy Martensen (kmartens)

Major (ex. Special Education)

This proposal is
for a:
  Revision

Administration Details

Official Program Name	Systems Engineering & Design, BS
Diploma Title	
Sponsor College	Grainger College of Engineering
Sponsor Department	Industrial and Enterprise Systems Engineering
Sponsor Name	Carolyn Beck
Sponsor Email	beck3@illinois.edu
College Contact	Jonathan Makela

College Contact
Email

jmakela@illinois.edu

College Budget Officer	Tessa Hile
College Budget Officer Email	tmhile@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.

Ashley Hallock, ahallock@illinois.edu, ~~Brooke Newell, bsnewell@illinois.edu,~~ GCOE; Heidi Craddock, hcraddoc@illinois.edu; ISE Department

Does this program have inter-departmental administration?
No

Proposal Title

Effective Catalog Term	Fall 2024

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 Science in Systems Engineering & Design in The Grainger College of Engineering

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.

1. The formatting of the POS and additional text (e.g., graduation requirement, university requirements, and general education requirements) has been modified to adhere to the campus General Education Template.

2. Remove deactivated and rubric adjusted courses in the Program of Study table, including correcting any current course identifications.

3. ECON 102/103 was moved into a major requirement.

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. Per Office of the Provost General Education initiative for transparency and accessibility.

      2. The following Secondary Field Options needed to be updated due to course rubric renaming or deactivated courses.

      Bioengineering:
      KIN 355 is now HK 353
      MCB 403 is deactivated
      MCB 404 is deactivated

      Rehabilitation Engineering:
      REHB 401 is deactivated
      REHB 402 is deactivated

      3. This is an existing degree requirement, however it was defined as text in a paragraph and it is now in the POS table for clarity.

      A student can obtain the 40 hours of upper-division coursework through:

      IE 300 (3 credit hours)
      IE 310 (3 credit hours)
      SE 310 (3 credit hours)
      SE 311 (3 credit hours)
      SE 312 (1 credit hour)
      SE 320 (4 credit hours)
      SE 494 (3 credit hours)
      SE 495 (2 credit hours)
      TAM 335 (4 credit hours)
      MATH 285 (3 credit hours) - prerequisites of MATH 241 and MATH 231
      PHYS 212 (4 credit hours) - prerequisites of PHYS 211 and MATH 231
      PHYS 213 (2 credit hours) - prerequisites of PHYS 211 and MATH 231
      ECE 211 (2 credit hours) - prerequisites of PHYS 212 and MATH 285
      TAM 211 (3 credit hours) - prerequisites of PHYS 211 and (MATH 241 or MATH 257)
      TAM 212 (3 credit hours) - prerequisites of PHYS 211 and (MATH 241 or MATH 257)
      TAM 251 (3 credit hours) - prerequisites of PHYS 211 and (MATH 241 or MATH 257)

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

~~CS 173~~ - ~~Discrete Structures~~
~~CS 225~~ - ~~Data Structures~~
~~MATH 257~~ - ~~Linear Algebra w Computat Appl~~
~~ME 270~~ - ~~Design for Manufacturability~~
~~TAM 470~~ - ~~Computational Mechanics~~
ECON 102 - Microeconomic Principles
ECON 103 - Macroeconomic Principles

Please attach any letters of support/acknowledgement for any Instructional Resources consider faculty, students, and/or other impacted units as appropriate.

IE Letter of Support May152024.pdf

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.

Graduates should have:

1. an ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics.

2. an ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors.

3. an ability to communicate effectively with a range of audiences.

4. an ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts.

5. an ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives.

6. an ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions.

7. an ability to acquire and apply new knowledge as needed, using appropriate learning strategies.

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 SE_SampleSequence_Spr24.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.

Statement for Programs of Study Catalog

Graduation Requirements

~~Minimum Technical GPA: 2.0~~

Minimum hours required for graduation: 128 hours.

~~2.0 TGPA is required for Engineering and Technical Elective courses and MATH 257. See Technical GPA to clarify requirements.~~ Minimum Overall GPA: 2.0

Minimum Technical GPA: 2.0

University Requirements

Minimum of 40 hours of upper-division coursework, generally at the 300- or 400-level. These hours can be drawn from all elements of the degree. Students should consult their academic advisor for additional guidance in fulfilling this requirement.

The university and residency requirements can be found in the Student Code (§ 3-801) and in the Academic Catalog.

General Education Requirements

~~2.0 Minimum hours required for graduation: 128 hours General education:~~ Follows the campus ~~Students must complete the Campus~~ General Education (Gen Ed) requirements. ~~including the campus general education language requirement.~~ Some Gen Ed requirements may be met by courses required and/or electives in the program.

Course List

Code	Title	Hours
Composition I		4-6
Advanced Composition		3
fulfilled by SE 494		
Humanities & the Arts (6 hours)		6
Natural Sciences & Technology (6 hours)		6
fulfilled by CHEM 102, PHYS 211, PHYS 212		
Social & Behavioral Sciences (6 hours)		6
fulfilled by ECON 102 or ECON 103 and any other course approved as Social & Behavioral Sciences		
Cultural Studies: Non-Western Cultures (1 course)		3
Cultural Studies: US Minority Cultures (1 course)		3
Cultural Studies: Western/Comparative Cultures (1 course)		3
Quantitative Reasoning (2 courses, at least one course must be Quantitative Reasoning I)		6-10
fulfilled by MATH 220 or MATH 221; and MATH 231, MATH 241, MATH 285, PHYS 211, PHYS 212; and CS 101 or CS 124		

Code	Title	Hours
Language Requirement (Completion of the third semester or equivalent of a language other than English is required)		0-15

Major Requirements

~~One of the SBS courses must be an introductory economics course (ECON 102 orECON 103).SE 494 and SE 495 will satisfy a core course requirement and the Campus General Education Advanced Compositionrequirement.~~ Orientation and Professional Development

Course List

Code	Title	Hours
ENG 100	Grainger Engineering Orientation Seminar (External transfer students take ENG 300.)	1
SE 100	Introduction to ISE	1
SE 290	ISE Undergraduate Seminar	0
Total Hours		2

Introductory Economics Elective ~~Foundational Mathematics and ScienceSystems Engineering and Design Technical CoreSecondary Field Option ElectivesTechnical ElectivesFree Electives~~

Course List

Code	Title	Hours
ECON 102	Microeconomic Principles	3
or ECON 103	Macroeconomic Principles	
Total Hours		3

Foundational Mathematics and Science

Course List

Code	Title	Hours
CHEM 102	General Chemistry I	3
CHEM 103	General Chemistry Lab I	1
MATH 221	Calculus I (MATH 220 is appropriate for students with no background in calculus. 4 of 5 credit hours count towards degree.)	4
MATH 231	Calculus II	3
MATH 241	Calculus III	4
MATH 257	Linear Algebra with Computational Applications	3
MATH 285	Intro Differential Equations	3
PHYS 211	University Physics: Mechanics	4
PHYS 212	University Physics: Elec & Mag	4
PHYS 213	Univ Physics: Thermal Physics	2
Total Hours		31

Systems Engineering and Design Technical Core

Course List

Code	Title	Hours
CS 101	Intro Computing: Engrg & Sci (CS 124 may be substituted.)	3
ECE 110	Introduction to Electronics	3
ECE 211	Analog Circuits & Systems	2
IE 300	Analysis of Data	3
IE 310	Deterministic Models in Optimization	3
SE 101	Engineering Graphics & Design	3
SE 261	Business Side of Engineering	2
SE 310	Design of Structures and Mechanisms	3
SE 311	Engineering Design Analysis	3
SE 312	Instrumentation and Test Lab	1
SE 320	Control Systems	4
SE 424	State Space Design for Control	3
SE 494	Senior Engineering Project I	3
SE 495	Senior Engineering Project II	2
TAM 211	Statics	3
TAM 212	Introductory Dynamics	3
TAM 251	Introductory Solid Mechanics	3
TAM 335	Introductory Fluid Mechanics	4
Total Hours		51

Secondary Field Option Electives

Course List

Code	Title	Hours
Students must select one Secondary Field Option from the list below or they may petition to create their own Secondary Field Option (SFO). Courses from these lists may only be used to fulfill one curricular requirement.		12
Automotive Engineering		
Dynamics/Controls Focus - complete at least 1 course from this list:		
ECE 470	Introduction to Robotics (same as AE 482 and ME 445)	4
ECE 486	Control Systems	4
ME 460	Industrial Control Systems	4
TAM 412	Intermediate Dynamics	4
TAM 416	Introduction to Nonlinear Dynamics and Vibrations	4
Automotive Power Systems Focus - complete at least 1 course from this list:		
ECE 431	Electric Machinery	4
ECE 464	Power Electronics	3
ME 400	Energy Conversion Systems	3
ME 403	Internal Combustion Engines	3
Other Elective Options - complete remaining courses from this list:		
CS 173	Discrete Structures	3
CS 440	Artificial Intelligence	3
CS 446	Machine Learning	3
ME 320	Heat Transfer	4
ME 360	Signal Processing	3.5
ME 461	Computer Cntrl of Mech Systems	3
SE 400	Engineering Law	3
SE 422	Robot Dynamics and Control	4

Code	Title	Hours
SE 497	Independent Study (May be taken for up to 3 credit hours, based on automotive Engineering project approved by SFO faculty mentor.)	1-4
	Autonomous Systems and Robotics	
CS 173	Discrete Structures	3
CS 225	Data Structures	4
CS 440	Artificial Intelligence	3
CS 446	Machine Learning	3
ECE 470	Introduction to Robotics	4
ECE 486	Control Systems	4
ECE 490	Introduction to Optimization	3
ME 270	Design for Manufacturability	3
ME 461	Computer Cntrl of Mech Systems	3
SE 400	Engineering Law	3
SE 411	Reliability Engineering	3
SE 420	Digital Control Systems	4
SE 422	Robot Dynamics and Control	4
SE 423	Mechatronics	3
	Bioengineering	
BIOE 120	Introduction to Bioengineering	1
BIOE 414	Biomedical Instrumentation (same as ECE 414)	3
BIOE 415	Biomedical Instrumentation Lab (same as ECE 415)	2
BIOE 498	Special Topics	3
BIOP 401	Introduction to Biophysics	3
CHEM 232	Elementary Organic Chemistry I	3 or 4
CHEM 233	Elementary Organic Chem Lab I	2
HK 353	Biomechanics of Human Movement	3
IE 340	Human Factors (same as PSYC 358)	4
KIN 355	Course KIN 355 Not Found	
MCB 150	Molec & Cellular Basis of Life (recommended only if a prerequisite to another listed course.)	4
MCB 250	Molecular Genetics (recommended only if a prerequisite to another listed course.)	3
MCB 251	Exp Techniqs in Molecular Biol (recommended only if a prerequisite to another listed course.)	2
MCB 401	Cellular Physiology	3
MCB 402	Sys & Integrative Physiology	3
MCB 403	Course MCB 403 Not Found	2
MCB 404	Course MCB 404 Not Found	2
MCB 450	Introductory Biochemistry	3
SE 400	Engineering Law	3
	Business Systems Integration & Consulting	
	Core Requirement:	
SE 400	Engineering Law	3
	Group I Requirement - complete at least 1 course from this list:	
BADM 352	Database Design and Management	3
BADM 353	Info Sys Analysis and Design	3
IE 405	Computing for ISE	3

Code	Title	Hours
	Group II - select remaining courses from this list. Of these courses, only 1 selected may be at the 100 or 200 level.	
ACCY 200	Fundamentals of Accounting (A basic accounting course is highly recommended.)	3
ACCY 201	Accounting and Accountancy I (A basic accounting course is highly recommended.)	3
ACCY 202	Accounting and Accountancy II (A basic accounting course is highly recommended.)	3
ADV 150	Introduction to Advertising	3
BADM 310	Mgmt and Organizational Beh	3
BADM 311	Leading Individuals and Teams	3
BADM 312	Designing and Managing Orgs	3
BADM 320	Principles of Marketing	3
BADM 445	Small Business Consulting	4
BADM 446	Entrepreneurship: New Venture Creation	4
BTW 250	Principles Bus Comm	3
BTW 261	Principles Tech Comm	3
FIN 221	Corporate Finance	3
FIN 300	Financial Markets	3
IE 420	Financial Engineering	3
	Civil Engineering Structures	
CEE 380	Geotechnical Engineering	3
CEE 460	Steel Structures I	3
CEE 461	Reinforced Concrete I	3
CEE 462	Steel Structures II	3
CEE 463	Reinforced Concrete II	3
CEE 465	Design of Structural Systems	3
SE 400	Engineering Law	3
	Computer Science	
	Core Courses:	
CS 173	Discrete Structures	3
CS 225	Data Structures	4
	Elective Options - complete 2 of the following courses:	
CS 410	Text Information Systems	3
CS 411	Database Systems	3 or 4
CS 425	Distributed Systems	3 or 4
CS 438	Communication Networks	3 or 4
	All 200-, 300-, and 400-level CS courses excluding CS 210, CS 211, CS 397, CS 398, and CS seminar and senior project courses.	
SE 400	Engineering Law	3
	Construction	
CEE 300	Behavior of Materials (Credit will not be given for CEE 300, ME 330 and MSE 280; select only 1 of these courses.)	4
CEE 310	Transportation Engineering	3
CEE 320	Construction Engineering	3
CEE 380	Geotechnical Engineering	3
CEE 420	Construction Productivity	3

Code	Title	Hours
CEE 421	Construction Planning	3
CEE 422	Construction Cost Analysis	3
CEE 460	Steel Structures I	3
CEE 461	Reinforced Concrete I	3
CEE 465	Design of Structural Systems	3
ME 330	Engineering Materials (Credit will not be given for CEE 300, ME 330 and MSE 280; select only 1 of these courses.)	4
SE 400	Engineering Law	3

Control Systems

Code	Title	Hours
CS 173	Discrete Structures	3
ECE 470	Introduction to Robotics (same as AE 482 and ME 445)	4
ECE 486	Control Systems	4
ECE 490	Introduction to Optimization	3
IE 410	Advanced Topics in Stochastic Processes & Applications	3
MATH 444	Elementary Real Analysis	3
MATH 461	Probability Theory	3
MATH 464	Statistics and Probability II	3
ME 360	Signal Processing	3.5
ME 460	Industrial Control Systems	4
ME 461	Computer Cntrl of Mech Systems	3
SE 400	Engineering Law	3
SE 420	Digital Control Systems	4
SE 422	Robot Dynamics and Control	4
SE 423	Mechatronics	3

Digital Prototyping

Code	Title	Hours
ME 270	Design for Manufacturability	3
ME 451	Computer-Aided Mfg Systems	3
ME 452	Num Control of Mfg Processes	3
ME 471	Finite Element Analysis (same as AE 420 and CSE 451)	3
SE 400	Engineering Law	3
SE 402	Comp-Aided Product Realization	3
SE 410	Component Design (This course cannot count as an SFO elective and an SED Design Elective.)	3
SE 413	Engineering Design Optimization (This course cannot count as an SFO elective and an SED Design Elective.)	3
SE 423	Mechatronics (This course cannot count as an SFO elective and an SED Design Elective.)	3
TAM 470	Computational Mechanics	3

Engineering Administration

Core Requirement:

Code	Title	Hours
SE 400	Engineering Law	3

Elective Options - select remaining courses from this list. Of these courses, only 1 selected may be at the 100 or 200 level.

Code	Title	Hours
ACCY 200	Fundamentals of Accounting	3
ACCY 201	Accounting and Accountancy I	3
ACCY 202	Accounting and Accountancy II	3
ADV 150	Introduction to Advertising	3
BADM 310	Mgmt and Organizational Beh	3

Code	Title	Hours
BADM 311	Leading Individuals and Teams	3
BADM 312	Designing and Managing Orgs	3
BADM 313	Strategic Human Resource Management	3
BADM 375	Operations Strategy	3
BADM 380	International Business	3
BADM 381	Multinational Management	3
BTW 250	Principles Bus Comm	3
BTW 261	Principles Tech Comm	3
ECON 302	Inter Microeconomic Theory	3
FIN 221	Corporate Finance	3
IE 330	Industrial Quality Control	3
IE 340	Human Factors (same as PSYC 358)	4
IE 361	Production Planning & Control	3
IE 420	Financial Engineering	3
IE 445	Human Performance and Cognition in Context	3
PS 321	Principles of Public Policy	3
SE 411	Reliability Engineering	3

Engineering Marketing

Core Requirement:

SE 400	Engineering Law	3

Elective Options - select remaining courses from this list. Of these courses, only 1 selected may be at the 100 or 200 level.

Code	Title	Hours
ACCY 200	Fundamentals of Accounting	3
ACCY 201	Accounting and Accountancy I	3
ACCY 202	Accounting and Accountancy II	3
ADV 150	Introduction to Advertising	3
BADM 310	Mgmt and Organizational Beh	3
BADM 320	Principles of Marketing	3
BADM 322	Marketing Research	3
BADM 323	Marketing Communications	3
BADM 325	Consumer Behavior	3
BADM 327	Marketing to Business and Govt	3
BADM 380	International Business	3
BADM 382	International Marketing	3
BADM 420	Advanced Marketing Management	3
BTW 250	Principles Bus Comm	3
BTW 261	Principles Tech Comm	3
PSYC 245	Industrial Org Psych	3

Environmental Quality

Code	Title	Hours
ACE 310	Natural Resource Economics	3
CEE 330	Environmental Engineering	3
CEE 437	Water Quality Engineering	3
CEE 440	Fate Cleanup Environ Pollutant	4
CEE 442	Environmental Engineering Principles, Physical	4
CEE 443	Env Eng Principles, Chemical	4
CEE 444	Env Eng Principles, Biological	4
ENVS 336	Tomorrow's Environment	3

Code	Title	Hours
IB 105	Environmental Biology	3
NRES 419	Env and Plant Ecosystems	3
NRES 472	Environmental Psychology	4
SE 400	Engineering Law	3
	Manufacturing Engineering	
IE 370	Stochastic Processes and Applications	3
ME 330	Engineering Materials (Credit will not be given for CEE 300, ME 330 and MSE 280; select only 1 of these courses.)	4
SE 400	Engineering Law	3
SE 402	Comp-Aided Product Realization	3
SE 420	Digital Control Systems	4
SE 422	Robot Dynamics and Control	4
SE 423	Mechatronics	3

Any courses from Digital Prototyping and Control Systems Secondary Field Option.

Nondestructive Testing and Evaluation

Core Requirement:

Code	Title	Hours
SE 412	Nondestructive Evaluation	3

Elective Options - complete remaining courses from this list:

Code	Title	Hours
CEE 300	Behavior of Materials (Credit will not be given for CEE 300, ME 330 and MSE 280; select only 1 of these courses.)	4
CS 173	Discrete Structures	3
CS 225	Data Structures	4
CS 440	Artificial Intelligence	3
CS 446	Machine Learning	3
ECE 470	Introduction to Robotics	4
ECE 473	Fund of Engrg Acoustics	3
ME 270	Design for Manufacturability	3
ME 471	Finite Element Analysis	3
SE 400	Engineering Law	3
TAM 412	Intermediate Dynamics	4
TAM 456	Experimental Stress Analysis	3
	Operations Research	
IE 360	Facilities Planning and Design	3
IE 361	Production Planning & Control	3
IE 370	Stochastic Processes and Applications	3
IE 400	Design & Anlys of Experiments	3
IE 410	Advanced Topics in Stochastic Processes & Applications	3
IE 411	Optimization of Large Systems	3
MATH 461	Probability Theory	3
MATH 464	Statistics and Probability II	3 or 4
ME 451	Computer-Aided Mfg Systems	3
SE 400	Engineering Law	3
SE 411	Reliability Engineering	3
	Rehabilitation Engineering	
CHEM 232	Elementary Organic Chemistry I	3 or 4

Code	Title	Hours
ECE 414	Biomedical Instrumentation	3
ECE 415	Biomedical Instrumentation Lab	2
MCB 150	Molec & Cellular Basis of Life	4
MCB 250	Molecular Genetics	3
MCB 251	Exp Techniqs in Molecular Biol	2
REHB 401	Course REHB 401 Not Found	
REHB 402	Course REHB 402 Not Found	
SE 400	Engineering Law	3
Theoretical and Applied Mechanics		
CEE 300	Behavior of Materials (Credit will not be given for CEE 300, ME 330 and MSE 280; select only 1 of these courses.)	4
ME 471	Finite Element Analysis	3 or 4
SE 400	Engineering Law	3
TAM 412	Intermediate Dynamics	4
TAM 424	Mechanics of Structural Metals	3
TAM 428	Mechanics of Composites	3
TAM 435	Intermediate Fluid Mechanics	4
TAM 445	Continuum Mechanics	4
TAM 451	Intermediate Solid Mechanics	4
TAM 456	Experimental Stress Analysis	3

Technical Electives

Course List

Code	Title	Hours
Design elective selected from the departmentally approved list of Design Electives below:		3
SE 410	Component Design	3
SE 420	Digital Control Systems	4
SE 423	Mechatronics	3
SE 413	Engineering Design Optimization	3 or 4
Engineering science elective selected from the departmentally approved list of Engineering Science Electives below:		3
ME 200	Thermodynamics	3
MSE 280	Engineering Materials	3

Free Electives

Course List

Code	Title	Hours
Additional course work, subject to the Grainger College of Engineering restrictions to Free Electives, so that there are at least 128 credit hours earned toward the degree.		10
Total Hours of Curriculum to Graduate		128

Corresponding Degree	BS Bachelor of Science

Program Features

Academic Level	Undergraduate

Does this major have transcripted concentrations?   No

What is the typical time to completion of this program?

4 years

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

128

CIP Code   142701 - Systems Engineering.

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.

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.

These changes should not impact enrollment or degrees awarded.

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?

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)

Engineering Differential

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.

There should be no changes in faculty resources.

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 the changes to the
programs of study.

EP Documentation

EP Control Number	EP.25.001
Attach Rollback/Approval Notices	
This proposal requires HLC inquiry	No

DMI Documentation

Attach Final Approval Notices	
Banner/Codebook Name	BS:Systems Engr & Design -UIUC
Program Code:	10KP5532BS

Minor Code	Conc Code	Degree Code	Major Code
5532		BS	

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) (05/01/24 12:09 pm):** Rollback: Per discussion with Ashley at College, rolled back.

Brooke Newell (bsnewell) (05/08/24 9:33 am): Rollback: Email sent to Heidi and
Ashley
Brooke Newell (bsnewell) (05/15/24 1:01 pm): Rollback: Per discussion with
Heidi

COLLEGE OF LIBERAL ARTS & SCIENCES

Department of Economics
214 David Kinley Hall, MC-707
1407 W. Gregory Drive
Urbana, IL 61801-3606

May 10, 2024

Dear Heidi,

The Department of Economics is supportive of the proposed proposal to add the courses listed below to the Industrial Engineering, BS and Systems Engineering and Design, BS programs of study as specific Social & Behavioral Science general education elective options for Industrial Engineering, BS and Systems Engineering and Design, BS program students to use in the completion of their introductory economics course requirement.

ECON 102   Microeconomic Principles
ECON 103   Macroeconomic Principles

For the elective courses listed above, we can provide access to the estimated 165 students per year between both courses, subject to capacity and course availability.

Thank you,

George Deltas
Head
Department of Economics

Systems Engineering & Design, BS

First Year			
First Semester	**Hours**	**Second Semester**	**Hours**
SE 100	1	CS 101 (CS 124 may be substituted)	3
MATH 221 (MATH 220 may be substituted)	4	MATH 231	3
CHEM 102	3	PHYS 211	4
CHEM 103	1	ECE 110	3
ENG 100	1	SE 101 or Composition I course	3-4
Composition I course or SE 101	3-4		
	14		16

Second Year			
First Semester	**Hours**	**Second Semester**	**Hours**
SE 261	2	IE 300	3
MATH 241	4	MATH 285	3
PHYS 212	4	PHYS 213	2
TAM 211	3	TAM 212	3
ECON 102 or ECON 103 (counts as General Education course)	3	TAM 251	3
		SE 290	0
		General Education course (choose a Humanities or Social/Behavioral Science course with Cultural Studies designation)	3
	16		17

Third Year			
First Semester	**Hours**	**Second Semester**	**Hours**
SE 310	3	SE 311	3
SE 320	4	SE 312	1
MATH 257	3	SE 424	3
ECE 211	2	IE 310	3
Secondary Field Option course	3	TAM 335	4
		General Education course (choose a Humanities or Social/Behavioral Science course with Cultural Studies designation)	3
	15		17

Fourth Year			
First Semester	**Hours**	**Second Semester**	**Hours**
Secondary Field Option course or SE 494 & SE 495	3-5	SE 494 & SE 495 or Secondary Field Option course	3-5
Design elective course	3	Secondary Field Option course	3
Engineering Science elective course	3	Language Other Than English (3rd level) course	4
Secondary Field Option course	3	Free elective course	3
General Education course (choose a Humanities or Social/Behavioral Science course with Cultural Studies designation)	3	Free elective course	3
	15		18
Total Hours 128			

Program Change Request

Date Submitted: 05/07/24 11:30 am

Viewing: **3915 : Nuclear, Plasma, & Radiological Engineering: Radiological, Medical & Instrumentation Applications, BS**

Last approved: 10/30/23 1:18 pm

Last edit: 08/19/24 4:30 pm

Changes proposed by: Becky Meline

Catalog Pages Using this Program	[Nuclear, Plasma, and Radiological Engineering: Radiological, Medical & Instrumentation Applications, BS](#)

Proposal Type:

In Workflow

1. **U Program Review**
2. **1973 Head**
3. **KP Committee Chair**
4. **KP 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. 05/08/24 11:43 am Donna Butler (dbutler): Approved for U Program Review
2. 05/08/24 2:36 pm Rizwan Uddin (rizwan): Approved for 1973 Head
3. 05/14/24 1:11 pm Ashley Hallock (ahallock): Approved for KP Committee Chair
4. 05/14/24 1:15 pm Cindy Pruitt (cpruitt): Approved for KP Dean
5. 05/17/24 9:37 am Claire Stewart

History

Concentration (ex. Dietetics)

This proposal is
for a:
Revision

Administration Details

Official Program Name	Nuclear, Plasma, & Radiological Engineering: Radiological, Medical & Instrumentation Applications, BS
Diploma Title	Bachelor of Science in Nuclear, Plasma, and Radiological Engineering
Sponsor College	Grainger College of Engineering
Sponsor Department	Nuclear, Plasma & Rad Engr

Sponsor Name	Tomasz Kozlwsoki
Sponsor Email	txk@illinois.edu
College Contact	Ashley Hallock ~~Brooke Newell~~

College Contact
Email

ahallock@illinois.edu
~~bsnewell@illinois.edu~~

College Budget Officer	Tessa Hile
College Budget Officer Email	tmhile@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.

Does this program have inter-departmental administration?
No

Proposal Title

Effective Catalog Term	Fall 2024

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 Radiological, Medical & Instrumentation Applications in the Bachelor of Science in Nuclear, Plasma & Radiological Engineering in the Grainger College of Engineering

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)."

Yes.

Relates to proposals for 10KP5183BS: Nuclear, Plasma, and RAdiological Engineering, BS and concentrations - 3913 and 3914.

Program Justification

Provide a brief description of what changes are	1) The formatting of the POS and additional text (e.g. graduation requirements, university requirements, and general education reequirements) has been modified to adhere to the campus General Education Template.

being made to the
program.   We have moved ECON 102/103 into the major requirements.

                 2) MCB 403 and MCB 404 have been deleted from the electives list.

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) Per Office of the Provost General Education initiative for transparency and
                 accessibility.

                 2) Courses have been discontinued.

                 40 hour upper division/advanced course requirement may be met by the following:

                 4 credit hours: PHYS 212 (Prerequisite: PHYS 211; MATH 231
                 4 credit hours: ME 310 or TAM 335
                 3 credit hours: NPRE 321
                 3 credit hours: NPRE 330
                 2 credit hours: NPRE 349
                 3 credit hours: NPRE 435
                 4 credit hours: NPRE 441
                 4 credit hours: NPRE 445
                 3 credit hours: NPRE 449
                 3 credit hours: NPRE 451
                 2 credit hours: NPRE 452
                 4 credit hours: NPRE 455
                 4 credit hours: NPRE 458

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
  ECON 102 - Microeconomic Principles

ECON 103 - Macroeconomic Principles

Please attach any letters of support/acknowledgement for any Instructional Resources consider faculty, students, and/or other impacted units as appropriate.

NPRE Letter of Support 4_30_24.pdf

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 Department of Nuclear, Plasma, and Radiological Engineering has undergraduate curriculum program education objectives (PEOs) that prepare our graduates to succeed in early career (two to five years post-graduation) professional activities in paths related to the NPRE discipline. These PEOs are:

1. To succeed as engineers in the 21st Century in a globally-connected technological environment in which best practices are shared internationally free of borders.
2. To advance in career paths associated with the NPRE disciplines, including commercial nuclear power, plasma sciences and technology, and radiological sciences related opportunities.
3. To pursue further academic growth, obtaining advanced degrees in disciplines related, but not limited, to the disciplines associated with NPRE technical areas.
4. To provide leadership to professional and societal communities in a general way and in ways specific to the NPRE disciplines.
5. To engage in life-long learning and professional development, staying abreast of the ever-evolving technological landscape related to the NPRE disciplines.
6. To contribute to society in a professional, responsible and ethical manner.

Process for Development and Approval of NPRE Program Educational Objectives:

1. A subgroup of the NPRE Faculty drafts a revised set of PEOs consistent with desired impact of the NPRE BS degree program.
2. The proposed PEOs were presented to the full NPRE faculty for discussion and possible revision.
3. Following updates of the draft PEOs by the NPRE faculty, the proposed new PEOs are sent to the entire NPRE Advisory Board (Constituent Alumni Industry Advisory Board) for their input and comment. In order to provide sufficient exchange among the NPRE Board members, a conference call is held to systematically discuss the proposed PEOs. This discussion may result in additional changes to the proposed set of PEOs. In the case of the 2013 Constituent Alumni Industry Advisory Board, a heavier emphasis on "leadership" and an independent statement about profession and ethical behavior also included to emphasize the importance of this objective.
4. All current NPRE BS students are invited to participate in a general discussion about the PEOs and to provide comments about their content and implantation. A discussion session was held with a representative number of students which provided further revisions in the PEO's particularly in terms of the wording regarding future professional practice. In addition, the local ANS student chapter was asked to review the PEOs for value and appropriateness.
5. The revised and vetted PEOs were again presented to the full NPRE faculty. Revisions during the other review steps were discussed as well as other suggestions from the various groups. The NPRE faculty voted unanimously to accept the final version of the revised PEOs.
6. The new NPRE PEOs were placed on the NPRE website so that they were available to the public and in particular the various constituencies of the NPRE BS degree program.

This process allows for assessment and improvements required to maintain the quality and vitality of the program. The central component in the process is the Faculty of the

NPRE Department since they are directly responsible for setting the Program Educational Objectives, instituting changes in the courses and curriculum based on a careful analysis of the assessment data, and developing capable B.S. graduates who achieve the Program Educational Objectives.

The student outcomes are:

1. An ability to identify, formulate, and solve engineering problems by applying principles of engineering, science, and mathematics.
a) Identify, formulate, and solve engineering problems.
b) Advanced mathematics applied to nuclear engineering concepts.
c) Transport and interaction of radiation with matter.
d) Atomic and nuclear physics, quantum mechanics.
e) Computational solutions.
2. An ability to apply the engineering design process to produce solutions that meet specified needs with consideration for public health and safety, and global, cultural, social, environmental, economic, and other factors as appropriate to the discipline.
3. An ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions.
a) Develop and conduct experiments, analyze and interpret data, and use engineering judgment to draw conclusions.
b) Measure nuclear and radiation processes specifically.
c) Analyze and interpret data, using engineering judgement to draw conclusions from experimental data.
4. An ability to communicate effectively with a range of audiences.
5. An ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts.
a) Recognize ethical and professional responsibilities.
b) Make informed judgements.
6. An ability to recognize the ongoing need to acquire new knowledge, to choose appropriate learning strategies, and to apply this knowledge.
7. An ability to function effectively as a member or leader of a team that establishes goals, plans tasks, meets deadlines, and creates a collaborative and inclusive environment.

The relationship between the Program Educational Objectives and the Student Outcomes are maintained by the department. Student Outcomes represent process-oriented activities that either directly or in combination prepare students to satisfy all PEOs upon completion of the B.S. NPRE degree program.

The assessment process for student outcomes employed by the NPRE Department is as follows:

1. Work products for each 1-7 outcomes (including sub-outcomes) are determined by each instructor in consultation with the Associate Head for Undergraduate Programs (Kozlowski). The frequency of this element of our process is approximately once every two years.
2.The level of mastery is determined by each instructor and review by the Associate

Generally, typically work products require levels of mastery at 75% or higher.

3. Instructors for the courses coupled to the 1-7 outcomes collect the associated work products and distill these into a numeric scores. This occurs each semester the course is taught.

4. The instructor determines the percentage of students obtaining mastery for each work product. This occurs each semester the course is taught.

5. The instructor generates a document that includes the performance of the student body in the course with respect to the outcome and the number of students that achieved mastery. This occurs each semester the course is taught.

6. These reports are forwarded to the Associate Head for Undergraduate Programs for review. This occurs each semester the course is taught.

7. Periodically, the Undergraduate Curriculum subcommittee reviews the reports. This is review then serves as a basis for modification of either the course or elements of the NPRE curriculum. The frequency of this element of our process is approximately once every two years.

8. The Undergraduate Curriculum subcommittee reviews the assessments work products periodically to ensure these continue to be appropriate for 1-7 outcome assessment. The frequency of this review is approximately once every two years. Instructors are consulted if this review determines that changes in work product(s) are warranted.

The assessment of student outcomes forms the basis of the NPRE Department continuous improvement process for the undergraduate curriculum. These are routinely reviewed by the Associate Head for Undergraduate Programs and by the Undergraduate Curriculum Subcommittee.

Suggestions for changes and improvements in the academic program are encouraged and sought from all members of the Department constituencies. Suggestions may be submitted formally or informally, or may develop from a general assessment of changes in the discipline due to local, national, or international policies or trends. Suggestions for changes or improvements are considered by the Faculty, typically in faculty meetings or in ad hoc subcommittees of the Faculty. Individuals or groups may develop substantive proposals for changes which would be implemented pending a positive response from the Faculty in consultation with the constituencies. NA

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	**NPRE_BS_RMIA_SampleSequence_Spr2024.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.

Statement for Programs of Study Catalog	**Graduation Requirements**

Minimum hours required for graduation: 128 hours.

~~Minimum Technical GPA:2.0TGPA is required for NPRE 200 andNPRE 247.See Technical GPA to clarifyrequirements.~~ Minimum Overall GPA: 2.0

Minimum Technical GPA: 2.0

TGPA is required for NPRE 200 ~~NPRE 200~~ and NPRE 247. ~~NPRE 247.~~ See Technical GPA to clarify requirements.

University Requirements

~~Minimum hours required forgraduation:~~Minimum ~~128 hours, to include a minimum~~ of 40 hours of upper-division coursework, ~~coursework~~ generally at the 300- or ~~and~~ 400-level. These hours can be drawn from all elements of the degree. Students should consult their academic advisor for additional guidance in fulfilling this requirement. ~~degree.~~

The university and residency requirements can be found in the Student Code (§ 3-801) and in the Academic Catalog.

General Education Requirements

Follows the campus General Education (Gen Ed) requirements. Some Gen Ed requirements may be met by courses required and/or electives in the program.

<div align="center">Course List</div>

Code	Title	Hours
Composition I		4-6
Advanced Composition		3
Humanities & the Arts (6 hours)		6
Natural Sciences & Technology (6 hours)		6
fulfilled by CHEM 102, PHYS 211, PHYS 212		
Social & Behavioral Sciences (6 hours)		6

Code	Title	Hours
	fulfilled by ECON 102 or ECON 103 and any other course approved as Social & Behavioral Sciiences	
Cultural Studies: Non-Western Cultures (1 course)		3
Cultural Studies: US Minority Cultures (1 course)		3
Cultural Studies: Western/Comparative Cultures (1 course)		3
Quantitative Reasoning (2 courses, at least one course must be Quantitative Reasoning I)		6-10
	fulfilled by MATH 220 or MATH 221; and MATH 231, MATH 241, MATH 285, PHYS 211, PHYS 212; and CS 101 or CS 124	
Language Requirement (Completion of the third semester or equivalent of a language other than English is required)		0-15

~~General education:Students must complete the Campus General Education requirements including the campus general education language requirement. One of the SBS courses must be an introductory economics course (ECON 102 or ECON 103). NPRE 481 will satisfy a technical elective requirement in the Professional Concentration Area and the Campus General Education Advanced Composition requirement.~~ **Orientation and Professional Development**

Course List

Code	Title	Hours
ENG 100	Grainger Engineering Orientation Seminar (External transfer students take ENG 300.)	1
NPRE 100	Orientation to NPRE	1
Total Hours		2

Introductory Economics Elective

Course List

Code	Title	Hours
ECON 102	Microeconomic Principles	3
or ECON 103	Macroeconomic Principles	
Total Hours		3

Foundational Mathematics and Science

Course List

Code	Title	Hours
CHEM 102	General Chemistry I	3
CHEM 103	General Chemistry Lab I	1
MATH 221	Calculus I (MATH 220 may be substituted. MATH 220 is appropriate for students with no background in calculus. 4 of 5 credit hours count towards degree.)	4
MATH 231	Calculus II	3
MATH 241	Calculus III	4
MATH 257	Linear Algebra with Computational Applications	3
MATH 285	Intro Differential Equations	3
PHYS 211	University Physics: Mechanics	4
PHYS 212	University Physics: Elec & Mag	4
Total Hours		29

Nuclear, Plasma, and Radiological Engineering Technical Core

Course List

Code	Title	Hours
CS 101	Intro Computing: Engrg & Sci (CS 124 may be taken instead of CS 101.)	3
ECE 205	Electrical and Electronic Circuits	3
ME 200	Thermodynamics	3
ME 310	Fundamentals of Fluid Dynamics	4

Code	Title	Hours
or TAM 335	Introductory Fluid Mechanics	
NPRE 200	Mathematics for Nuclear, Plasma, and Radiological Engineering	2
NPRE 247	Modeling Nuclear Energy System	3
NPRE 321	Introduction to Plasmas and Applications	3
NPRE 330	Materials in Nuclear Engineering	3
NPRE 349	Introduction to NPRE Heat Transfer	2
NPRE 441	Radiation Protection	4
NPRE 445	Interaction of Radiation with Matter	4
NPRE 449	Nuclear Systems Engineering and Design	3
NPRE 451	NPRE Laboratory	3
NPRE 455	Neutron Diffusion & Transport	4
NPRE 458	Design in NPRE	4
TAM 210	Introduction to Statics (TAM 211 may be taken instead of TAM 210. The extra hour may be applied towards the Professional Concentration Area electives.)	2
TAM 212	Introductory Dynamics (PHYS 325 may be taken instead of TAM 212 for students pursuing the PHYS minor.)	3
Total Hours		53

Professional Concentration Area

Course List

Code	Title	Hours
Required Courses		5
NPRE 435	Radiological Imaging	3
NPRE 452	Advanced Radiological Science Lab	2
Technical Electives		12

From Departmentally Approved List of Technical Electives - students are to take at least 12 hours. This includes technical electives from NPRE or from other departments in the subfields Biomolecular Engineering and Biomedical Engineering. The student is to confer with their academic adviser on a chosen course set to ensure that a strong program is achieved.

Code	Title	Hours
CHEM 104	General Chemistry II	3
CHEM 105	General Chemistry Lab II	1
CHEM 232	Elementary Organic Chemistry I	3 or 4
CHEM 233	Elementary Organic Chem Lab I	2
IB 150	Organismal & Evolutionary Biol	4
IB 151	Organismal & Evol Biol Lab	1
MCB 150	Molec & Cellular Basis of Life	4
MCB 151	Molec & Cellular Laboratory	1
NPRE 199	Undergraduate Open Seminar (May be repeated in separate terms to a maximum of 2 times.)	1
NPRE 201	Energy Systems	2 or 3
NPRE 398	Special Topics	1 to 4
NPRE 461	Probabilistic Risk Assessment	3 or 4
NPRE 481	Writing on Technol & Security	3 or 4

Code	Title	Hours
NPRE 498	Special Topics	1 to 4
STAT 400	Statistics and Probability I	4
Biomolecular Engineering Electives		
BIOE 120	Introduction to Bioengineering	1
BIOE 414	Biomedical Instrumentation	3-4
or CHBE 472	Techniques in Biomolecular Eng	
CHEM 232	Elementary Organic Chemistry I	3 or 4
MCB 450	Introductory Biochemistry	3
MCB 401	Cellular Physiology	3
or BIOP 401	Introduction to Biophysics	
MCB 403	Course MCB 403 Not Found	
Biomedical Engineering Electives		
BIOE 120	Introduction to Bioengineering	1
CHEM 232	Elementary Organic Chemistry I	3 or 4
ECE 380	Biomedical Imaging	3
BIOE 414	Biomedical Instrumentation	3-4
or CHBE 472	Techniques in Biomolecular Eng	
BIOE 415	Biomedical Instrumentation Lab	2
ECE 480	Magnetic Resonance Imaging	3 or 4
MCB 250	Molecular Genetics	3
MCB 252	Cells, Tissues & Development	3
MCB 401	Cellular Physiology	3
or BIOP 401	Introduction to Biophysics	
MCB 402	Sys & Integrative Physiology	3
MCB 403	Course MCB 403 Not Found	
MCB 404	Course MCB 404 Not Found	
Total Hours		17

Free Electives

Course List		
Code	Title	Hours
Additional course work, subject to the Grainger College of Engineering restrictions to Free Electives, so that there are at least 128 credit hours earned toward the degree.		11
Total Hours of Curriculum to Graduate		128

Program Relationships

Corresponding Program(s):

Corresponding Program(s)
Nuclear, Plasma, and Radiological Engineering, BS

Program Features

Academic Level   Undergraduate
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 - Students are required to be on campus, they may take some online courses.

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.
                              NA

Budget

Are there   No
budgetary
implications for
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?

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

Attach letters of
support

Faculty Resources

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

NA

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 Nuclear, Plasma & Radiological Engineering: Radiological, Medical & Instrumentation Applications, BS

EP Documentation

EP Control Number	EP.25.001
Attach Rollback/Approval Notices	
This proposal requires HLC inquiry	No

DMI Documentation

Attach Final Approval Notices	
Banner/Codebook Name	Radiological, Medical, and Instrumental Applications
Program Code:	3915

Minor Code		Conc Code	3915	Degree Code	BS	Major Code
5183						

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) (05/07/24 8:15 am): Rollback: email sent to Becky
and Ashley

COLLEGE OF LIBERAL ARTS & SCIENCES

Department of Economics
214 David Kinley Hall, MC-707
1407 W. Gregory Drive
Urbana, IL 61801-3606

April 30, 2024

Dear Becky,

The Department of Economics is supportive of the proposed proposal to add the courses listed below to the Nuclear, Plasma, and Radiological Engineering, BS program of study as specific Social & Behavioral Science general education elective options for Nuclear, Plasma, and Radiological Engineering BS program students to use in the completion of their introductory economics course requirement.

ECON 102   Microeconomic Principles
ECON 103   Macroeconomic Principles

For the elective courses listed above, we can provide access to the estimated 40 - 50 students per year between both courses, subject to capacity and course availability.

Thank you,

Jamie Thomas-Ward
Director of Undergraduate Studies
Department of Economics

Nuclear, Plasma, and Radiological Engineering: Radiological, Medical & Instrumentation Applications, BS

Sample Sequence

This sample sequence is intended to be used only as a guide for degree completion. All students should work individually with their academic advisors to decide the actual course selection and sequence that works best for them based on their academic preparation and goals. Enrichment programming such as study abroad, minors, internships, and so on may impact the structure of this four-year plan. Course availability is not guaranteed during the semester indicated in the sample sequence. The curriculum sequence can also be viewed via dynamic and static curricular maps, which include prerequisite sequencing.

Students must fulfill their Language Other Than English requirement by successfully completing a third level of a language other than English. See the corresponding section on the Degree and General Education Requirements. One of the SBS courses must be an introductory economics course (ECON 102 or ECON 103). NPRE 481 will satisfy a technical elective requirement in the Professional Concentration Area and the Campus General Education Advanced Composition requirement. If NPRE 481 is not selected, a separate Advanced Composition course must be taken.

Free Electives: Additional course work, subject to the Grainger College of Engineering restrictions to Free Electives, so that there are at least 128 credit hours earned toward the degree.

First Year			
First Semester	**Hours**	**Second Semester**	**Hours**
NPRE 100	1	CS 101 (CS 124 may be substituted)	3
MATH 221 (MATH 220 may be substituted)	4	MATH 231	3
ENG 100	1	PHYS 211	4
Composition I or Language Other Than English (3rd level) course	4	Language Other Than English (3rd level) or Composition I course	4
CHEM 102	3	ECON 102 or ECON 103 (counts as General Education course)	3
CHEM 103	1		
General Education course (choose a Humanities or Social/Behavioral Science course with Cultural Studies designation)	3		
	17		17

Second Year			
First Semester	**Hours**	**Second Semester**	**Hours**
NPRE 200	2	NPRE 247	3
MATH 241	4	MATH 285	3
PHYS 212	4	ME 200	3
TAM 210 (TAM 211 may be substituted)	2	TAM 212 (PHYS 325 may be substituted)	3
General Education course (choose a Humanities or Social/Behavioral Science course with Cultural Studies designation)	3	Free elective course	3
Free elective course	2		
	17		15

Third Year			
First Semester	**Hours**	**Second Semester**	**Hours**
NPRE 321 (or NPRE 330)	3	NPRE 349	2
MATH 257	3	NPRE 451	3
NPRE 445	4	NPRE 455	4
TAM 335 (ME 310 may be substituted)	4	ECE 205	3
General Education course (choose a Humanities or Social/Behavioral Science course with Cultural Studies designation)	3	Technical elective course	3
	17		15

Fourth Year			
First Semester	**Hours**	**Second Semester**	**Hours**
NPRE 330 (or NPRE 321)	3	NPRE 441	4
NPRE 435	3	NPRE 458	4
NPRE 449	3	Technical elective course	3
NPRE 452	2	Technical elective course	3
Technical elective course	3		
Free elective course	2		
	16		14
Total Hours 128			

Program Change Request

Date Submitted: 06/27/24 8:56 am

Viewing: **10KR0169BFA : Art Education, BFA**

Last approved: 05/07/24 7:42 am

Last edit: 08/19/24 4:31 pm

Changes proposed by: Nicole Turner

	Art Education, BFA
Catalog Pages Using this Program	

Proposal Type:

In Workflow

1. **U Program Review**
2. **1526 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. 07/03/24 11:35 am
   Donna Butler (dbutler): Approved for U Program Review
2. 07/03/24 11:38 am
   Melissa Pokorny (mpokorny): Approved for 1526 Head
3. 07/03/24 12:12 pm
   Nicole Turner (nicturn): Approved for KR Dean
4. 07/10/24 5:16 pm
   Claire Stewart (clairest): Approved for University Librarian
5. 07/11/24 9:05 pm

History

1. Apr 6, 2019 by
   Deb Forgacs
   (dforgacs)
2. Sep 3, 2019 by
   Nicole Turner
   (nicturn)
3. May 5, 2022 by
   Nicole Turner
   (nicturn)
4. Aug 25, 2022 by
   Nicole Turner
   (nicturn)
5. Feb 1, 2024 by
   Nicole Turner
   (nicturn)
6. May 7, 2024 by
   Nicole Turner
   (nicturn)

Major (ex. Special Education)

This proposal is
for a:
   Revision

Administration Details

Official Program Name	Art Education, BFA
Diploma Title	Bachelor of Fine Arts in Art Education

Sponsor College	Fine & Applied Arts
Sponsor Department	Art and Design
Sponsor Name	Melissa Pokorny
Sponsor Email	mpokorny@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 2024

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 Fine Arts in Art Education 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.	1) ARTE 203, ARTE 204, & ARTE 302 have been renumbered and updated numbers are input into the POS

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) ARTE 203 has been renumbered to ARTE 303, ARTE 204 renumbered to ARTE 304, and ARTE 400 for Fall 2024. The courses are showing up as course not found in the POS, so this revision seeks to manually fix them. The purpose for the changes was to correctly number two courses (ARTE 203 now 303 and ARTE 204 now 304) taken in fall of junior year that the program area considers to be at the advanced level and theses changes have already been approved in CIM. ARTE 302 now 400 is taken in the fall of senior year and the program area identifies the course material as reflecting 400-level content and this change has already been approved in CIM.

No changes to total hours in the 130-hour degree.

40 hour upper division/advanced course requirement
ARTE 301, 400, 393 - 9 hours
ARTE 303, 304 - 5 hours
SPED 405, CI 473 - 6 hours
ARTE 401, EDPR 438, EDPR 442 - 14 hours
200 level Art Education- Art & Design category requirements, which must be completed after the 17 hours of First Year Curriculum coursework- 6 hours

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 graduating with the BFA in Art Education should be able to:

Understand the diverse characteristics and abilities of their students and how individuals develop and learn within the context of their social, economic, cultural, linguistic, and academic experiences. Our graduates are prepared to use these experiences to create instructional opportunities that maximize student learning in diverse art education settings such as schools, museums, and community centers.

Understand content area knowledge in fine art and visual culture that includes central concepts, methods of inquiry, structures of the disciplines, and content area literacy. Our graduates are prepared to create meaningful learning experiences for students through both content area and pedagogical knowledge.

Plan and design instruction for diverse art education settings based upon content area knowledge, diverse student characteristics, student performance data, curriculum goals, and the community context.

Create safe and healthy art education learning environments that facilitate cultural and linguistic responsiveness, emotional well-being, self-efficacy, positive social interaction, mutual respect, active engagement, academic risk-taking, self-motivation, and personal goal-setting.

Differentiate instruction by using a variety of strategies that support critical and creative thinking, problem-solving, and continuous growth and learning. Our graduates understand that art education settings are dynamic, thus requiring ongoing modification of instruction to enhance learning for each student.

Enact critical and humanizing expressions of art education that redress and challenge systemic injustices that relate to social identities associated with race, class, gender, sexuality, immigrant origin, religion, age, mental and physical disabilities, and mental and physical illnesses.

Possess foundational knowledge of reading, writing, and oral communication within art education (e.g. curriculum and lesson planning, assessment tools, etc.) and recognizes and addresses how student reading, writing, and oral communication facilitate the acquisition of knowledge in art education.

Understand the purposes, characteristics, and limitations of different types of assessments in art education, including standardized assessments, universal screening, curriculum-based assessment, and progress monitoring tools.

Build and maintain collaborative relationships with colleagues, students, parents, and community members to foster cognitive, linguistic, physical, and social and emotional development of their students.

Exhibit ethical, reflective, and professional practices, while providing leadership in their educational settings and advocating for students, parents or guardians, and the profession.

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   Art Education sample schedule FA 24.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.

A portfolio review is required for admission to the School of Art and Design.

Statement for
Programs of   **Graduation Requirements**
Study Catalog   Minimum hours required for graduation: 130 hours.
To be recommended for licensure, candidates are required to maintain a UIUC cumulative grade-point average of 2.5 (A=4.0).

University Requirements
Minimum of 40 hours of upper-division coursework, generally at the 300- or 400-level. These hours can be drawn from all elements of the degree. Students should consult their academic advisor for additional guidance in fulfilling this requirement.
The university and residency requirements can be found in the Student Code (§ 3-801) and in the Academic Catalog.

General Education Requirements
Follows the campus General Education (Gen Ed) requirements. Some Gen Ed requirements may be met by courses required and/or electives in Art and Design.

Course List

Code	Title	Hours
Composition I		4-6

Code	Title	Hours
	Advanced Composition	3
	Humanities & the Arts (6 hours)	6
	fulfilled by ARTH 110 and any other course approved as Humanities & the Arts	
	Natural Sciences & Technology (6 hours)	6
	Social & Behavioral Sciences (6 hours)	6
	fulfilled by EPSY 201 and any other course approved as Social & Behavioral Sciences	
	Cultural Studies: Non-Western Cultures (1 course)	3
	Cultural Studies: US Minority Cultures (1 course)	3
	Cultural Studies: Western/Comparative Cultures (1 course)	3
	fulfilled by ARTH 110	
	Quantitative Reasoning (2 courses, at least one course must be Quantitative Reasoning I)	6-10
	Language Requirement (Completion of the third semester or equivalent of a language other than English is required)	0-15

First Year Curriculum

Course List

Code	Title	Hours
FAA 101	Arts at Illinois	1
ARTF 101	Contemporary Issues in Art	2
ARTE 101	Art, Design, and Society	2
ARTH 110	Introduction to the History of Art and Visual Culture	3
ARTF 103	Design I	3
ARTF 105	Design II	3
Select one Drawing course:		3
ARTF 102	Observational Drawing	
ARTF 104	Expressive Drawing	
ARTF 106	Visualization Drawing	
Total Hours		17

Art Education

Art education courses are applicable to professional education requirements for teacher certification.

Course List

Code	Title	Hours
These courses must be completed prior to student teaching		
ARTE 202	Facilitating the Art Experience	3
ARTE 203	Course ARTE 203 Not Found	3
ARTE 204	Course ARTE 204 Not Found	2
ARTE 301	Curriculum, Assessment, and Art Education	3
ARTE 302	Course ARTE 302 Not Found	3
ARTE 303	Everyday Arts Lab	3
ARTE 304	Practicum Teaching Experience	2
ARTE 393	Teachers as Researchers	3
ARTE 400	Art-Centered Learning at the Secondary Level	3
Total Hours		17

Professional Education

Course List

Code	Title	Hours
EPOL 201	Foundations of Education	3

Code	Title	Hours
or EPOL 202	Foundations of Education-ACP	
EPSY 201	Educational Psychology	3
SPED 405	General Educator's Role in Special Education	3
CI 473	Disciplinary Literacy	3
Total Hours		12

Student Teaching

Course List

Code	Title	Hours
ARTE 401	Teaching Seminar	4
EDPR 438	Educational Practice in Special Fields	5
EDPR 442	Educational Practice in Secondary Education	5
Total Hours		14

Art and Design

Course List

Code	Title	Hours
ARTS 251	Beginning Painting	3
ARTS 354	Intermediate Painting	3
or ARTS 252	Making and Meaning	
One Additional 3D Course (200 level or above, chosen in consultation with advisor)		3
One Additional 4D Course (200 level or above, chosen in consultation with advisor)		3
Total Hours		12

Art History

Course List

Code	Title	Hours
Advanced art history (200-level or above)		9
Total Hours		9

Art & Design Electives

Course List

Code	Title	Hours
Art & Design Electives (ARTS, ARTD, ARTE, ARTH, or ARTJ) courses not otherwise required in major		9
Total Hours		9

Summary of credits for Bachelor of Fine Arts in Art Education

Course List

Code	Title	Hours
General Education		
First-Year Curriculum		17
Art Education		17
Professional Education		12
Student Teaching		14
Art & Design		12
Art History		9
Art & Design Electives		9
Electives to bring the total hours earned to 130, including a minimum of 40 credits at the 300- or 400-level.		
Total Hours		130

Corresponding   BFA Bachelor of Fine Arts

Degree

Program Features

Academic Level	Undergraduate
Does this major have transcripted concentrations?	No

What is the typical time to completion of this program?

4 years

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

130 hours

CIP Code	131302 - Art Teacher Education.

Is This a Teacher Certification Program?

Yes

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.

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?

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)
FAA Differential

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 program revision.

EP Documentation

EP Control Number	EP.25.001
Attach Rollback/Approval Notices	
This proposal requires HLC inquiry	No

DMI Documentation

Attach Final Approval Notices	
Banner/Codebook Name	BFA:Art Education -UIUC
Program Code:	10KR0169BFA

Minor Code	Conc Code	Degree Code	BFA	Major Code
0169				

Senate Approval Date	
Senate Conference Approval Date	
BOT Approval Date	
IBHE Approval Date	
HLC Approval Date	
DOE Approval Date	n/a
Effective Date:	
Attached	

Document
Justification for
this request

Program Reviewer
Comments

Art Education, BFA

First Year

FIRST SEMESTER	HOURS	SECOND SEMESTER	HOURS
FAA 101	1	ARTE 101	2
ARTF 101	2	ARTF 105	3
ARTH 110	3	General Education course	3
ARTF ### (Drawing Category)	3	General Education course	3
ARTF 103	3	Composition I or Language Other than English (3rd level)	4
Composition I or Language Other than English (3rd level)	4		
	16		**15**

Second Year

FIRST SEMESTER	HOURS	SECOND SEMESTER	HOURS
ARTE 202	3	ARTE 301	3
ARTS 251	3	ARTS 354 or 252	3
One additional 3D Course (200 level or above)	3	EPOL 201 or 202	3
General Education course	3	One additional 4D Course (200 level or above)	3
General Education course	3	Advanced art history (200-level or above)	3
Free Elective	1	General Education course	3
	16		**18**

Third Year

FIRST SEMESTER	HOURS	SECOND SEMESTER	HOURS
ARTE 303	3	ARTE 393	3
ARTE 304	2	CI 473	3
EPSY 201	3	SPED 405	3
Advanced art history (200-level or above)	3	Art & Design Elective (ARTS, ARTD, ARTE, ARTH, or ARTJ courses not otherwise required in major)	3
General Education course	3	Advanced art history (200-level or above)	3
General Education course	3	General Education course	3
	17		**18**

Fourth Year

FIRST SEMESTER	HOURS	SECOND SEMESTER	HOURS
ARTE 400	3	ARTE 401	4
Art & Design Elective (ARTS, ARTD, ARTE, ARTH, or ARTJ courses not otherwise required in major)	3	EDPR 438	5
Art & Design Elective (ARTS, ARTD, ARTE, ARTH, or ARTJ courses not otherwise required in major)	3	EDPR 442	5
General Education course	3		
Free Elective	3		
Free Elective	1		
	16		**14**

Total Hours 130

Program Change Request

Date Submitted: 06/14/24 9:47 am

Viewing: **0162 : Theatre Minor, UG**

Last approved: 01/20/22 4:28 pm

Last edit: 08/19/24 4:31 pm

Changes proposed by: Nicole Turner

Catalog Pages
Using this
Program

[Theatre Minor](#)

Proposal Type:

In Workflow

1. **U Program Review**
2. **1883 Committee Chair**
3. **1883 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. 06/17/24 8:05 am
   Donna Butler
   (dbutler):
   Approved for U
   Program Review
2. 08/07/24 12:37
   pm
   Jeffrey Jenkins
   (jej): Approved for
   1883 Committee
   Chair
3. 08/07/24 3:28 pm
   Valleri Robinson
   (valleri2):
   Approved for 1883
   Head
4. 08/08/24 8:13 am
   Nicole Turner
   (nicturn):
   Approved for KR
   Dean
5. 08/08/24 9:35 am
   Claire Stewart

History

1. Mar 30, 2019 by Deb Forgacs (dforgacs)
2. Feb 26, 2020 by Cynthia Kocher (ckocher)
3. Jan 20, 2022 by Nicole Turner (nicturn)

Minor (ex. European Union Studies)

This proposal is for a:
Revision

Administration Details

Official Program Name	Theatre Minor, UG
Diploma Title	
Sponsor College	Fine & Applied Arts
Sponsor Department	Theatre
Sponsor Name	JW Morrissette ~~Cindy Kocher~~
Sponsor Email	jwmorris@illinois.edu ~~ckocher@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 2024

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 Theatre 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.	(1) Add THEA 402 and THEA 209 to list of elective options. (2) Remove THEA 463 from list of elective options. (3) Remove superscripts

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) Two new courses were developed and are now fully approved for Fall 2024. Each course will be open to theatre minor students and addresses components of the elective list options for the minor. Theatre faculty wish to add these courses as options to complete the minor requirements.

A. Add THEA 209 Writing Performance & Culture (in the History/Criticism category)
B. Add THEA 402 Designing Immersive Adventures: Escape Rooms (in the Production/Performance category)

(2) One course was deactivated for fall 2024 and will be removed from the minor:
A. Remove THEA 463 American Theatre History I (in the History/Criticism category)
Removing deactivated courses keeps the list of requirements updated for students.

(3) Superscripts are removed from two courses. There were no footnotes as those had been removed in a previous revision so the superscripts removed reference nothing and contained no meaning in this catalog.

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.

1. Develop a comprehensive overview of the study of theatre.
2. Understand the integrated nature of theatre as a scholarly and aesthetic pursuit.
3. Understand the theoretic and historical basis of the art of theatre.

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   Theatre Minor side by side FA 24.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   *At least six hours of coursework for the minor should be advanced (300-level or 400-level courses) and must be distinct from credit earned for the student's major or another minor.*

Course List

Code	Title	Hours
Required Courses		10
THEA 100	Practicum I	1
THEA 101	Introduction to Theatre Arts	3
THEA 208	21st Century Dramaturgy	3

Code	Title	Hours
Select one of the following courses to fulfill the theatre history requirement:		3
THEA 304	Global Theatre Performance	
THEA 364	Topics in Theatre History	
Elective Courses		6
Courses may not count toward both the Theatre History requirement and the Theatre Elective requirements for the minor.		
Select one course from History/Criticism:		
THEA 110	Broadway Musicals	
THEA 209	Writing Performance & Culture	
THEA 210	Introduction to Greek and Roman Theater	
THEA 211	Introduction to Playwriting	
THEA 218	Intro to Social Issues Theatre	
THEA 260	Intro Asian American Theatre	
THEA 263	Introduction to African American Theatre	
THEA 304	Global Theatre Performance	
THEA 323	The Comic Imagination	
THEA 362	Chekhov	
THEA 364	Topics in Theatre History	
THEA 410	Dramaturgs Workshop	
THEA 411	Playwrights' Workshop	
THEA 417	Leading Post-Perform Dialog	
THEA 418	Devising Social Issues Theatre (can count as Prod/Perf OR History/Crit)	
THEA 463	Course THEA 463 Not Found	
THEA 464	American Theatre History II	
THEA 467	Contemporary Theatrical Forms	
THEA 483	Modern Scandinavian Drama	
Select one course from Production/Performance:		
THEA 100	Practicum I	
THEA 126	Stagecraft	
THEA 153	Introduction to Theatre Sound	
THEA 170	Fundamentals of Acting I	
THEA 175	Fundamentals of Acting II (non-major section)	
THEA 220	Survey of Theatrical Design	
THEA 222	Introduction to Scenic Design	
THEA 231	Intro to Lighting Design	
THEA 270	Relationships in Acting I (non-major section)	
THEA 402	Designing Immersive Adventures: Escape Rooms	
THEA 407	Production Management	
THEA 418	Devising Social Issues Theatre (can count as Prod/Perf OR History/Crit)	
THEA 433	Business of Entertainment Design	
THEA 452	Principles of Arts Management	
THEA 456	Properties Design	
Total		16

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.
                    No changes

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   No
budgetary
implications for
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?

No changes.

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 undergraduate
minor revision.

EP Documentation

EP Control   EP.25.001
Number

Attach
Rollback/Approval
Notices

This proposal   No
requires HLC
inquiry

DMI Documentation

Attach Final
Approval Notices

Banner/Codebook   Theatre
Name

Program Code: 0162

Minor Code	0162	Conc Code	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	**Brooke Newell (bsnewell) (06/13/24 8:07 am):** Rollback: Email sent to Nicole **Brooke Newell (bsnewell) (06/14/24 9:45 am):** Rollback: Per discussion with Nicole

Key: 147

Theatre Minor

Key: Course or footnote removed in red

Required Courses		10
THEA 100	Practicum I	1
THEA 101	Introduction to Theatre Arts	3
THEA 208	21st Century Dramaturgy	3
Select one of the following courses to fulfill the theatre history requirement:		3
THEA 304	Global Theatre Performance	
THEA 364	Topics in Theatre History	

Elective Courses	6
Courses may not count toward both the Theatre History requirement and the Theatre Elective requirements for the minor.	

Theatre Minor

[proposed FA 24]   Key: Course Added

Required Courses		10
THEA 100	Practicum I	1
THEA 101	Introduction to Theatre Arts	3
THEA 208	21st Century Dramaturgy	3
Select one of the following courses to fulfill the theatre history requirement:		3
THEA 304	Global Theatre Performance	
THEA 364	Topics in Theatre History	

Elective Courses	6
Courses may not count toward both the Theatre History requirement and the Theatre Elective requirements for the minor.	

Select one course from History/Criticism:	Select one course from History/Criticism:
THEA 110 Broadway Musicals	THEA 110 Broadway Musicals
	THEA 209 Writing Performance & Culture
THEA 210 Introduction to Greek and Roman Theater	THEA 210 Introduction to Greek and Roman Theater
THEA 211 Introduction to Playwriting	THEA 211 Introduction to Playwriting
THEA 218 Intro to Social Issues Theatre	THEA 218 Intro to Social Issues Theatre
THEA 260 Intro Asian American Theatre	THEA 260 Intro Asian American Theatre
THEA 263 Introduction to African American Theatre	THEA 263 Introduction to African American Theatre
THEA 304 Global Theatre Performance [1]	THEA 304 Global Theatre Performance
THEA 323 The Comic Imagination	THEA 323 The Comic Imagination
THEA 362 Chekhov	THEA 362 Chekhov
THEA 364 Topics in Theatre History [1]	THEA 364 Topics in Theatre History
THEA 410 Dramaturgs Workshop	THEA 410 Dramaturgs Workshop
THEA 411 Playwrights' Workshop	THEA 411 Playwrights' Workshop
THEA 417 Leading Post-Perform Dialog	THEA 417 Leading Post-Perform Dialog
THEA 418 Devising Social Issues Theatre (can count as Prod/Perf OR History/Crit)	THEA 418 Devising Social Issues Theatre (can count as Prod/Perf OR History/Crit)
THEA 463	
THEA 464 American Theatre History II	THEA 464 American Theatre History II
THEA 467 Contemporary Theatrical Forms	THEA 467 Contemporary Theatrical Forms
THEA 483 Modern Scandinavian Drama	THEA 483 Modern Scandinavian Drama

Select one course from Production/Performance:

THEA 100	Practicum I
THEA 126	Stagecraft
THEA 153	Introduction to Theatre Sound
THEA 170	Fundamentals of Acting I
THEA 175	Fundamentals of Acting II (non-major section)
THEA 220	Survey of Theatrical Design
THEA 222	Introduction to Scenic Design
THEA 231	Intro to Lighting Design
THEA 270	Relationships in Acting I (non-major section)
THEA 407	Production Management
THEA 418	Devising Social Issues Theatre (can count as Prod/Perf OR History/Crit)
THEA 433	Business of Entertainment Design
THEA 452	Principles of Arts Management
THEA 456	Properties Design
Total	**16**

Select one course from Production/Performance:

THEA 100	Practicum I
THEA 126	Stagecraft
THEA 153	Introduction to Theatre Sound
THEA 170	Fundamentals of Acting I
THEA 175	Fundamentals of Acting II (non-major section)
THEA 220	Survey of Theatrical Design
THEA 222	Introduction to Scenic Design
THEA 231	Intro to Lighting Design
THEA 270	Relationships in Acting I (non-major section)
THEA 402	Designing Immersive Adventures: Escape Rooms
THEA 407	Production Management
THEA 418	Devising Social Issues Theatre (can count as Prod/Perf OR History/Crit)
THEA 433	Business of Entertainment Design
THEA 452	Principles of Arts Management
THEA 456	Properties Design
Total	**16**

Program Change Request

Date Submitted: 07/31/24 9:44 am

Viewing: **10KS5865EDM & 1PKS5865EDMU : Educational Psychology, EDM (on campus & online)**

Last approved: 03/19/24 2:57 pm

Last edit: 09/10/24 9:16 am

Changes proposed by: Lori Fuller

Educational Psychology, EdM

Catalog Pages Using this Program	

Proposal Type:

Approval Path

1. 08/14/24 12:12 pm
Donna Butler (dbutler): Approved for U Program Review
2. 08/14/24 12:49 pm
H Chad Lane (hclane): Approved for 1616 Committee Chair
3. 08/15/24 12:58 pm
Kiel Christianson (kiel): Approved for 1616 Head
4. 08/15/24 2:28 pm
Lori Fuller

(harvey1):
Approved for KN
Committee Chair

5. 08/15/24 2:57 pm
Karla Moller
(kjmoller):
Approved for KN
Dean

6. 08/27/24 3:22 pm
Claire Stewart
(clairest):
Approved for
University
Librarian

7. 09/04/24 2:04 pm
Allison McKinney
(agrindly):
Approved for
Grad_College

8. 09/04/24 4:31 pm
Suzanne Lee
(suzannel):
Approved for
COTE Programs

9. 09/05/24 11:05
am
Brooke Newell
(bsnewell):
Approved for
Provost

History

1. May 10, 2019 by
Kathy Martensen
(kmartens)

2. Jun 5, 2019 by
Deb Forgacs
(dforgacs)

3. Nov 2, 2019 by
Emily Stuby
(eastuby)

4. Jun 5, 2020 by
Kathy Stalter
(kstalter)

5. Mar 12, 2021 by
Deb Forgacs
(dforgacs)

6. Sep 29, 2021 by Kathy Stalter (kstalter)
7. Mar 14, 2022 by Mary Lowry (lowry)
8. Mar 15, 2023 by Lori Fuller (harvey1)
9. Mar 19, 2024 by Lori Fuller (harvey1)

Major (ex. Special Education)

This proposal is for a:
Revision

Administration Details

Official Program Name   Educational Psychology, EDM (on campus & online)

Diploma Title   Master of Education

Sponsor College   Education

Sponsor Department   Educational Psychology

Sponsor Name   Karla Moller

Sponsor Email   kjmoller@illinois.edu

College Contact   Lori Fuller   College Contact Email

harvey1@illinois.edu

College Budget Officer   Amanda Brown

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 Term | Fall 2024 |

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 Master of Education in Educational Psychology 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.

1. Revisions will include the elimination of the headings of the existing foundations requirement of four hours of Psychological Foundations Courses in Educational Psychology and four hours of Philosophical and Social Foundations Courses in Education Policy, Organization and Leadership and Curriculum & Instruction and combine the existing course options into one Foundations category for eight hours. There will not be any additional course options added.

2. We have moved the text "Masters degree students must take a graduate level College of Education course outside their degree granting department" listed under the Other Requirements heading to the new Foundations Courses Requirement to now say, "Select two of the following foundations courses, taken for four credit hours each. At least one of these two courses must be a course from outside the degree granting department"

3. We have reorganized the courses in alphabetical and numerical order under the "Foundations Courses" heading. We are not adding existing courses to the program.

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. Student feedback has resulted in these changes. EPSY Foundations courses were not offered online and thus were not accessible to students. By eliminating the requirement to take specific courses, students will have access to a greater variety of courses.

2. We have moved the statement, "Master's degree students must take at least one course outside of their degree-granting department" to the foundations requirement to encourage critical thinking and consider multiple perspectives through different disciplinary lenses.

3. We have reorganized the existing courses under the Foundations Courses heading to provide clarity to the viewer.

There will be no change in total hours for the program.

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

~~CI 446~~ - ~~Culture in the Classroom~~
~~CI 501~~ - ~~Curr Dev for the 21st Century~~

Please attach any letters of support/acknowledgement for any Instructional Resources consider faculty, students, and/or other impacted units as appropriate.

Letter of Dept Support.pdf

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.

Counseling Psychology Division

Counseling Psychology students will possess a broad knowledge of the core areas of psychology.

Counseling Psychology students will have an understanding of the basic statistical analytical methods, research designs, measurement models, and research approaches.3

Counseling Psychology students will demonstrate skills at independently designing, conducting, writing, and presenting research studies.

Counseling Psychology students will be skilled in psychological assessment in all aspects (design, psychometric evaluation, administering, and communicating results) as well as in a variety of contexts (e.g., both environmental and individual assessment).

Counseling Psychology students will have the ability to conceptualize clients from a variety of theoretical and scientifically-informed frameworks, present such a conceptualization to others and establish means and methods to evaluate its accuracy

Counseling Psychology students will possess theoretical and scientific knowledge regarding skills in the provision of interventions.

Counseling Psychology students will value and develop competence in aspects of diversity and individual differences.

Counseling Psychology students will have knowledge and appreciation of the ethical issues involved in being a psychologist.

Counseling Psychology students will adopt a critical, scientific approach to professional activities.

Developmental Sciences Division

Developmental Sciences students will obtain a broad knowledge of the core areas of developmental research across the lifespan.This includes but is not limited to: a) social and emotional development; b) language and mathematical development; c) academic motivation and future planning/orientation; d) bullying and peer harassment; and e) identity formation with respect to gender, race, and ethnicity.

Developmental Sciences students will develop a deep expertise in a relevant specialized topic within or across these core areas. This includes mastering research findings in a topic area selected by the student, understanding the relevant theoretical perspectives related to this topic and learning about the appropriate methodological approaches to understanding the core area.

Developmental Sciences students will obtain a sophisticated knowledge base of research approaches and analytic tools necessary for contribution to scholarly literature in Developmental Sciences broadly and their specialized topic in particular. Specifically, they will develop skills to independently design, conduct, write, and present/publish research studies related to their area of focus/career path.

Cognitive Science of Teaching and Learning (CSTL) Division

CSTL students will obtain a broad knowledge of the core areas related to the cognitive science of teaching and learning. This includes knowledge of theoretical perspectives, methodological approaches, and key research findings in the core areas of (a) cognition and learning across the lifespan, (b) learning and the psychology of language, (c)

multimodal information processing, and (d) sociocultural dimensions of learning.
CSTL students will obtain a deep expertise in a relevant topic within or cutting across these core areas. This involves mastering theoretical perspectives, methodological approaches, and key research findings in a topic selected by the student. In addition, they will develop skills at independently designing, conducting, writing, and presenting/publishing research studies.
CSTL students will obtain a sophisticated knowledge base of research approaches and analytic tools necessary for contribution to the professional literature and their chosen professional identity/career path. This involves understanding the basic statistical analytical methods, research designs, measurement models, and research approaches.
Studies in Interpretive, Statistical, Measurement, and Evaluative Methodologies for Education (QUERIES) Division

QUERIES students will obtain a broad basic knowledge of the core areas of educational research methodologies, quantitative, qualitative, and evaluative research methods.
QUERIES students will obtain a sophisticated knowledge base of quantitative and/or qualitative research approaches and analytic tools necessary for contribution to the professional literature.
QUERIES students in Measurement will become skilled in the development and use of techniques for collecting and analyzing 'test' data through the study of measurement methods.
QUERIES students in Statistics will be skilled in traditional and modern quantitative analytic methods.
QUERIES students in Evaluation will have the skills required for Evaluation scholars –in education, social welfare, health services, community development, human resource development, and other domains.

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   EPSY EDM Side by side.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.

Statement for Programs of Study Catalog

Course List

Code	Title	Hours
~~Psychological Foundations Courses in Educational Psychology~~		~~4~~
Foundations Courses		8

Select two of the following foundations courses, taken for four credit hours each. At least one of these two courses must be a course from outside the degree granting department.

Code	Title	
CI 446	Culture in the Classroom	
CI 501	Curriculum Development for the 21st Century	
EPOL 401	History of American Education	
EPOL 402	Asian American Education	
EPOL 403	Historical and Social Barriers	
EPOL 405	School and Society	
EPOL 406	Professional Ethics in Education	
EPOL 407	Critical Thinking in Education	
EPOL 408	Aesthetic Education	
EPOL 409	Sociology of Education	
EPOL 410	Racial and Ethnic Families	
EPOL 412	Politics of Education	
EPOL 413	Economics of Education	
EPOL 480	Technology and Educational Reform	
EPOL 552	Foundation of Higher Education	
	Any 400 level EPSY course	
EPSY 553	Global Issues in Learning	

~~Philosophical and Social Foundations Courses in Education Policy, Organization and Leadership and Curriculum & Instruction~~ ~~4~~

~~Select one of the following:~~

Elective Hours:		24

Students pursuing the Concentration in African American Studies are required to take 24 hours of Concentration courses, for a total of 56 hours. Project/Independent Study Hours (min/max applied toward degree): 0-8

Total Hours		32

Other Requirements

Grad Other Degree Requirements

Requirement	Description
Minimum GPA	3.0
500-Level Hours Required in Education	12 hours

~~Masters degree students must take a graduate level College of Education course outside their degree granting department.~~

Corresponding Degree	EdM Master of Education

Program Features

Academic Level	Graduate
Does this major have transcripted concentrations?	Yes
Will you admit to the concentration directly?	No
Is a concentration required for graduation?	No

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

What are the minimum Total Credit Hours required for this program?
  32

What is the required GPA?	3.0
CIP Code	130603 - Educational Statistics and Research Methods.

Is This a Teacher Certification Program?
  No

Will specialized accreditation be sought for this program?

  No

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 available on campus and online.

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.

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 changes to enrollment are expected.

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?

There will not be a financial impact as a result of this revision.

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)

Graduate Base on-campus or online rate

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

No

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.

There will not be an impact as a result of this revision.

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 revision.

EP Documentation

EP Control Number	EP.25.001
Attach Rollback/Approval Notices	
This proposal requires HLC inquiry	No

DMI Documentation

Attach Final Approval Notices	U Program Review Comments KEY 216 8-13-24.docx

Banner/Codebook Name	EDM:Educational Psych -UIUC & EDMU:Educational Psych ONL -UIUC						
Program Code:	10KS5865EDM & 1PKS5865EDMU						
Minor Code		Conc Code		Degree Code	EDM	Major Code	
5865							

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	**Allison McKinney (agrindly) (09/04/24 2:04 pm):** Administratively approved by the Graduate College.

Key: 216

OLD

Psychological Foundations Courses in Educational Psychology	**4**
Select any 400 level EPSY course	
OR	
EPSY 553	Global Issues in Learning
Philosophical and Social Foundations Courses in Education Policy, Organization and Leadership and Curriculum & Instruction	**4**
Select one of the following:	
EPOL 401	History of American Education
EPOL 402	Asian American Education
EPOL 403	Historical and Social Barriers
EPOL 405	School and Society
EPOL 406	Professional Ethics in Education
EPOL 407	Critical Thinking in Education
EPOL 408	Aesthetic Education
EPOL 409	Sociology of Education
EPOL 410	Racial and Ethnic Families
EPOL 412	Politics of Education
EPOL 413	Economics of Education
EPOL 480	Technology and Educational Reform
EPOL 552	Foundation of Higher Education
CI 446	Culture in the Classroom
CI 501	Curriculum Development for the 21st Century
Elective Hours:	24
Students pursuing the Concentration in African American Studies are required to take 24 hours of Concentration courses, for a total of 56 hours.	
Project/Independent Study Hours (min/max applied toward degree): 0-8	
Total Hours	**32**

Other Requirements

Masters degree students must take a graduate level College of Education course outside their degree granting department.

Minimum GPA	3
500-Level Hours Required in Education	12 hours

Proposed Requirements Showing Changes

Foundations courses	**8**
Select two of the following foundations courses, taken for four credit hours each. At least one of these two courses must be a course from outside the degree granting department.	
Select any 400 level EPSY course	
EPSY 553	Global Issues in Learning
EPOL 401	History of American Education
EPOL 402	Asian American Education
EPOL 403	Historical and Social Barriers
EPOL 405	School and Society
EPOL 406	Professional Ethics in Education
EPOL 407	Critical Thinking in Education
EPOL 408	Aesthetic Education
EPOL 409	Sociology of Education
EPOL 410	Racial and Ethnic Families
EPOL 412	Politics of Education
EPOL 413	Economics of Education
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Elective Hours:	24
Students pursuing the Concentration in African American Studies are required to take 24 hours of Concentration courses, for a total of 56 hours.	
Project/Independent Study Hours (min/max applied toward degree): 0-8	
Total Hours	**32**

Other Requirements

Minimum GPA	3
500-Level Hours Required in Education	12 hours

Proposed Requirements Final

Foundations Courses	**8**
Select two of the following foundations courses, taken for four credit hours each. At least one of these two courses must be a course from outside the degree granting department.	
CI 446	Culture in the Classroom
CI 501	Curriculum Development for the 21st Century
EPOL 401	History of American Education
EPOL 402	Asian American Education
EPOL 403	Historical and Social Barriers
EPOL 405	School and Society
EPOL 406	Professional Ethics in Education
EPOL 407	Critical Thinking in Education
EPOL 408	Aesthetic Education
EPOL 409	Sociology of Education
EPOL 410	Racial and Ethnic Families
EPOL 412	Politics of Education
EPOL 413	Economics of Education
EPOL 480	Technology and Educational Reform
EPOL 552	Foundation of Higher Education
Any 400 level EPSY course	
EPSY 553	Global Issues in Learning
Elective Hours:	24
Students pursuing the Concentration in African American Studies are required to take 24 hours of Concentration courses, for a total of 56 hours.	
Project/Independent Study Hours (min/max applied toward degree): 0-8	
Total Hours	**32**

Other Requirements

Minimum GPA	3
500-Level Hours Required in Education	12 hours

Any 400 level EPSY co

EPSY 553   Global Issues in Learning

Elective Hours:	24
Concentration in African	
Study Hours (min/max	
Total Hours	**32**

Other Requireme nts

Minimum GPA	3
500-Level Hours Required in Education	12 hours

Fuller, Lori A

Subject: FW: Letter of Support for the revision of the College of Education Master's Degree programs

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From: Ostrosky, Michaelene <ostrosky@illinois.edu>
Sent: Monday, June 17, 2024 2:42 PM
To: Moller, Karla <kjmoller@illinois.edu>
Subject: Re: Letter of Support for the revision of the College of Education Master's Degree programs

Hi Karla
I support and approve the revisions to change the requirements to "Foundations" whereby students can select two foundations courses with one being outside the student's degree granting unit.
Thanks,
Micki

From: Moller, Karla <kjmoller@illinois.edu>
Date: Monday, June 17, 2024 at 1:08 PM
To: Ostrosky, Michaelene <ostrosky@illinois.edu>
Subject: FW: Letter of Support for the revision of the College of Education Master's Degree programs

Hi Micki,

This email Lori sent is making a a correction we need to make through APC because of an error in how the approved foundations requirement change was translated to Senate last year.

Both of the APC co-chairs have approved, as have Sarah McCarthey and I.

Are you okay sending Lori your support as you did with the other version you were sent last year?

We are hoping to get this through as quickly as possible to get the foundations requirements working for all our on campus and online students.

If you have any questions, please let us know!

Thanks!

Karla

Karla J. Möller, Ph.D.
(Pronouns: she, her, hers)
Associate Dean for Graduate Programs, College of Education
Associate Professor, Department of Curriculum and Instruction
University of Illinois at Urbana Champaign
Room 142A, College of Education, MC 708
1310 South Sixth Street
Champaign, IL, 61820
217-265-4039
kjmoller@illinois.edu

From: Fuller, Lori A
Sent: Friday, June 14, 2024 10:04 AM
To: Lambert, Matt <matt5@illinois.edu>; Christianson, Kiel <kiel@illinois.edu>; Pak, Yoon <yoonpak@illinois.edu>; Ostrosky, Michaelene <ostrosky@illinois.edu>
Cc: Moller, Karla <kjmoller@illinois.edu>; Zarate, Kary <kzarat2@illinois.edu>; Davila, Liv T. <livtd@illinois.edu>
Subject: FW: Letter of Support for the revision of the College of Education Master's Degree programs

Hello everyone,

I wanted to let you know there was a misunderstanding with the recent revisions to the CoE master's degree foundation requirements changes that was approved originally by APC and campus last spring.

It is now my understanding that the intent of the original revision to the master's degree programs was to remove the headings of Psychological Foundations Courses in Educational Psychology and Philosophical and Social Foundations Courses in Education Policy, Organization and Leadership and Curriculum & Instruction and include all of the foundation courses under one heading of "Foundation Courses" with the message that states, **"Select two of the following courses, taken for four credit hours each. At least one of the two foundations courses must be a course from outside the degree granting department."**

I am writing on behalf of the college to request a letter of support for the revision of the master's degree programs housed in the College of Education. The revision will request to remove the specific foundation requirement headings of Psychological Foundations Courses in Educational Psychology and Philosophical and Social Foundations Courses in Education Policy, Organization and Leadership and Curriculum & Instruction and replace it with one heading titled, Foundation Courses" with an 8 hour requirement. The revision will also request that all foundation course options be listed under the new heading with the additional phrase, **"Select two of the following courses, taken for four credit hours each. At least one of the two foundations**

2

courses must be a course from outside the degree granting department." The purpose of this phrase is to encourage critical thinking and consider multiple perspectives through different disciplinary lenses.

The revision will affect all master's degree programs housed in the College of Education (see below).

Curriculum & Instruction, CAS,
Curriculum & Instruction, EdM,
Curriculum & Instruction, MA,
Curriculum & Instruction, MS,
Early Childhood Education, EdM
Education Policy, Organization & Leadership, CAS
Education Policy, Organization & Leadership, EdM,
Education Policy, Organization & Leadership, MA,
Educational Psychology, EdM,
Educational Psychology, MA,
Educational Psychology, MS,
Elementary Education, EdM,
Secondary Education, EdM,
Special Education, EdM,

The new degree requirements for the foundation courses will appear as follows. Please note, each program has additional requirements that will follow this section.

Foundation courses

Select two of the following courses, taken for four credit hours each. At least one of the two foundations courses must be a course from outside the degree granting department.	**8**
Any 400 level EPSY course	
EPSY 553	Global Issues in Learning
EPOL 401	History of American Education
EPOL 402	Asian American Education
EPOL 403	Historical and Social Barriers
EPOL 405	School and Society

EPOL 406	Professional Ethics in Education
EPOL 407	Critical Thinking in Education
EPOL 408	Aesthetic Education
EPOL 409	Sociology of Education
EPOL 410	Racial and Ethnic Families
EPOL 412	Politics of Education
EPOL 413	Economics of Education
EPOL 480	Technology and Educational Reform
EPOL 552	Foundation of Higher Education
CI 446	Culture in the Classroom
CI 501	Curriculum Development for the 21st Century

Please indicate your support for this revision by replying to this email.

Thank you,

Lori Fuller
Assistant to the Associate Dean for Graduate Programs
College of Education
University of Illinois at Urbana-Champaign
1310 S. Sixth Street, Room 142
Champaign, IL 61820
http://education.illinois.edu

Dear Sarah, Yoon, Kiel, and Michelle,

I am writing on behalf of the college to request a letter of support for the revision of the master's degree programs housed in the College of Education. The revision will request to remove the specific EPSY courses listed in the section: Psychological Foundations Courses in Educational Psychology and replace the courses with any 400 level EPSY course or EPSY 553. We are also requesting your support to add CI 446, CI 415, and CI 501 as optional courses listed under the new heading: Philosophical and Social Foundations Courses in Education Policy, Organization and Leadership and Curriculum & Instruction. These revisions are consistent with the discussion with the Executive Officers and Departmental DGS from EPSY, CI and EPOL during spring 2023. The revision will affect all master's degree programs housed in the College of Education (see below). Please indicate your support for this revision by replying to this email.

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Educational Psychology, MA,
Educational Psychology, MS,
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Secondary Education, EdM,
Special Education, EdM,
Special Education, MS,

Thank you,

Lori Fuller
Assistant to the Associate Dean for Graduate Programs
College of Education
University of Illinois at Urbana-Champaign
1310 S. Sixth Street, Room 142
Champaign, IL 61820
http://education.illinois.edu

Fuller, Lori A

Subject: FW: Letter of Support for the revision of the College of Education Master's Degree programs

-----Original Message-----
From: Pak, Yoon <yoonpak@illinois.edu>
Sent: Monday, June 17, 2024 2:13 PM
To: Fuller, Lori A <harvey1@illinois.edu>; Lambert, Matt <matt5@illinois.edu>; Christianson, Kiel <kiel@illinois.edu>; Ostrosky, Michaelene <ostrosky@illinois.edu>
Cc: Moller, Karla <kjmoller@illinois.edu>; Zarate, Kary <kzarat2@illinois.edu>; Davila, Liv T. <livtd@illinois.edu>
Subject: Re: Letter of Support for the revision of the College of Education Master's Degree programs

I support and approve the revisions to change to "Foundations" and selecting two foundations courses with one outside the student's degree granting unit.

Thanks,

Yoon

Yoon Pak (She/Hers) | Professor and Head Education Policy, Organization and Leadership College of Education | University of Illinois Core Faculty, Asian American Studies
1310 S. Sixth Street | Champaign, IL 61820 yoonpak@illinois.edu <mailto:yoonpak@illinois.edu> (email to schedule meetings)

Learn about TEAACH <https://teaach.education.illinois.edu/> Online Professional Development The Teaching of Equitable Asian American Community History

1

From: Fuller, Lori A <harvey1@illinois.edu>
Date: Friday, June 14, 2024 at 10:04 AM
To: Lambert, Matt <matt5@illinois.edu>, Christianson, Kiel <kiel@illinois.edu>, Pak, Yoon <yoonpak@illinois.edu>, Ostrosky, Michaelene <ostrosky@illinois.edu>
Cc: Moller, Karla <kjmoller@illinois.edu>, Zarate, Kary <kzarat2@illinois.edu>, Davila, Liv T. <livtd@illinois.edu>
Subject: FW: Letter of Support for the revision of the College of Education Master's Degree programs

Hello everyone,

I wanted to let you know there was a misunderstanding with the recent revisions to the CoE master's degree foundation requirements changes that was approved originally by APC and campus last spring.

It is now my understanding that the intent of the original revision to the master's degree programs was to remove the headings of Psychological Foundations Courses in Educational Psychology and Philosophical and Social Foundations Courses in Education Policy, Organization and Leadership and Curriculum & Instruction and include all of the foundation courses under one heading of "Foundation Courses" with the message that states, "Select two of the following courses, taken for four credit hours each. At least one of the two foundations courses must be a course from outside the degree granting department."

I am writing on behalf of the college to request a letter of support for the revision of the master's degree programs housed in the College of Education. The revision will request to remove the specific foundation requirement headings of Psychological Foundations Courses in Educational Psychology and Philosophical and Social Foundations Courses in Education Policy, Organization and Leadership and Curriculum & Instruction and replace it with one heading titled, Foundation Courses" with an 8 hour requirement. The revision will also request that all foundation course options be listed under the new heading with the additional phrase, "Select two of the following courses, taken for four credit hours each. At least one of the two foundations courses must be a course from outside the degree granting department." The purpose of this phrase is to encourage critical thinking and consider multiple perspectives through different disciplinary lenses.

The revision will affect all master's degree programs housed in the College of Education (see below).

Curriculum & Instruction, CAS,

2

Curriculum & Instruction, EdM,

Curriculum & Instruction, MA,

Curriculum & Instruction, MS,

Early Childhood Education, EdM

Education Policy, Organization & Leadership, CAS

Education Policy, Organization & Leadership, EdM,

Education Policy, Organization & Leadership, MA,

Educational Psychology, EdM,

Educational Psychology, MA,

Educational Psychology, MS,

Elementary Education, EdM,

Secondary Education, EdM,

Special Education, EdM,

The new degree requirements for the foundation courses will appear as follows. Please note, each program has additional requirements that will follow this section.

Foundation courses

Select two of the following courses, taken for four credit hours each. At least one of the two foundations courses must be a course from outside the degree granting department.

8

Any 400 level EPSY course

EPSY 553 <http://catalog.illinois.edu/search/?P=EPSY%20553>

Global Issues in Learning

EPOL 401 <http://catalog.illinois.edu/search/?P=EPOL%20401>

History of American Education

EPOL 402 <http://catalog.illinois.edu/search/?P=EPOL%20402>

Asian American Education

EPOL 403 <http://catalog.illinois.edu/search/?P=EPOL%20403>

Historical and Social Barriers

EPOL 405 <http://catalog.illinois.edu/search/?P=EPOL%20405>

School and Society

EPOL 406 <http://catalog.illinois.edu/search/?P=EPOL%20406>

Professional Ethics in Education

EPOL 407 <http://catalog.illinois.edu/search/?P=EPOL%20407>

Critical Thinking in Education

EPOL 408 <http://catalog.illinois.edu/search/?P=EPOL%20408>

Aesthetic Education

EPOL 409 <http://catalog.illinois.edu/search/?P=EPOL%20409>

Sociology of Education

EPOL 410 <http://catalog.illinois.edu/search/?P=EPOL%20410>

Racial and Ethnic Families

EPOL 412 <http://catalog.illinois.edu/search/?P=EPOL%20412>

Politics of Education

EPOL 413 <http://catalog.illinois.edu/search/?P=EPOL%20413>

Economics of Education

EPOL 480 <http://catalog.illinois.edu/search/?P=EPOL%20480>

Technology and Educational Reform

EPOL 552 <http://catalog.illinois.edu/search/?P=EPOL%20552>

Foundation of Higher Education

CI 446 <http://catalog.illinois.edu/search/?P=CI%20446>

Culture in the Classroom

CI 501

Curriculum Development for the 21st Century

Please indicate your support for this revision by replying to this email.

Thank you,

Lori Fuller

Assistant to the Associate Dean for Graduate Programs

College of Education

University of Illinois at Urbana-Champaign

1310 S. Sixth Street, Room 142

Champaign, IL 61820

http://education.illinois.edu <http://education.illinois.edu>

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Education Policy, Organization & Leadership, EdM,

Education Policy, Organization & Leadership, MA,

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Educational Psychology, MA,

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Special Education, MS,

Thank you,

Lori Fuller

Assistant to the Associate Dean for Graduate Programs

College of Education

University of Illinois at Urbana-Champaign

1310 S. Sixth Street, Room 142

Champaign, IL 61820

http://education.illinois.edu <http://education.illinois.edu>

Stealing Yoon's text (bc I wasn't actually sure what you needed from us!) (so thanks, Yoon!).

Hi,

I support and approve the revisions to change to "Foundations" and selecting two foundations courses with one outside the student's degree granting unit.

Thanks,

kiel

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

Director
SLATE Doctoral Concentration Program
College of Liberal Arts and Sciences

Co-Director
Illinois Language & Literature Initiative (ILLI)
Beckman Institute for Advanced Science & Technology

Director
EdPsych Psycholinguistics Lab
Beckman Institute
https://epl.beckman.illinois.edu/

From: Fuller, Lori A <harvey1@illinois.edu>

Date: Friday, June 14, 2024 at 10:04 AM

To: Lambert, Matt <matt5@illinois.edu>, Christianson, Kiel <kiel@illinois.edu>, Pak, Yoon <yoonpak@illinois.edu>, Ostrosky, Michaelene <ostrosky@illinois.edu>

Cc: Moller, Karla <kjmoller@illinois.edu>, Zarate, Kary <kzarat2@illinois.edu>, Davila, Liv T. <livtd@illinois.edu>

Subject: FW: Letter of Support for the revision of the College of Education Master's Degree programs

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The revision will affect all master's degree programs housed in the College of Education (see below).

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Curriculum & Instruction, MA,
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Educational Psychology, EdM,
Educational Psychology, MA,
Educational Psychology, MS,
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Secondary Education, EdM,
Special Education, EdM,

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Foundation courses

Select two of the following courses, taken for four credit hours each. At least one of the two foundations courses must be a course from outside the degree granting department.	**8**

	Any 400 level EPSY course
EPSY 553	Global Issues in Learning
EPOL 401	History of American Education
EPOL 402	Asian American Education
EPOL 403	Historical and Social Barriers
EPOL 405	School and Society
EPOL 406	Professional Ethics in Education
EPOL 407	Critical Thinking in Education
EPOL 408	Aesthetic Education
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EPOL 410	Racial and Ethnic Families
EPOL 412	Politics of Education
EPOL 413	Economics of Education
EPOL 480	Technology and Educational Reform
EPOL 552	Foundation of Higher Education
CI 446	Culture in the Classroom
CI 501	Curriculum Development for the 21st Century

Please indicate your support for this revision by replying to this email.

Thank you,

Lori Fuller
Assistant to the Associate Dean for Graduate Programs
College of Education
University of Illinois at Urbana-Champaign
1310 S. Sixth Street, Room 142
Champaign, IL 61820
http://education.illinois.edu

Dear Sarah, Yoon, Kiel, and Michelle,

I am writing on behalf of the college to request a letter of support for the revision of the master's degree programs housed in the College of Education. The revision will request to remove the specific EPSY courses listed in the section: Psychological Foundations Courses in Educational Psychology and replace the courses with any 400 level EPSY course or EPSY 553. We are also requesting your support to add CI 446, CI 415, and CI 501 as optional courses listed under the new heading: Philosophical and Social Foundations

Courses in Education Policy, Organization and Leadership and Curriculum & Instruction. These revisions are consistent with the discussion with the Executive Officers and Departmental DGS from EPSY, CI and EPOL during spring 2023. The revision will affect all master's degree programs housed in the College of Education (see below). Please indicate your support for this revision by replying to this email.

> Curriculum & Instruction, CAS,
> Curriculum & Instruction, EdM,
> Curriculum & Instruction, MA,
> Curriculum & Instruction, MS,
> Early Childhood Education, EdM
> Education Policy, Organization & Leadership, CAS
> Education Policy, Organization & Leadership, EdM,
> Education Policy, Organization & Leadership, MA,
> Educational Psychology, EdM,
> Educational Psychology, MA,
> Educational Psychology, MS,
> Elementary Education, EdM,
> Secondary Education, EdM,
> Special Education, EdM,
> Special Education, MS,

Thank you,

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College of Education
University of Illinois at Urbana-Champaign
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Champaign, IL 61820
http://education.illinois.edu

Hi Lori,

I approve the proposed changes. Thanks.

ML

MATT LAMBERT | Professor & Department Head | Special Education | University of Illinois Urbana-Champaign 1310 South Sixth Street | 288E Education Building | Champaign, IL 61820 | 217.244.5293 | matt5@illinois.edu <mailto:matt5@illinois.edu>

<http://illinois.edu/>

From: Fuller, Lori A <harvey1@illinois.edu>
Sent: Friday, June 14, 2024 10:04 AM
To: Lambert, Matt <matt5@illinois.edu>; Christianson, Kiel <kiel@illinois.edu>; Pak, Yoon <yoonpak@illinois.edu>; Ostrosky, Michaelene <ostrosky@illinois.edu>
Cc: Moller, Karla <kjmoller@illinois.edu>; Zarate, Kary <kzarat2@illinois.edu>; Davila, Liv T. <livtd@illinois.edu>
Subject: FW: Letter of Support for the revision of the College of Education Master's Degree programs

Hello everyone,

I wanted to let you know there was a misunderstanding with the recent revisions to the CoE master's degree foundation requirements changes that was approved originally by APC and campus last spring.

It is now my understanding that the intent of the original revision to the master's degree programs was to remove the headings of Psychological Foundations Courses in Educational Psychology and Philosophical and Social Foundations Courses in Education Policy, Organization and Leadership and Curriculum & Instruction and include all of the foundation courses under one heading of "Foundation Courses" with the message that states, "Select two of the following courses, taken for four credit hours each. At least one of the two foundations courses must be a course from outside the degree granting department."

I am writing on behalf of the college to request a letter of support for the revision of the master's degree programs

housed in the College of Education. The revision will request to remove the specific foundation requirement headings of Psychological Foundations Courses in Educational Psychology and Philosophical and Social Foundations Courses in Education Policy, Organization and Leadership and Curriculum & Instruction and replace it with one heading titled, Foundation Courses" with an 8 hour requirement. The revision will also request that all foundation course options be listed under the new heading with the additional phrase, "Select two of the following courses, taken for four credit hours each. At least one of the two foundations courses must be a course from outside the degree granting department." The purpose of this phrase is to encourage critical thinking and consider multiple perspectives through different disciplinary lenses.

The revision will affect all master's degree programs housed in the College of Education (see below).

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Elementary Education, EdM,

Secondary Education, EdM,

Special Education, EdM,

The new degree requirements for the foundation courses will appear as follows. Please note, each program has additional requirements that will follow this section.

Foundation courses

Select two of the following courses, taken for four credit hours each. At least one of the two foundations courses must be a course from outside the degree granting department.

Any 400 level EPSY course

EPSY 553 <http://catalog.illinois.edu/search/?P=EPSY%20553>

Global Issues in Learning

EPOL 401 <http://catalog.illinois.edu/search/?P=EPOL%20401>

History of American Education

EPOL 402 <http://catalog.illinois.edu/search/?P=EPOL%20402>

Asian American Education

EPOL 403 <http://catalog.illinois.edu/search/?P=EPOL%20403>

Historical and Social Barriers

EPOL 405 <http://catalog.illinois.edu/search/?P=EPOL%20405>

School and Society

EPOL 406 <http://catalog.illinois.edu/search/?P=EPOL%20406>

Professional Ethics in Education

EPOL 407 <http://catalog.illinois.edu/search/?P=EPOL%20407>

Critical Thinking in Education

EPOL 408 <http://catalog.illinois.edu/search/?P=EPOL%20408>

Aesthetic Education

EPOL 409 <http://catalog.illinois.edu/search/?P=EPOL%20409>

Sociology of Education

EPOL 410 <http://catalog.illinois.edu/search/?P=EPOL%20410>

Racial and Ethnic Families

EPOL 412 <http://catalog.illinois.edu/search/?P=EPOL%20412>

Politics of Education

EPOL 413 <http://catalog.illinois.edu/search/?P=EPOL%20413>

Economics of Education

EPOL 480 <http://catalog.illinois.edu/search/?P=EPOL%20480>

Technology and Educational Reform

EPOL 552 <http://catalog.illinois.edu/search/?P=EPOL%20552>

Foundation of Higher Education

CI 446 <http://catalog.illinois.edu/search/?P=CI%20446>

Culture in the Classroom

CI 501

Curriculum Development for the 21st Century

Please indicate your support for this revision by replying to this email.

Thank you,

Lori Fuller

Assistant to the Associate Dean for Graduate Programs

College of Education

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College of Education

University of Illinois at Urbana-Champaign

1310 S. Sixth Street, Room 142

Champaign, IL 61820

http://education.illinois.edu <http://education.illinois.edu>

U Program Review Comments 8-13-2024

Educational Psychology, EDM, Key 216

1. Justification #1, brief description, consider being consistent with using either 'four' or '4'
2. Justification #3, brief description, for reviewer clarity, include where change is occurring in the POS table.
3. Side by Side, in the left and middle columns, courses should be in the same row in both columns. Insert blanks where needed.
4. Financial Resources, we added the tuition rate information because the field was blank.

Date Submitted: 07/31/24 8:58 am

Viewing: **10KS5399MA : Education Policy, Organization & Leadership, MA**

Last approved: 03/19/24 2:57 pm

Last edit: 09/10/24 9:29 am

Changes proposed by: Lori Fuller

Education Policy, Organization & Leadership, MA

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. 08/14/24 12:12 pm
   Donna Butler (dbutler): Approved for U Program Review
2. 08/14/24 2:34 pm
   Liv Thorstensson Davila (livtd): Approved for 1760 Committee Chair
3. 08/14/24 2:56 pm
   Laura Ketchum (ketchum): Approved for 1760 Head
4. 08/15/24 3:49 pm
   Lori Fuller (harvey1):

Approved for KN Committee Chair
5. 08/15/24 3:55 pm
Karla Moller (kjmoller): Approved for KN Dean
6. 08/27/24 3:21 pm
Claire Stewart (clairest): Approved for University Librarian
7. 09/04/24 2:04 pm
Allison McKinney (agrindly): Approved for Grad_College
8. 09/04/24 4:31 pm
Suzanne Lee (suzannel): Approved for COTE Programs
9. 09/05/24 11:05 am
Brooke Newell (bsnewell): Approved for Provost

History

1. Feb 27, 2019 by Deb Forgacs (dforgacs)
2. May 20, 2019 by Kathy Stalter (kstalter)
3. Jun 5, 2020 by Kathy Stalter (kstalter)
4. Sep 29, 2021 by Kathy Stalter (kstalter)
5. Mar 15, 2023 by Lori Fuller (harvey1)
6. Mar 19, 2024 by

Major (ex. Special Education)

This proposal is
for a:
  Revision

Administration Details

Official Program Name	Education Policy, Organization & Leadership, MA
Diploma Title	Master of Arts in Education Policy, Organization and Leadership
Sponsor College	Education
Sponsor Department	Education Policy, Organization and Leadership
Sponsor Name	Karla Moller
Sponsor Email	kjmoller@illinois.edu
College Contact	Lori Fuller

College Contact
Email

 harvey1@illinois.edu

College Budget Officer	Amanda Brown

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.
Laura Ketchum ketchum@illinois.edu

Does this program have inter-departmental administration?
No

Proposal Title

Effective Catalog   Fall 2024
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 Master of Arts in Education Policy, Organization & 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.

1. Revisions will include the elimination of the headings of the existing foundations requirement of four hours of Psychological Foundations Courses in Educational Psychology and four hours of Philosophical and Social Foundations Courses in Education Policy, Organization and Leadership and Curriculum & Instruction and combine the existing course options into one Foundations category for eight hours. There will not be any additional course options added.

2. We have moved the text "Masters degree students must take a graduate level College of Education course outside their degree granting department" listed under the Other Requirements heading to the new Foundations Courses Requirement to now say, "Select two of the following foundations courses, taken for four credit hours each. At least one of these two courses must be a course from outside the degree granting department"

3. We have reorganized the courses in alphabetical and numerical order under the "Foundations Courses" section. We are not adding existing courses to the program.

4. In the POS, we separated the text, "400/500-Level Courses approved by Advisor (Independent Study can be applied up to a maximum of 8 hours)" into 2 lines that now states, "400/500 Level Courses approved by the advisor" for 16-22 on one line and a separate line for "Independent Study (min/max) (optional)" for 0-8 hours for clarity.

5. We removed the text, "(Optional) Concentration Courses. May overlap with other coursework requirements: 16-22 hours" from the POS study and revised the text "Requirements may overlap" to say, "Concentration courses may overlap with other coursework requirements" in the Other requirements section.

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. Student feedback has resulted in these changes. EPSY Foundations courses were not offered online and thus were not accessible to students. By eliminating the requirement to take specific courses, students will have access to a greater variety of courses.

2. We have moved the statement, "Master's degree students must take at least one course outside of their degree-granting department" to the foundations requirement to encourage critical thinking and consider multiple perspectives through different disciplinary lenses.

3. We have reorganized the existing courses to provide clarity to the viewer.

4. to provide clarity, we separated the original text of "400/500-Level Courses approved by Advisor (Independent Study can be applied up to a maximum of 8 hours)" into two separate lines since the Independent study was optional.

5. To provide clarity, we moved the text about the concentration courses originally in the POS to the other requirements section.

There will be no change in total hours for the program.

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

CI 446 - Culture in the Classroom
CI 501 - Curr Dev for the 21st Century

Please attach any letters of support/acknowledgement for any Instructional Resources consider faculty, students, and/or

Letter of Dept Support.pdf

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.

> Upon the conclusion of the program in EPOL, students will be able to
> ● Demonstrate knowledge and skills in developing, implementing, and evaluating evidence-based programs and practices
> ● Comprehend current topics and trends in EPOL-wide fields that inform evidence-based practices to improve equity, diversity, and social justice across a wide range of educational, professional, and organizational contexts

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

Describe here:

> The learning outcomes assessment activities will be grounded in the overarching EPOL learning outcome, which is to foster a comprehensive academic identity of the EPOL department based on our core mission. In particular, EPOL programs will enable students to conduct high quality scholarly research and to commit to continuous improvement of equity, diversity, and social justice. Our programs also enable students to support and collaborate with multidisciplinary areas of concentrations, in order to identify synergies to address the most critical issues in PK-12, post-secondary, workplace learning, and lifelong learning and education contexts.
> 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 in attachment

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

EPOL_How When Assessment Will Be Administered In The Department.docx

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   EPOL MA_Side by Side.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.

Statement for Programs of Study Catalog

Course List

Code	Title	Hours
~~Psychological Foundations Courses in Educational Psychology~~		~~4~~
Foundations Courses		8

Select two of the following foundations courses, taken for four credit hours each. At least one of these two courses must be a course from outside the degree granting department.

Code	Title	Hours
CI 446	Culture in the Classroom	
CI 501	Curriculum Development for the 21st Century	
EPOL 401	History of American Education	
EPOL 402	Asian American Education	
EPOL 403	Historical and Social Barriers	
EPOL 405	School and Society	
EPOL 406	Professional Ethics in Education	
EPOL 407	Critical Thinking in Education	
EPOL 408	Aesthetic Education	
EPOL 409	Sociology of Education	
EPOL 410	Racial and Ethnic Families	
EPOL 412	Politics of Education	
EPOL 413	Economics of Education	
EPOL 480	Technology and Educational Reform	
EPOL 552	Foundation of Higher Education	
	Any 400 level EPSY course	
EPSY 553	Global Issues in Learning	

~~Philosophical and Social Foundations Courses in Education Policy, Organization and Leadership and Curriculum & Instruction~~ ~~4~~

~~Select one of the following:~~

	Title	Hours
	Thesis Research Credit (min/max applied toward degree)	2-8
	400/500-Level Courses approved by Advisor	16-22

~~(Optional) Concentration Courses. May overlap with other coursework requirements: 16-22 hours~~

Code	Title	Hours
Independent Study (min/max) (optional)		0-8
Total Hours		32

Other Requirements

Grad Other Degree Requirements

Requirement	Description
~~Requirements may overlap.~~	
Concentration courses may overlap with other coursework requirements.	
A concentration is not required.	
500-Level Hours Required in Education (Thesis Research Credit not included)	12 hours
Minimum GPA	3.0
~~Masters degree students must take a graduate level College of Education course outside their degree grantingdepartment.~~	

Corresponding Degree	MA Master of Arts

Program Features

Academic Level	Graduate
Does this major have transcripted concentrations?	Yes
Will you admit to the concentration directly?	No
Is a concentration required for graduation?	No

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

What are the minimum Total Credit Hours required for this program?
  32

What is the required GPA?	3.0
CIP Code	130101 - Education, General.

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.

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 changes to enrollment are expected.

Estimated Annual Number of Degrees Awarded

Year One Estimate   5th Year Estimate (or when
                                                          fully implemented)

What is the   Fall
matriculation
term for this
program?

Budget

Are there   No
budgetary
implications for
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?

There will not be a financial impact as a result of this revision.

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)

Graduate Base on-campus rate

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

No

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.

There will not be an impact as a result of this revision.

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 revision.

EP Documentation

EP Control Number	EP.25.001
Attach Rollback/Approval Notices	
This proposal requires HLC inquiry	No

DMI Documentation

Attach Final Approval Notices	U Program Review Comments KEY 210 8-13-24.docx

Banner/Codebook Name	MA: Ed Pol Org & Ldrshp -UIUC						
Program Code:	10KS5399MA						

Minor Code		Conc Code		Degree Code	MA	Major Code	
5399							

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   **Allison McKinney (agrindly) (09/04/24 2:04 pm):** Administratively approved by the Graduate College.

Key: 210

Fuller, Lori A

Subject: FW: Letter of Support for the revision of the College of Education Master's Degree programs

---

From: Ostrosky, Michaelene <ostrosky@illinois.edu>
Sent: Monday, June 17, 2024 2:42 PM
To: Moller, Karla <kjmoller@illinois.edu>
Subject: Re: Letter of Support for the revision of the College of Education Master's Degree programs

Hi Karla
I support and approve the revisions to change the requirements to "Foundations" whereby students can select two foundations courses with one being outside the student's degree granting unit.
Thanks,
Micki

From: Moller, Karla <kjmoller@illinois.edu>
Date: Monday, June 17, 2024 at 1:08 PM
To: Ostrosky, Michaelene <ostrosky@illinois.edu>
Subject: FW: Letter of Support for the revision of the College of Education Master's Degree programs

Hi Micki,

This email Lori sent is making a a correction we need to make through APC because of an error in how the approved foundations requirement change was translated to Senate last year.

Both of the APC co-chairs have approved, as have Sarah McCarthey and I.

Are you okay sending Lori your support as you did with the other version you were sent last year?

We are hoping to get this through as quickly as possible to get the foundations requirements working for all our on campus and online students.

If you have any questions, please let us know!

Thanks!

Karla

Karla J. Möller, Ph.D.
(Pronouns: she, her, hers)
Associate Dean for Graduate Programs, College of Education
Associate Professor, Department of Curriculum and Instruction
University of Illinois at Urbana Champaign
Room 142A, College of Education, MC 708
1310 South Sixth Street
Champaign, IL, 61820
217-265-4039
kjmoller@illinois.edu

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courses must be a course from outside the degree granting department. *"* The purpose of this phrase is to encourage critical thinking and consider multiple perspectives through different disciplinary lenses.

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The new degree requirements for the foundation courses will appear as follows. Please note, each program has additional requirements that will follow this section.

Foundation courses

Select two of the following courses, taken for four credit hours each. At least one of the two foundations courses must be a course from outside the degree granting department.	**8**
Any 400 level EPSY course	
EPSY 553 Global Issues in Learning	
EPOL 401 History of American Education	
EPOL 402 Asian American Education	
EPOL 403 Historical and Social Barriers	
EPOL 405 School and Society	

EPOL 406	Professional Ethics in Education
EPOL 407	Critical Thinking in Education
EPOL 408	Aesthetic Education
EPOL 409	Sociology of Education
EPOL 410	Racial and Ethnic Families
EPOL 412	Politics of Education
EPOL 413	Economics of Education
EPOL 480	Technology and Educational Reform
EPOL 552	Foundation of Higher Education
CI 446	Culture in the Classroom
CI 501	Curriculum Development for the 21st Century

Please indicate your support for this revision by replying to this email.

Thank you,

Lori Fuller
Assistant to the Associate Dean for Graduate Programs
College of Education
University of Illinois at Urbana-Champaign
1310 S. Sixth Street, Room 142
Champaign, IL 61820
http://education.illinois.edu

From: Fuller, Lori A
Sent: Monday, July 17, 2023 8:57 AM
To: Pak, Yoon <yoonpak@illinois.edu>; Christianson, Kiel <kiel@illinois.edu>; Perry, Michelle <mperry@illinois.edu>; McCarthey, Sarah Jane <mccarthe@illinois.edu>
Subject: Letter of Support for the revision of the College of Education Master's Degree programs

Dear Sarah, Yoon, Kiel, and Michelle,

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Elementary Education, EdM,
Secondary Education, EdM,
Special Education, EdM,
Special Education, MS,

Thank you,

Lori Fuller
Assistant to the Associate Dean for Graduate Programs
College of Education
University of Illinois at Urbana-Champaign
1310 S. Sixth Street, Room 142
Champaign, IL 61820
http://education.illinois.edu

Fuller, Lori A

Subject: FW: Letter of Support for the revision of the College of Education Master's Degree programs

-----Original Message-----
From: Pak, Yoon <yoonpak@illinois.edu>
Sent: Monday, June 17, 2024 2:13 PM
To: Fuller, Lori A <harvey1@illinois.edu>; Lambert, Matt <matt5@illinois.edu>; Christianson, Kiel <kiel@illinois.edu>; Ostrosky, Michaelene <ostrosky@illinois.edu>
Cc: Moller, Karla <kjmoller@illinois.edu>; Zarate, Kary <kzarat2@illinois.edu>; Davila, Liv T. <livtd@illinois.edu>
Subject: Re: Letter of Support for the revision of the College of Education Master's Degree programs

I support and approve the revisions to change to "Foundations" and selecting two foundations courses with one outside the student's degree granting unit.

Thanks,

Yoon

Yoon Pak (She/Hers) | Professor and Head Education Policy, Organization and Leadership College of Education | University of Illinois Core Faculty, Asian American Studies
1310 S. Sixth Street | Champaign, IL 61820 yoonpak@illinois.edu <mailto:yoonpak@illinois.edu> (email to schedule meetings)

Learn about TEAACH <https://teaach.education.illinois.edu/> Online Professional Development The Teaching of Equitable Asian American Community History

From: Fuller, Lori A <harvey1@illinois.edu>
Date: Friday, June 14, 2024 at 10:04 AM
To: Lambert, Matt <matt5@illinois.edu>, Christianson, Kiel <kiel@illinois.edu>, Pak, Yoon <yoonpak@illinois.edu>, Ostrosky, Michaelene <ostrosky@illinois.edu>
Cc: Moller, Karla <kjmoller@illinois.edu>, Zarate, Kary <kzarat2@illinois.edu>, Davila, Liv T. <livtd@illinois.edu>
Subject: FW: Letter of Support for the revision of the College of Education Master's Degree programs

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I am writing on behalf of the college to request a letter of support for the revision of the master's degree programs housed in the College of Education. The revision will request to remove the specific foundation requirement headings of Psychological Foundations Courses in Educational Psychology and Philosophical and Social Foundations Courses in Education Policy, Organization and Leadership and Curriculum & Instruction and replace it with one heading titled, Foundation Courses" with an 8 hour requirement. The revision will also request that all foundation course options be listed under the new heading with the additional phrase, "Select two of the following courses, taken for four credit hours each. At least one of the two foundations courses must be a course from outside the degree granting department." The purpose of this phrase is to encourage critical thinking and consider multiple perspectives through different disciplinary lenses.

The revision will affect all master's degree programs housed in the College of Education (see below).

Curriculum & Instruction, CAS,

2

Curriculum & Instruction, EdM,

Curriculum & Instruction, MA,

Curriculum & Instruction, MS,

Early Childhood Education, EdM

Education Policy, Organization & Leadership, CAS

Education Policy, Organization & Leadership, EdM,

Education Policy, Organization & Leadership, MA,

Educational Psychology, EdM,

Educational Psychology, MA,

Educational Psychology, MS,

Elementary Education, EdM,

Secondary Education, EdM,

Special Education, EdM,

The new degree requirements for the foundation courses will appear as follows. Please note, each program has additional requirements that will follow this section.

Foundation courses

Select two of the following courses, taken for four credit hours each. At least one of the two foundations courses must be a course from outside the degree granting department.

8

Any 400 level EPSY course

EPSY 553 <http://catalog.illinois.edu/search/?P=EPSY%20553>

Global Issues in Learning

EPOL 401 <http://catalog.illinois.edu/search/?P=EPOL%20401>

History of American Education

EPOL 402 <http://catalog.illinois.edu/search/?P=EPOL%20402>

Asian American Education

EPOL 403 <http://catalog.illinois.edu/search/?P=EPOL%20403>

Historical and Social Barriers

EPOL 405 <http://catalog.illinois.edu/search/?P=EPOL%20405>

School and Society

EPOL 406 <http://catalog.illinois.edu/search/?P=EPOL%20406>

Professional Ethics in Education

EPOL 407 <http://catalog.illinois.edu/search/?P=EPOL%20407>

Critical Thinking in Education

EPOL 408 <http://catalog.illinois.edu/search/?P=EPOL%20408>

Aesthetic Education

EPOL 409 <http://catalog.illinois.edu/search/?P=EPOL%20409>

Sociology of Education

EPOL 410 <http://catalog.illinois.edu/search/?P=EPOL%20410>

Racial and Ethnic Families

EPOL 412 <http://catalog.illinois.edu/search/?P=EPOL%20412>

Politics of Education

EPOL 413 <http://catalog.illinois.edu/search/?P=EPOL%20413>

Economics of Education

EPOL 480 <http://catalog.illinois.edu/search/?P=EPOL%20480>

Technology and Educational Reform

EPOL 552 <http://catalog.illinois.edu/search/?P=EPOL%20552>

Foundation of Higher Education

CI 446 <http://catalog.illinois.edu/search/?P=CI%20446>

Culture in the Classroom

CI 501

Curriculum Development for the 21st Century

Please indicate your support for this revision by replying to this email.

Thank you,

Lori Fuller

Assistant to the Associate Dean for Graduate Programs

College of Education

University of Illinois at Urbana-Champaign

1310 S. Sixth Street, Room 142

Champaign, IL 61820

http://education.illinois.edu <http://education.illinois.edu>

From: Fuller, Lori A
Sent: Monday, July 17, 2023 8:57 AM
To: Pak, Yoon <yoonpak@illinois.edu <mailto:yoonpak@illinois.edu> >; Christianson, Kiel <kiel@illinois.edu <mailto:kiel@illinois.edu> >; Perry, Michelle <mperry@illinois.edu <mailto:mperry@illinois.edu> >; McCarthey, Sarah Jane <mccarthe@illinois.edu <mailto:mccarthe@illinois.edu> >
Subject: Letter of Support for the revision of the College of Education Master's Degree programs

Dear Sarah, Yoon, Kiel, and Michelle,

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Curriculum & Instruction, EdM,

Curriculum & Instruction, MA,

Curriculum & Instruction, MS,

7

Early Childhood Education, EdM

Education Policy, Organization & Leadership, CAS

Education Policy, Organization & Leadership, EdM,

Education Policy, Organization & Leadership, MA,

Educational Psychology, EdM,

Educational Psychology, MA,

Educational Psychology, MS,

Elementary Education, EdM,

Secondary Education, EdM,

Special Education, EdM,

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Thank you,

Lori Fuller

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Champaign, IL 61820

http://education.illinois.edu <http://education.illinois.edu>

Stealing Yoon's text (bc I wasn't actually sure what you needed from us!) (so thanks, Yoon!).

Hi,

I support and approve the revisions to change to "Foundations" and selecting two foundations courses with one outside the student's degree granting unit.

Thanks,

kiel

--

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

Director
SLATE Doctoral Concentration Program
College of Liberal Arts and Sciences

Co-Director
Illinois Language & Literature Initiative (ILLI)
Beckman Institute for Advanced Science & Technology

Director
EdPsych Psycholinguistics Lab
Beckman Institute
https://epl.beckman.illinois.edu/

From: Fuller, Lori A <harvey1@illinois.edu>

Date: Friday, June 14, 2024 at 10:04 AM

To: Lambert, Matt <matt5@illinois.edu>, Christianson, Kiel <kiel@illinois.edu>, Pak, Yoon <yoonpak@illinois.edu>, Ostrosky, Michaelene <ostrosky@illinois.edu>

Cc: Moller, Karla <kjmoller@illinois.edu>, Zarate, Kary <kzarat2@illinois.edu>, Davila, Liv T. <livtd@illinois.edu>

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> Education Policy, Organization & Leadership, CAS
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Foundation courses	
Select two of the following courses, taken for four credit hours each. At least one of the two foundations courses must be a course from outside the degree granting department.	**8**

	Any 400 level EPSY course
EPSY 553	Global Issues in Learning
EPOL 401	History of American Education
EPOL 402	Asian American Education
EPOL 403	Historical and Social Barriers
EPOL 405	School and Society
EPOL 406	Professional Ethics in Education
EPOL 407	Critical Thinking in Education
EPOL 408	Aesthetic Education
EPOL 409	Sociology of Education
EPOL 410	Racial and Ethnic Families
EPOL 412	Politics of Education
EPOL 413	Economics of Education
EPOL 480	Technology and Educational Reform
EPOL 552	Foundation of Higher Education
CI 446	Culture in the Classroom
CI 501	Curriculum Development for the 21st Century

Please indicate your support for this revision by replying to this email.

Thank you,

Lori Fuller
Assistant to the Associate Dean for Graduate Programs
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Champaign, IL 61820
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Sent: Monday, July 17, 2023 8:57 AM
To: Pak, Yoon <yoonpak@illinois.edu>; Christianson, Kiel <kiel@illinois.edu>; Perry, Michelle <mperry@illinois.edu>; McCarthey, Sarah Jane <mccarthe@illinois.edu>
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University of Illinois at Urbana-Champaign
1310 S. Sixth Street, Room 142
Champaign, IL 61820
http://education.illinois.edu

Hi Lori,

I approve the proposed changes. Thanks.

ML

MATT LAMBERT | Professor & Department Head | Special Education | University of Illinois Urbana-Champaign
1310 South Sixth Street | 288E Education Building | Champaign, IL 61820 | 217.244.5293 | matt5@illinois.edu
<mailto:matt5@illinois.edu>

<http://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: Fuller, Lori A <harvey1@illinois.edu>
Sent: Friday, June 14, 2024 10:04 AM
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Asian American Education

EPOL 403 <http://catalog.illinois.edu/search/?P=EPOL%20403>

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School and Society

EPOL 406 <http://catalog.illinois.edu/search/?P=EPOL%20406>

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Sociology of Education

EPOL 410 <http://catalog.illinois.edu/search/?P=EPOL%20410>

Racial and Ethnic Families

EPOL 412 <http://catalog.illinois.edu/search/?P=EPOL%20412>

Politics of Education

EPOL 413 <http://catalog.illinois.edu/search/?P=EPOL%20413>

Economics of Education

EPOL 480 <http://catalog.illinois.edu/search/?P=EPOL%20480>

Technology and Educational Reform

EPOL 552 <http://catalog.illinois.edu/search/?P=EPOL%20552>

Foundation of Higher Education

CI 446 <http://catalog.illinois.edu/search/?P=CI%20446>

Culture in the Classroom

CI 501

Curriculum Development for the 21st Century

Please indicate your support for this revision by replying to this email.

Thank you,

Lori Fuller

Assistant to the Associate Dean for Graduate Programs

College of Education

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Early Childhood Education, EdM

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Thank you,

Lori Fuller

Assistant to the Associate Dean for Graduate Programs

College of Education

University of Illinois at Urbana-Champaign

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http://education.illinois.edu <http://education.illinois.edu>

How Assessment Will Be Administered In The Department/Program

The learning outcomes assessment activities will be grounded in the overarching EPOL learning outcome, which is to foster a comprehensive academic identity of the EPOL department based on our core mission. In particular, EPOL programs will enable students to conduct high quality scholarly research and to commit to continuous improvement of equity, diversity, and social justice. Our programs also enable students to support and collaborate with multidisciplinary areas of concentrations, in order to identify synergies to address the most critical issues in PK-12, post-secondary, workplace learning, and lifelong learning and education contexts.

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 in Table 1 below.

Table 1. Administration of Learning Outcomes Assessment

Level	Goal	Data Sources	Frequency
Department	Ensure the learning outcomes at department level align with campus/college policies, operational resources, strategic trajectory, and faculty expertise	● Student input ● Faculty input ● College Academic Program Committee ● Campus policies	Once a month during department leadership meeting
Program	Ensure the learning outcomes at program level align with departmental policies and operational capacities	● Student input ● Faculty input ● Departmental Graduate Program Committee (GPC)	Once a month during department GPC meeting (AY)
Concentration	Ensure the learning outcomes at concentration level align with faculty expertise and operational capacities	● Student input ● Faculty input	Once a month during concentration faculty meeting (AY)

OLD

Psychological Foundations Courses in Educational Psychology		4
Select any 400 level EPSY course		
OR		
EPSY 553	Global Issues in Learning	

Philosophical and Social Foundations Courses in Education Policy, Organization and Leadership and Curriculum & Instruction		4
Select one of the following:		
EPOL 401	History of American Education	
EPOL 402	Asian American Education	
EPOL 403	Historical and Social Barriers	
EPOL 405	School and Society	
EPOL 406	Professional Ethics in Education	
EPOL 407	Critical Thinking in Education	
EPOL 408	Aesthetic Education	
EPOL 409	Sociology of Education	
EPOL 410	Racial and Ethnic Families	
EPOL 412	Politics of Education	
EPOL 413	Economics of Education	
EPOL 480	Technology and Educational Reform	
EPOL 552	Foundation of Higher Education	
CI 446	Culture in the Classroom	
CI 501	Curriculum Development for the 21st Century	
Thesis Research Credit (min/max applied toward degree)		2-8
400/500-Level Courses approved by Advisor (Independent Study can be applied up to a maximum of 8 hours)		16-22
(Optional) Concentration Courses. May overlap with other coursework requirements: 16-22 hours		
Total Hours		**32**

Other Requirements

Masters degree students must take a graduate level College of Education course outside their degree granting department.

Requirements may overlap.	
A concentration is not required.	
500-Level Hours Required in Education (Thesis Research Credit not included)	12 hours
Minimum GPA	3

Proposed Requirements Showing Changes

Foundation courses		8
Select two of the following foundations courses, taken for four credit hours each. At least one of these two courses must be a course from outside the degree granting department.		
Any 400 level EPSY course		
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Thesis Research Credit (min/max applied toward degree)		2-8
400/500-Level Courses approved by Advisor		16-22
Independent Study (min/max) (optional)		0-8
Total Hours		**32**

Other Requirements

Concentration Courses may overlap with other coursework requirements	
A concentration is not required.	
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Minimum GPA	3

Proposed Requirements Final

Foundations courses		
Select two of the following foundations courses, taken for four credit hours each. At least one of these two courses must be a course from outside the degree granting department.		8
CI 446	Culture in the Classroom	
CI 501	Curriculum Development for the 21st Century	
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EPOL 412	Politics of Education	
EPOL 413	Economics of Education	
EPOL 480	Technology and Educational Reform	
EPOL 552	Foundation of Higher Education	
Any 400 level EPSY course		
EPSY 553	Global Issues in Learning	
Thesis Research Credit (min/max applied toward degree)		2-8
400/500-Level Courses approved by Advisor		16-22
Independent Study (min/max) (optional)		0-8
Total Hours		**32**

Other Requirements

Concentration courses may overlap with other coursework requirements	
A concentration is not required.	
500-Level Hours Required in Education (Thesis Research Credit not included)	12 hours
Minimum GPA	3.00

Any 400 level EPSY co
EPSY 553   Global Issues in Learning

U Program Review Comments 8-13-2024

Education Policy, Organization & Leadership, MA, Key 210

1. Justification #1, brief description, consider being consistent with using either 'four' or '4'
2. Justification #3, brief description, for reviewer clarity, include where the change is occurring in the POS table.
3. POS Table, for clarity:
   o we recommend separating the 400/500 row from the Independent study row.
   o we recommend that the Independent Study info/limits be in their own row in the table with the 0-8 hour range, indented under the coursework line to show that those hours are counted within those hours.
   o the concentration row really should be in the Other Requirements Table under the "concentration is not required" row and the overlap language would only need to appear once.
   o If these changes are made, they should also be reflected in the Side by Side and in the Justification and Why sections.
   o A sample is below.

400/500-Level Courses approved by Advisor (Independent Study can be applied up to a maximum of 8 hours)	16-22		400/500 Level Courses approved by the advisor	16-22
(Optional) Concentration Courses. May overlap with other coursework requirements: 16-22 hours			Independent Study (min/max) (optional)	0-8
Total Hours	32		Total Hours	32
Other Requirements			Other Requirements	
Requirements may overlap.				
A concentration is not required.			A concentration is not required.	
			Concentration Courses may overlap with other coursework requirements	

... continue as is.

4. Financial Resources, we added the tuition rate information because the field was blank.

Program Change Request

Date Submitted: 07/12/24 3:18 pm

Viewing: **10KS5399EDM; EDMX;EDMU;1EKS5399EDMU : Education Policy, Organization & Leadership, EdM (on campus, off campus & online)**

Last approved: 03/19/24 2:57 pm

Last edit: 09/10/24 9:30 am

Changes proposed by: Lori Fuller

Education Policy, Organization & Leadership, EdM

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. 07/24/24 8:11 am Donna Butler (dbutler): Approved for U Program Review
2. 08/14/24 2:34 pm Liv Thorstensson Davila (livtd): Approved for 1760 Committee Chair
3. 08/14/24 2:57 pm Laura Ketchum (ketchum): Approved for 1760 Head
4. 08/15/24 2:11 pm Lori Fuller (harvey1): Approved for KN

Committee Chair

5. 08/15/24 2:57 pm
Karla Moller
(kjmoller):
Approved for KN
Dean

6. 08/27/24 3:20 pm
Claire Stewart
(clairest):
Approved for
University
Librarian

7. 09/04/24 2:04 pm
Allison McKinney
(agrindly):
Approved for
Grad_College

8. 09/04/24 4:31 pm
Suzanne Lee
(suzannel):
Approved for
COTE Programs

9. 09/05/24 11:05
am
Brooke Newell
(bsnewell):
Approved for
Provost

History

1. Feb 27, 2019 by
Deb Forgacs
(dforgacs)

2. Apr 6, 2019 by
Deb Forgacs
(dforgacs)

3. May 20, 2019 by
Kathy Stalter
(kstalter)

4. Sep 10, 2019 by
Kathy Stalter
(kstalter)

5. Oct 15, 2019 by
Deb Forgacs
(dforgacs)

6. Jun 5, 2020 by
Kathy Stalter

(kstalter)
7. Sep 29, 2021 by
   Kathy Stalter
   (kstalter)
8. Mar 15, 2023 by
   Lori Fuller
   (harvey1)
9. Mar 19, 2024 by
   Lori Fuller
   (harvey1)

Major (ex. Special Education)

This proposal is
for a:
  Revision

Administration Details

Official Program Name	Education Policy, Organization & Leadership, EdM (on campus, off campus & online)
Diploma Title	Master of Education
Sponsor College	Education
Sponsor Department	Education Policy, Organization and Leadership
Sponsor Name	Karla Moller
Sponsor Email	kjmoller@illinois.edu

College Contact	Lori Fuller	College Contact Email	harvey1@illinois.edu

College Budget Officer	Amanda Brown
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.
Laura Ketchum ketchum@illinois.edu

Does this program have inter-departmental administration?
No

Proposal Title

Effective Catalog	Fall 2024

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 Master of Education in Education Policy, Organization & 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)."

Program Justification

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

1. Revisions will include the elimination of the headings of the existing foundations requirement of four hours of Psychological Foundations Courses in Educational Psychology and four hours of Philosophical and Social Foundations Courses in Education Policy, Organization and Leadership and Curriculum & Instruction and combine the existing course options into one Foundations category for eight hours. There will not be any additional course options added.

2. We have moved the text "Masters degree students must take a graduate level College of Education course outside their degree granting department" listed under the Other Requirements heading to the new Foundations Courses Requirement to now say, "Select two of the following courses, taken for four credit hours each. At least one of the two foundations courses must be a course from outside the degree granting department"

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) Student feedback has resulted in these changes. EPSY Foundations courses were not offered online and thus were not accessible to students. By eliminating the requirement to take specific courses, students will have access to a greater variety of courses.

2) We have moved the statement, "Master's degree students must take at least one course outside of their degree-granting department" to the foundations requirement to encourage critical thinking and consider multiple perspectives through different disciplinary lenses.

There will be no change in total hours for the program.

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

CI 446 - Culture in the Classroom
CI 501 - Curr Dev for the 21st Century

Please attach any letters of support/acknowledgement for any Instructional Resources consider faculty, students, and/or other impacted units as appropriate.

Letter of Dept Support.pdf

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.

Upon the conclusion of the Ed.M. program in EPOL, students will be able to
● Demonstrate knowledge and skills in developing, implementing, and evaluating evidence-based programs and practices
● Comprehend current topics and trends in EPOL-wide fields that inform evidence-based practices to improve equity, diversity, and social justice across a wide range of educational, professional, and organizational contexts

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

Describe here:

> The learning outcomes assessment activities will be grounded in the overarching EPOL learning outcome, which is to foster a comprehensive academic identity of the EPOL department based on our core mission. In particular, EPOL programs will enable students to conduct high quality scholarly research and to commit to continuous improvement of equity, diversity, and social justice. Our programs also enable students to support and collaborate with multidisciplinary areas of concentrations, in order to identify synergies to address the most critical issues in PK-12, post-secondary, workplace learning, and lifelong learning and education contexts.
>
> 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 in attachment

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   EPOL_How When Assessment Will Be Administered In The Department.docx

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   EPOL EDM Side by side.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.

Statement for Programs of Study Catalog

	Course List	
Code	Title	Hours
	~~Psychological Foundations Courses in Educational Psychology~~	4

Code	Title	Hours
Foundations Courses		**8**

Select two of the following courses, taken for four credit hours each. At least one of the two foundations courses must be a course from outside the degree granting department.

~~OR~~

CI 446	Culture in the Classroom	
CI 501	Curriculum Development for the 21st Century	
EPOL 402	Asian American Education	
EPOL 401	History of American Education	
EPOL 403	Historical and Social Barriers	
EPOL 405	School and Society	
EPOL 406	Professional Ethics in Education	
EPOL 407	Critical Thinking in Education	
EPOL 408	Aesthetic Education	
EPOL 409	Sociology of Education	
EPOL 410	Racial and Ethnic Families	
EPOL 412	Politics of Education	
EPOL 413	Economics of Education	
EPOL 480	Technology and Educational Reform	
EPOL 552	Foundation of Higher Education	
Any 400 level EPSY courses		
EPSY 553	Global Issues in Learning	

~~Philosophical and Social Foundations Courses in Education Policy, Organization and Leadership and Curriculum & Instruction~~ ~~4~~

~~Select one of the following:~~

400/500-Level Courses approved by Advisor (Thesis Research Credit not included, up to 8 hours of Independent Study can be applied) 24

(Optional) Concentration Courses. May overlap with other coursework requirements: 12-24 hours

Total Hours	32

Grad Other Degree Requirements

Requirement	Description
Other Requirements:	
Requirements may overlap.	
A concentration is not required.	
Minimum GPA	3.0
500-Level Courses Required in Education (Thesis Research Credit not included)	12 hours

~~Other RequirementsMasters degree students must take a graduate level College of Education course outside their degree grantingdepartment.~~

Corresponding Degree	EdM Master of Education

Program Features

Academic Level	Graduate
Does this major	Yes

have transcripted
concentrations?

Will you admit to   No
the concentration
directly?

Is a concentration   No
required for
graduation?

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

What are the minimum Total Credit Hours required for this program?
  32

What is the   3.0
required GPA?

CIP Code   130101 - Education, General.

Is This a Teacher Certification Program?
                     No Yes

Will specialized accreditation be sought for this program?

  No

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 available on campus, off campus, and online.

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.

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 changes to enrollment are expected.

Estimated Annual Number of Degrees Awarded

Year One Estimate   5th Year Estimate (or when
                                                     fully implemented)

What is the   Fall
matriculation
term for this
program?

Budget

Are there   No
budgetary
implications for
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?
                     There will not be a financial impact as a result of this revision.

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)
                     [Graduate Base Rate per on-campus or online programs](#)

Are you seeking a change in the tuition rate or differential for this
program?
                     No

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.

There will not be an impact as a result of this revision.

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 revision.

EP Documentation

EP Control Number	EP.25.001
Attach Rollback/Approval Notices	
This proposal requires HLC inquiry	No

DMI Documentation

Attach Final Approval Notices	
Banner/Codebook Name	EDM: Ed Pol Org & Ldrshp -UIUC
Program Code:	10KS5399EDM; EDMX;EDMU;1EKS5399EDMU

Minor Code	Conc Code	Degree Code	EDM	Major Code
5399				

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	**Mary Lowry (lowry) (07/01/24 1:59 pm):** Rollback: Please see email dated 7-1-24. **Allison McKinney (agrindly) (09/04/24 2:04 pm):** Administratively approved by the Graduate College.

Key: 211

Fuller, Lori A

From: Ostrosky, Michaelene <ostrosky@illinois.edu>
Sent: Monday, June 17, 2024 2:42 PM
To: Moller, Karla <kjmoller@illinois.edu>
Subject: Re: Letter of Support for the revision of the College of Education Master's Degree programs

Hi Karla
I support and approve the revisions to change the requirements to "Foundations" whereby students can select two foundations courses with one being outside the student's degree granting unit.
Thanks,
Micki

From: Moller, Karla <kjmoller@illinois.edu>
Date: Monday, June 17, 2024 at 1:08 PM
To: Ostrosky, Michaelene <ostrosky@illinois.edu>
Subject: FW: Letter of Support for the revision of the College of Education Master's Degree programs

Hi Micki,

This email Lori sent is making a a correction we need to make through APC because of an error in how the approved foundations requirement change was translated to Senate last year.

Both of the APC co-chairs have approved, as have Sarah McCarthey and I.

Are you okay sending Lori your support as you did with the other version you were sent last year?

We are hoping to get this through as quickly as possible to get the foundations requirements working for all our on campus and online students.

If you have any questions, please let us know!

Thanks!

Karla

Karla J. Möller, Ph.D.
(Pronouns: she, her, hers)
Associate Dean for Graduate Programs, College of Education
Associate Professor, Department of Curriculum and Instruction
University of Illinois at Urbana Champaign
Room 142A, College of Education, MC 708
1310 South Sixth Street
Champaign, IL, 61820
217-265-4039
kjmoller@illinois.edu

From: Fuller, Lori A
Sent: Friday, June 14, 2024 10:04 AM
To: Lambert, Matt <matt5@illinois.edu>; Christianson, Kiel <kiel@illinois.edu>; Pak, Yoon <yoonpak@illinois.edu>; Ostrosky, Michaelene <ostrosky@illinois.edu>
Cc: Moller, Karla <kjmoller@illinois.edu>; Zarate, Kary <kzarat2@illinois.edu>; Davila, Liv T. <livtd@illinois.edu>
Subject: FW: Letter of Support for the revision of the College of Education Master's Degree programs

Hello everyone,

I wanted to let you know there was a misunderstanding with the recent revisions to the CoE master's degree foundation requirements changes that was approved originally by APC and campus last spring.

It is now my understanding that the intent of the original revision to the master's degree programs was to remove the headings of Psychological Foundations Courses in Educational Psychology and Philosophical and Social Foundations Courses in Education Policy, Organization and Leadership and Curriculum & Instruction and include all of the foundation courses under one heading of "Foundation Courses" with the message that states, **"Select two of the following courses, taken for four credit hours each. At least one of the two foundations courses must be a course from outside the degree granting department."**

I am writing on behalf of the college to request a letter of support for the revision of the master's degree programs housed in the College of Education. The revision will request to remove the specific foundation requirement headings of Psychological Foundations Courses in Educational Psychology and Philosophical and Social Foundations Courses in Education Policy, Organization and Leadership and Curriculum & Instruction and replace it with one heading titled, Foundation Courses" with an 8 hour requirement. The revision will also request that all foundation course options be listed under the new heading with the additional phrase, **"Select two of the following courses, taken for four credit hours each. At least one of the two foundations**

courses must be a course from outside the degree granting department.*"* The purpose of this phrase is to encourage critical thinking and consider multiple perspectives through different disciplinary lenses.

The revision will affect all master's degree programs housed in the College of Education (see below).

<div align="center">

Curriculum & Instruction, CAS,
Curriculum & Instruction, EdM,
Curriculum & Instruction, MA,
Curriculum & Instruction, MS,
Early Childhood Education, EdM
Education Policy, Organization & Leadership, CAS
Education Policy, Organization & Leadership, EdM,
Education Policy, Organization & Leadership, MA,
Educational Psychology, EdM,
Educational Psychology, MA,
Educational Psychology, MS,
Elementary Education, EdM,
Secondary Education, EdM,
Special Education, EdM,

</div>

The new degree requirements for the foundation courses will appear as follows. Please note, each program has additional requirements that will follow this section.

Foundation courses

Select two of the following courses, taken for four credit hours each. At least one of the two foundations courses must be a course from outside the degree granting department.	**8**
Any 400 level EPSY course	
EPSY 553 Global Issues in Learning	
EPOL 401 History of American Education	
EPOL 402 Asian American Education	
EPOL 403 Historical and Social Barriers	
EPOL 405 School and Society	

EPOL 406	Professional Ethics in Education
EPOL 407	Critical Thinking in Education
EPOL 408	Aesthetic Education
EPOL 409	Sociology of Education
EPOL 410	Racial and Ethnic Families
EPOL 412	Politics of Education
EPOL 413	Economics of Education
EPOL 480	Technology and Educational Reform
EPOL 552	Foundation of Higher Education
CI 446	Culture in the Classroom
CI 501	Curriculum Development for the 21st Century

Please indicate your support for this revision by replying to this email.

Thank you,

Lori Fuller
Assistant to the Associate Dean for Graduate Programs
College of Education
University of Illinois at Urbana-Champaign
1310 S. Sixth Street, Room 142
Champaign, IL 61820
http://education.illinois.edu

From: Fuller, Lori A
Sent: Monday, July 17, 2023 8:57 AM
To: Pak, Yoon <yoonpak@illinois.edu>; Christianson, Kiel <kiel@illinois.edu>; Perry, Michelle <mperry@illinois.edu>; McCarthey, Sarah Jane <mccarthe@illinois.edu>
Subject: Letter of Support for the revision of the College of Education Master's Degree programs

Dear Sarah, Yoon, Kiel, and Michelle,

I am writing on behalf of the college to request a letter of support for the revision of the master's degree programs housed in the College of Education. The revision will request to remove the specific EPSY courses listed in the section: Psychological Foundations Courses in Educational Psychology and replace the courses with any 400 level EPSY course or EPSY 553. We are also requesting your support to add CI 446, CI 415, and CI 501 as optional courses listed under the new heading: Philosophical and Social Foundations Courses in Education Policy, Organization and Leadership and Curriculum & Instruction. These revisions are consistent with the discussion with the Executive Officers and Departmental DGS from EPSY, CI and EPOL during spring 2023. The revision will affect all master's degree programs housed in the College of Education (see below). Please indicate your support for this revision by replying to this email.

> Curriculum & Instruction, CAS,
> Curriculum & Instruction, EdM,
> Curriculum & Instruction, MA,
> Curriculum & Instruction, MS,
> Early Childhood Education, EdM
> Education Policy, Organization & Leadership, CAS
> Education Policy, Organization & Leadership, EdM,
> Education Policy, Organization & Leadership, MA,
> Educational Psychology, EdM,
> Educational Psychology, MA,
> Educational Psychology, MS,
> Elementary Education, EdM,
> Secondary Education, EdM,
> Special Education, EdM,
> Special Education, MS,

Thank you,

Lori Fuller
Assistant to the Associate Dean for Graduate Programs
College of Education
University of Illinois at Urbana-Champaign
1310 S. Sixth Street, Room 142
Champaign, IL 61820
http://education.illinois.edu

Fuller, Lori A

Subject: FW: Letter of Support for the revision of the College of Education Master's Degree programs

-----Original Message-----
From: Pak, Yoon <yoonpak@illinois.edu>
Sent: Monday, June 17, 2024 2:13 PM
To: Fuller, Lori A <harvey1@illinois.edu>; Lambert, Matt <matt5@illinois.edu>; Christianson, Kiel <kiel@illinois.edu>; Ostrosky, Michaelene <ostrosky@illinois.edu>
Cc: Moller, Karla <kjmoller@illinois.edu>; Zarate, Kary <kzarat2@illinois.edu>; Davila, Liv T. <livtd@illinois.edu>
Subject: Re: Letter of Support for the revision of the College of Education Master's Degree programs

I support and approve the revisions to change to "Foundations" and selecting two foundations courses with one outside the student's degree granting unit.

Thanks,

Yoon

Yoon Pak (She/Hers) | Professor and Head Education Policy, Organization and Leadership College of Education | University of Illinois Core Faculty, Asian American Studies
1310 S. Sixth Street | Champaign, IL 61820 yoonpak@illinois.edu <mailto:yoonpak@illinois.edu> (email to schedule meetings)

Learn about TEAACH <https://teaach.education.illinois.edu/> Online Professional Development The Teaching of Equitable Asian American Community History

From: Fuller, Lori A <harvey1@illinois.edu>
Date: Friday, June 14, 2024 at 10:04 AM
To: Lambert, Matt <matt5@illinois.edu>, Christianson, Kiel <kiel@illinois.edu>, Pak, Yoon <yoonpak@illinois.edu>, Ostrosky, Michaelene <ostrosky@illinois.edu>
Cc: Moller, Karla <kjmoller@illinois.edu>, Zarate, Kary <kzarat2@illinois.edu>, Davila, Liv T. <livtd@illinois.edu>
Subject: FW: Letter of Support for the revision of the College of Education Master's Degree programs

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I wanted to let you know there was a misunderstanding with the recent revisions to the CoE master's degree foundation requirements changes that was approved originally by APC and campus last spring.

It is now my understanding that the intent of the original revision to the master's degree programs was to remove the headings of Psychological Foundations Courses in Educational Psychology and Philosophical and Social Foundations Courses in Education Policy, Organization and Leadership and Curriculum & Instruction and include all of the foundation courses under one heading of "Foundation Courses" with the message that states, "Select two of the following courses, taken for four credit hours each. At least one of the two foundations courses must be a course from outside the degree granting department."

I am writing on behalf of the college to request a letter of support for the revision of the master's degree programs housed in the College of Education. The revision will request to remove the specific foundation requirement headings of Psychological Foundations Courses in Educational Psychology and Philosophical and Social Foundations Courses in Education Policy, Organization and Leadership and Curriculum & Instruction and replace it with one heading titled, Foundation Courses" with an 8 hour requirement. The revision will also request that all foundation course options be listed under the new heading with the additional phrase, "Select two of the following courses, taken for four credit hours each. At least one of the two foundations courses must be a course from outside the degree granting department." The purpose of this phrase is to encourage critical thinking and consider multiple perspectives through different disciplinary lenses.

The revision will affect all master's degree programs housed in the College of Education (see below).

Curriculum & Instruction, CAS,

Curriculum & Instruction, EdM,

Curriculum & Instruction, MA,

Curriculum & Instruction, MS,

Early Childhood Education, EdM

Education Policy, Organization & Leadership, CAS

Education Policy, Organization & Leadership, EdM,

Education Policy, Organization & Leadership, MA,

Educational Psychology, EdM,

Educational Psychology, MA,

Educational Psychology, MS,

Elementary Education, EdM,

Secondary Education, EdM,

Special Education, EdM,

The new degree requirements for the foundation courses will appear as follows. Please note, each program has additional requirements that will follow this section.

Foundation courses

Select two of the following courses, taken for four credit hours each. At least one of the two foundations courses must be a course from outside the degree granting department.

8

Any 400 level EPSY course

EPSY 553 <http://catalog.illinois.edu/search/?P=EPSY%20553>

Global Issues in Learning

EPOL 401 <http://catalog.illinois.edu/search/?P=EPOL%20401>

History of American Education

EPOL 402 <http://catalog.illinois.edu/search/?P=EPOL%20402>

Asian American Education

EPOL 403 <http://catalog.illinois.edu/search/?P=EPOL%20403>

Historical and Social Barriers

EPOL 405 <http://catalog.illinois.edu/search/?P=EPOL%20405>

School and Society

EPOL 406 <http://catalog.illinois.edu/search/?P=EPOL%20406>

Professional Ethics in Education

EPOL 407 <http://catalog.illinois.edu/search/?P=EPOL%20407>

Critical Thinking in Education

EPOL 408 <http://catalog.illinois.edu/search/?P=EPOL%20408>

Aesthetic Education

EPOL 409 <http://catalog.illinois.edu/search/?P=EPOL%20409>

Sociology of Education

EPOL 410 <http://catalog.illinois.edu/search/?P=EPOL%20410>

Racial and Ethnic Families

EPOL 412 <http://catalog.illinois.edu/search/?P=EPOL%20412>

Politics of Education

EPOL 413 <http://catalog.illinois.edu/search/?P=EPOL%20413>

Economics of Education

EPOL 480 <http://catalog.illinois.edu/search/?P=EPOL%20480>

Technology and Educational Reform

EPOL 552 <http://catalog.illinois.edu/search/?P=EPOL%20552>

Foundation of Higher Education

CI 446 <http://catalog.illinois.edu/search/?P=CI%20446>

Culture in the Classroom

CI 501

Curriculum Development for the 21st Century

Please indicate your support for this revision by replying to this email.

Thank you,

Lori Fuller

Assistant to the Associate Dean for Graduate Programs

College of Education

University of Illinois at Urbana-Champaign

1310 S. Sixth Street, Room 142

Champaign, IL 61820

http://education.illinois.edu <http://education.illinois.edu>

From: Fuller, Lori A
Sent: Monday, July 17, 2023 8:57 AM
To: Pak, Yoon <yoonpak@illinois.edu <mailto:yoonpak@illinois.edu> >; Christianson, Kiel <kiel@illinois.edu <mailto:kiel@illinois.edu> >; Perry, Michelle <mperry@illinois.edu <mailto:mperry@illinois.edu> >; McCarthey, Sarah Jane <mccarthe@illinois.edu <mailto:mccarthe@illinois.edu> >
Subject: Letter of Support for the revision of the College of Education Master's Degree programs

Dear Sarah, Yoon, Kiel, and Michelle,

I am writing on behalf of the college to request a letter of support for the revision of the master's degree programs housed in the College of Education. The revision will request to remove the specific EPSY courses listed in the section: Psychological Foundations Courses in Educational Psychology and replace the courses with any 400 level EPSY course or EPSY 553. We are also requesting your support to add CI 446, CI 415, and CI 501 as optional courses listed under the new heading: Philosophical and Social Foundations Courses in Education Policy, Organization and Leadership and Curriculum & Instruction. These revisions are consistent with the discussion with the Executive Officers and Departmental DGS from EPSY, CI and EPOL during spring 2023. The revision will affect all master's degree programs housed in the College of Education (see below). Please indicate your support for this revision by replying to this email.

Curriculum & Instruction, CAS,

Curriculum & Instruction, EdM,

Curriculum & Instruction, MA,

Curriculum & Instruction, MS,

7

Early Childhood Education, EdM

Education Policy, Organization & Leadership, CAS

Education Policy, Organization & Leadership, EdM,

Education Policy, Organization & Leadership, MA,

Educational Psychology, EdM,

Educational Psychology, MA,

Educational Psychology, MS,

Elementary Education, EdM,

Secondary Education, EdM,

Special Education, EdM,

Special Education, MS,

Thank you,

Lori Fuller

Assistant to the Associate Dean for Graduate Programs

College of Education

University of Illinois at Urbana-Champaign

1310 S. Sixth Street, Room 142

Champaign, IL 61820

http://education.illinois.edu <http://education.illinois.edu>

Stealing Yoon's text (bc I wasn't actually sure what you needed from us!) (so thanks, Yoon!).

Hi,

I support and approve the revisions to change to "Foundations" and selecting two foundations courses with one outside the student's degree granting unit.

Thanks,

kiel

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

Director
SLATE Doctoral Concentration Program
College of Liberal Arts and Sciences

Co-Director
Illinois Language & Literature Initiative (ILLI)
Beckman Institute for Advanced Science & Technology

Director
EdPsych Psycholinguistics Lab
Beckman Institute
https://epl.beckman.illinois.edu/

From: Fuller, Lori A <harvey1@illinois.edu>

Date: Friday, June 14, 2024 at 10:04 AM

To: Lambert, Matt <matt5@illinois.edu>, Christianson, Kiel <kiel@illinois.edu>, Pak, Yoon <yoonpak@illinois.edu>, Ostrosky, Michaelene <ostrosky@illinois.edu>

Cc: Moller, Karla <kjmoller@illinois.edu>, Zarate, Kary <kzarat2@illinois.edu>, Davila, Liv T. <livtd@illinois.edu>

Subject: FW: Letter of Support for the revision of the College of Education Master's Degree programs

Hello everyone,

I wanted to let you know there was a misunderstanding with the recent revisions to the CoE master's degree foundation requirements changes that was approved originally by APC and campus last spring.

It is now my understanding that the intent of the original revision to the master's degree programs was to remove the headings of Psychological Foundations Courses in Educational Psychology and Philosophical and Social Foundations Courses in Education Policy, Organization and Leadership and Curriculum & Instruction and include all of the foundation courses under one heading of "Foundation Courses" with the message that states, **"Select two of the following courses, taken for four credit hours each. At least one of the two foundations courses must be a course from outside the degree granting department."**

I am writing on behalf of the college to request a letter of support for the revision of the master's degree programs housed in the College of Education. The revision will request to remove the specific foundation requirement headings of Psychological Foundations Courses in Educational Psychology and Philosophical and Social Foundations Courses in Education Policy, Organization and Leadership and Curriculum & Instruction and replace it with one heading titled, Foundation Courses" with an 8 hour requirement. The revision will also request that all foundation course options be listed under the new heading with the additional phrase, **"Select two of the following courses, taken for four credit hours each. At least one of the two foundations courses must be a course from outside the degree granting department."** The purpose of this phrase is to encourage critical thinking and consider multiple perspectives through different disciplinary lenses.

The revision will affect all master's degree programs housed in the College of Education (see below).

> Curriculum & Instruction, CAS,
> Curriculum & Instruction, EdM,
> Curriculum & Instruction, MA,
> Curriculum & Instruction, MS,
> Early Childhood Education, EdM
> Education Policy, Organization & Leadership, CAS
> Education Policy, Organization & Leadership, EdM,
> Education Policy, Organization & Leadership, MA,
> Educational Psychology, EdM,
> Educational Psychology, MA,
> Educational Psychology, MS,
> Elementary Education, EdM,
> Secondary Education, EdM,
> Special Education, EdM,

The new degree requirements for the foundation courses will appear as follows. Please note, each program has additional requirements that will follow this section.

Foundation courses

Select two of the following courses, taken for four credit hours each. At least one of the two foundations courses must be a course from outside the degree granting department. 8

	Any 400 level EPSY course
EPSY 553	Global Issues in Learning
EPOL 401	History of American Education
EPOL 402	Asian American Education
EPOL 403	Historical and Social Barriers
EPOL 405	School and Society
EPOL 406	Professional Ethics in Education
EPOL 407	Critical Thinking in Education
EPOL 408	Aesthetic Education
EPOL 409	Sociology of Education
EPOL 410	Racial and Ethnic Families
EPOL 412	Politics of Education
EPOL 413	Economics of Education
EPOL 480	Technology and Educational Reform
EPOL 552	Foundation of Higher Education
CI 446	Culture in the Classroom
CI 501	Curriculum Development for the 21st Century

Please indicate your support for this revision by replying to this email.

Thank you,

Lori Fuller
Assistant to the Associate Dean for Graduate Programs
College of Education
University of Illinois at Urbana-Champaign
1310 S. Sixth Street, Room 142
Champaign, IL 61820
http://education.illinois.edu

From: Fuller, Lori A
Sent: Monday, July 17, 2023 8:57 AM
To: Pak, Yoon <yoonpak@illinois.edu>; Christianson, Kiel <kiel@illinois.edu>; Perry, Michelle <mperry@illinois.edu>; McCarthey, Sarah Jane <mccarthe@illinois.edu>
Subject: Letter of Support for the revision of the College of Education Master's Degree programs

Dear Sarah, Yoon, Kiel, and Michelle,

I am writing on behalf of the college to request a letter of support for the revision of the master's degree programs housed in the College of Education. The revision will request to remove the specific EPSY courses listed in the section: Psychological Foundations Courses in Educational Psychology and replace the courses with any 400 level EPSY course or EPSY 553. We are also requesting your support to add CI 446, CI 415, and CI 501 as optional courses listed under the new heading: Philosophical and Social Foundations

Courses in Education Policy, Organization and Leadership and Curriculum & Instruction. These revisions are consistent with the discussion with the Executive Officers and Departmental DGS from EPSY, CI and EPOL during spring 2023. The revision will affect all master's degree programs housed in the College of Education (see below). Please indicate your support for this revision by replying to this email.

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Champaign, IL 61820
http://education.illinois.edu

Hi Lori,

I approve the proposed changes. Thanks.

ML

MATT LAMBERT | Professor & Department Head | Special Education | University of Illinois Urbana-Champaign 1310 South Sixth Street | 288E Education Building | Champaign, IL 61820 | 217.244.5293 | matt5@illinois.edu <mailto:matt5@illinois.edu>

 <http://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: Fuller, Lori A <harvey1@illinois.edu>
Sent: Friday, June 14, 2024 10:04 AM
To: Lambert, Matt <matt5@illinois.edu>; Christianson, Kiel <kiel@illinois.edu>; Pak, Yoon <yoonpak@illinois.edu>; Ostrosky, Michaelene <ostrosky@illinois.edu>
Cc: Moller, Karla <kjmoller@illinois.edu>; Zarate, Kary <kzarat2@illinois.edu>; Davila, Liv T. <livtd@illinois.edu>
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Select two of the following courses, taken for four credit hours each. At least one of the two foundations courses must be a course from outside the degree granting department.

8

Any 400 level EPSY course

EPSY 553 <http://catalog.illinois.edu/search/?P=EPSY%20553>

Global Issues in Learning

EPOL 401 <http://catalog.illinois.edu/search/?P=EPOL%20401>

History of American Education

EPOL 402 <http://catalog.illinois.edu/search/?P=EPOL%20402>

Asian American Education

EPOL 403 <http://catalog.illinois.edu/search/?P=EPOL%20403>

Historical and Social Barriers

EPOL 405 <http://catalog.illinois.edu/search/?P=EPOL%20405>

School and Society

EPOL 406 <http://catalog.illinois.edu/search/?P=EPOL%20406>

Professional Ethics in Education

EPOL 407 <http://catalog.illinois.edu/search/?P=EPOL%20407>

Critical Thinking in Education

EPOL 408 <http://catalog.illinois.edu/search/?P=EPOL%20408>

Aesthetic Education

EPOL 409 <http://catalog.illinois.edu/search/?P=EPOL%20409>

Sociology of Education

EPOL 410 <http://catalog.illinois.edu/search/?P=EPOL%20410>

Racial and Ethnic Families

EPOL 412 <http://catalog.illinois.edu/search/?P=EPOL%20412>

Politics of Education

EPOL 413 <http://catalog.illinois.edu/search/?P=EPOL%20413>

Economics of Education

EPOL 480 <http://catalog.illinois.edu/search/?P=EPOL%20480>

Technology and Educational Reform

EPOL 552 <http://catalog.illinois.edu/search/?P=EPOL%20552>

Foundation of Higher Education

CI 446 <http://catalog.illinois.edu/search/?P=CI%20446>

Culture in the Classroom

CI 501

Curriculum Development for the 21st Century

Please indicate your support for this revision by replying to this email.

Thank you,

Lori Fuller

Assistant to the Associate Dean for Graduate Programs

College of Education

University of Illinois at Urbana-Champaign

1310 S. Sixth Street, Room 142

Champaign, IL 61820

http://education.illinois.edu <http://education.illinois.edu>

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Thank you,

Lori Fuller

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How Assessment Will Be Administered In The Department/Program

The learning outcomes assessment activities will be grounded in the overarching EPOL learning outcome, which is to foster a comprehensive academic identity of the EPOL department based on our core mission. In particular, EPOL programs will enable students to conduct high quality scholarly research and to commit to continuous improvement of equity, diversity, and social justice. Our programs also enable students to support and collaborate with multidisciplinary areas of concentrations, in order to identify synergies to address the most critical issues in PK-12, post-secondary, workplace learning, and lifelong learning and education contexts.

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 in Table 1 below.

Table 1. Administration of Learning Outcomes Assessment

Level	Goal	Data Sources	Frequency
Department	Ensure the learning outcomes at department level align with campus/college policies, operational resources, strategic trajectory, and faculty expertise	- Student input - Faculty input - College Academic Program Committee - Campus policies	Once a month during department leadership meeting
Program	Ensure the learning outcomes at program level align with departmental policies and operational capacities	- Student input - Faculty input - Departmental Graduate Program Committee (GPC)	Once a month during department GPC meeting (AY)
Concentration	Ensure the learning outcomes at concentration level align with faculty expertise and operational capacities	- Student input - Faculty input	Once a month during concentration faculty meeting (AY)

OLD

Psychological Foundations Courses in Educational Psychology		4

Select any 400 level EPSY course
OR

	Global Issues in Learning	
EPSY 553		

Philosophical and Social Foundations Courses in Education Policy, Organization and Leadership and Curriculum & Instruction		4

Select one of the following:

EPOL 401	History of American Education
EPOL 402	Asian American Education
EPOL 403	Historical and Social Barriers
EPOL 405	School and Society
EPOL 406	Professional Ethics in Education
EPOL 407	Critical Thinking in Education
EPOL 408	Aesthetic Education
EPOL 409	Sociology of Education
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EPOL 412	Politics of Education
EPOL 413	Economics of Education
EPOL 480	Technology and Educational Reform
EPOL 552	Foundation of Higher Education
CI 446	Culture in the Classroom
CI 501	Curriculum Development for the 21st Century

400/500-Level Courses approved by Advisor (Thesis Research Credit not included, up to 8 hours of Independent Study can be applied)	24
(Optional) Concentration Courses. May overlap with other coursework requirements: 12-24 hours	
Total Hours	32

Other Requirements

Masters degree students must take a graduate level College of Education course outside their degree granting department.

Requirements may overlap.

A concentration is not required.

Minimum GPA	3
500-Level Courses Required in Education (Thesis Research Credit not included)	12 hours

Proposed Requirements Showing Changes

Foundations courses		8

Select two of the following foundations courses, taken for four credit hours each. At least one of these two courses must be a course from outside the degree granting department.

Any 400 level EPSY course

EPSY 553	Global Issues in Learning
EPOL 401	History of American Education
EPOL 402	Asian American Education
EPOL 403	Historical and Social Barriers
EPOL 405	School and Society
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Proposed Requirements Final

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Any 400 level EPSY course

EPSY 553	Global Issues in Learning

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Requirements may overlap.

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Minimum GPA	3
500-Level Courses Required in Education (Thesis Research Credit not incl	12 hours

Any 400 level EPSY cc
EPSY 553   Global Issues in Learning

Program Change Request

Date Submitted: 07/31/24 9:20 am

Viewing: **10KS5399CAS; CASX; 1EKS5399CASX : Education Policy, Organization & Leadership, CAS (on campus & off campus)**

Last approved: 06/26/24 6:19 am

Last edit: 09/10/24 9:29 am

Changes proposed by: Lori Fuller

Education Policy, Organization & Leadership, CAS

Catalog Pages
Using this
Program

Proposal Type:

Approval Path

1. 08/14/24 12:12 pm
Donna Butler (dbutler):
Approved for U Program Review
2. 08/14/24 2:34 pm
Liv Thorstensson Davila (livtd):
Approved for 1760 Committee Chair
3. 08/14/24 2:57 pm
Laura Ketchum (ketchum):
Approved for 1760 Head
4. 08/15/24 2:01 pm
Lori Fuller (harvey1):

Approved for KN Committee Chair

5. 08/15/24 2:57 pm
Karla Moller (kjmoller): Approved for KN Dean

6. 08/27/24 3:19 pm
Claire Stewart (clairest): Approved for University Librarian

7. 09/04/24 2:04 pm
Allison McKinney (agrindly): Approved for Grad_College

8. 09/04/24 4:30 pm
Suzanne Lee (suzannel): Approved for COTE Programs

9. 09/05/24 11:05 am
Brooke Newell (bsnewell): Approved for Provost

History

1. Feb 27, 2019 by Deb Forgacs (dforgacs)
2. Apr 6, 2019 by Deb Forgacs (dforgacs)
3. May 20, 2019 by Kathy Stalter (kstalter)
4. Oct 15, 2019 by Deb Forgacs (dforgacs)
5. Jun 5, 2020 by Kathy Stalter (kstalter)
6. Mar 12, 2021 by

Major (ex. Special Education)

This proposal is
for a:
  Revision

Administration Details

Official Program Name	Education Policy, Organization & Leadership, CAS (on campus & off campus)
Diploma Title	Certificate of Advanced Study in Education Policy, Organization and Leadership
Sponsor College	Education
Sponsor Department	Education Policy, Organization and Leadership
Sponsor Name	Karla Moller
Sponsor Email	kjmoller@illinois.edu
College Contact	Lori Fuller

College Contact
Email

  harvey1@illinois.edu

College Budget Officer	Amanda Brown

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.

Laura Ketchum ketchum@illinois.edu

Does this program have inter-departmental administration?

No

Proposal Title

Effective Catalog Term	Fall 2024

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 Certificate of Advanced Study in Education Policy, Organization & 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.	Program Justification 1. Revisions will include the elimination of the headings of the existing foundations requirement of four hours of Psychological Foundations Courses in Educational Psychology and 4 hours of Philosophical and Social Foundations Courses in Education Policy, Organization and Leadership and Curriculum & Instruction and combine the existing course options into one Foundations category for 8 hours. There will not be any additional course options added. 2. We added the text "Select two of the following foundations courses, taken for four credit hours each. At least one of these two courses must be a course from outside the degree granting department" to the Foundations Courses requirement 3. We have reorganized the courses in alphabetical and numerical order in the "Foundations Courses" section. We are not adding existing courses to the program. 4. We removed the text, "If the student does not have a Master's degree from the University of Illinois Urbana-Champaign, the foundation courses listed below must be completed." which was listed above the POS twice and added the phrase "in the "Foundations Courses" section" directly under the "Foundations Courses" heading.

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. Student feedback has resulted in these changes. EPSY Foundations courses were not offered online and thus were not accessible to students. By eliminating the requirement to take specific courses, students will have access to a greater variety of courses.

2. We added the statement "Select two of the following foundations courses, taken for four credit hours each. At least one of these two courses must be a course from outside the degree granting department" to encourage critical thinking and consider multiple perspectives through different disciplinary lenses.

3. We have reorganized the existing courses in alphabetical and numerical order in the "Foundations Courses" section to provide clarity to the viewer.

4. The text: If the student does not have a Master's degree from the University of Illinois Urbana-Champaign, the foundation courses listed below must be completed" was listed twice above the program of study table. We removed the text and listed it under the Foundations Courses heading. We would like for our students to take at least one foundations course outside their degree granting dept.

There will be no change in total hours for the program

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

CI 446 - Culture in the Classroom
CI 501 - Curr Dev for the 21st Century

Please attach any letters of support/acknowledgement for any

Letter of Dept Support.pdf

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.

Upon the conclusion of the program in EPOL, students will be able to
● Demonstrate knowledge and skills in developing, implementing, and evaluating evidence-based programs and practices
● Comprehend current topics and trends in EPOL-wide fields that inform evidence-based practices to improve equity, diversity, and social justice across a wide range of educational, professional, and organizational contexts

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

Describe here:

The learning outcomes assessment activities will be grounded in the overarching EPOL learning outcome, which is to foster a comprehensive academic identity of the EPOL department based on our core mission. In particular, EPOL programs will enable students to conduct high quality scholarly research and to commit to continuous improvement of equity, diversity, and social justice. Our programs also enable students to support and collaborate with multidisciplinary areas of concentrations, in order to identify synergies to address the most critical issues in PK-12, post-secondary, workplace learning, and lifelong learning and education contexts.
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 in attachment

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	EPOL_How When Assessment Will Be Administered In The Department.docx

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   EPOL CAS side by side.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.

Statement for
Programs of   If ~~If~~ the student does not have a Master's degree from the University of Illinois Urbana-
Study Catalog   Champaign, the foundation courses listed below must be completed.

Course List

Code	Title	Hours
~~Psychological Foundations Courses in Educational Psychology~~		~~0-4~~
Foundations Courses		0-8

Select two of the following foundations courses, taken for four credit hours each. At least one of these two courses must be a course from outside the degree granting department.

CI 446	Culture in the Classroom	
CI 501	Curriculum Development for the 21st Century	
EPOL 401	History of American Education	
EPOL 402	Asian American Education	
EPOL 403	Historical and Social Barriers	
EPOL 405	School and Society	
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EPOL 413	Economics of Education	
EPOL 480	Technology and Educational Reform	
EPOL 552	Foundation of Higher Education	

   Any 400 level EPSY course
~~OR~~

EPSY 553	Global Issues in Learning	

Code	Title	Hours
~~Philosophical and Social Foundations Courses in Education Policy, Organization and Leadership and Curriculum & Instruction~~		~~0-4~~
Coursework		24-32
Independent Study (0-8 hours)		
(Optional) Concentration Courses. May overlap with other general coursework requirements: 12-24 hours		
Total Hours		32

Other Requirements

Course List

Code	Title	Hours
500-level hours required		16
Minimum GPA		3.0

Corresponding Degree	CAS Certificate of Advanced Study

Program Features

Academic Level	Graduate

Does this major have transcripted concentrations?	Yes

Will you admit to the concentration directly?	No

Is a concentration required for graduation?	No

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

What are the minimum Total Credit Hours required for this program?
   32

What is the required GPA?	3.0

CIP Code	130101 - Education, General.

Is This a Teacher Certification Program?
   No ~~Yes~~

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.

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 changes to enrollment are expected.

Estimated Annual Number of Degrees Awarded

Year One Estimate   5th Year Estimate (or when
                                                     fully implemented)

What is the   Fall
matriculation
term for this
program?

Budget

Are there   No
budgetary
implications for
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?

There will not be a financial impact as a result of this revision.

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)

Graduate Base on-campus or online/off-campus rate

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

No

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.

There will not be an impact as a result of this revision.

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 revision.

EP Documentation

EP Control
Number

EP.25.001

Attach
Rollback/Approval
Notices

This proposal
requires HLC
inquiry

No

DMI Documentation

Attach Final
Approval Notices

U Program Review Comments KEY 207 8-13-24.docx

Banner/Codebook Name	CAS: Ed Pol Org & Ldrshp -UIUC				
Program Code:	10KS5399CAS; CASX; 1EKS5399CASX				
Minor Code 5399	Conc Code		Degree Code	CAS	Major Code

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   **Allison McKinney (agrindly) (09/04/24 2:04 pm):** Administratively approved by the Graduate College.

Key: 207

Fuller, Lori A

Subject: FW: Letter of Support for the revision of the College of Education Master's Degree programs

---

From: Ostrosky, Michaelene <ostrosky@illinois.edu>
Sent: Monday, June 17, 2024 2:42 PM
To: Moller, Karla <kjmoller@illinois.edu>
Subject: Re: Letter of Support for the revision of the College of Education Master's Degree programs

Hi Karla
I support and approve the revisions to change the requirements to "Foundations" whereby students can select two foundations courses with one being outside the student's degree granting unit.
Thanks,
Micki

From: Moller, Karla <kjmoller@illinois.edu>
Date: Monday, June 17, 2024 at 1:08 PM
To: Ostrosky, Michaelene <ostrosky@illinois.edu>
Subject: FW: Letter of Support for the revision of the College of Education Master's Degree programs

Hi Micki,

This email Lori sent is making a a correction we need to make through APC because of an error in how the approved foundations requirement change was translated to Senate last year.

Both of the APC co-chairs have approved, as have Sarah McCarthey and I.

Are you okay sending Lori your support as you did with the other version you were sent last year?

We are hoping to get this through as quickly as possible to get the foundations requirements working for all our on campus and online students.

If you have any questions, please let us know!

Thanks!

Karla

Karla J. Möller, Ph.D.
(Pronouns: she, her, hers)
Associate Dean for Graduate Programs, College of Education
Associate Professor, Department of Curriculum and Instruction
University of Illinois at Urbana Champaign
Room 142A, College of Education, MC 708
1310 South Sixth Street
Champaign, IL, 61820
217-265-4039
kjmoller@illinois.edu

From: Fuller, Lori A
Sent: Friday, June 14, 2024 10:04 AM
To: Lambert, Matt <matt5@illinois.edu>; Christianson, Kiel <kiel@illinois.edu>; Pak, Yoon <yoonpak@illinois.edu>; Ostrosky, Michaelene <ostrosky@illinois.edu>
Cc: Moller, Karla <kjmoller@illinois.edu>; Zarate, Kary <kzarat2@illinois.edu>; Davila, Liv T. <livtd@illinois.edu>
Subject: FW: Letter of Support for the revision of the College of Education Master's Degree programs

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It is now my understanding that the intent of the original revision to the master's degree programs was to remove the headings of Psychological Foundations Courses in Educational Psychology and Philosophical and Social Foundations Courses in Education Policy, Organization and Leadership and Curriculum & Instruction and include all of the foundation courses under one heading of "Foundation Courses" with the message that states, **"Select two of the following courses, taken for four credit hours each. At least one of the two foundations courses must be a course from outside the degree granting department."**

I am writing on behalf of the college to request a letter of support for the revision of the master's degree programs housed in the College of Education. The revision will request to remove the specific foundation requirement headings of Psychological Foundations Courses in Educational Psychology and Philosophical and Social Foundations Courses in Education Policy, Organization and Leadership and Curriculum & Instruction and replace it with one heading titled, Foundation Courses" with an 8 hour requirement. The revision will also request that all foundation course options be listed under the new heading with the additional phrase, **"Select two of the following courses, taken for four credit hours each. At least one of the two foundations**

courses must be a course from outside the degree granting department." The purpose of this phrase is to encourage critical thinking and consider multiple perspectives through different disciplinary lenses.

The revision will affect all master's degree programs housed in the College of Education (see below).

Curriculum & Instruction, CAS,
Curriculum & Instruction, EdM,
Curriculum & Instruction, MA,
Curriculum & Instruction, MS,
Early Childhood Education, EdM
Education Policy, Organization & Leadership, CAS
Education Policy, Organization & Leadership, EdM,
Education Policy, Organization & Leadership, MA,
Educational Psychology, EdM,
Educational Psychology, MA,
Educational Psychology, MS,
Elementary Education, EdM,
Secondary Education, EdM,
Special Education, EdM,

The new degree requirements for the foundation courses will appear as follows. Please note, each program has additional requirements that will follow this section.

Foundation courses

Select two of the following courses, taken for four credit hours each. At least one of the two foundations courses must be a course from outside the degree granting department.	8
Any 400 level EPSY course	
EPSY 553	Global Issues in Learning
EPOL 401	History of American Education
EPOL 402	Asian American Education
EPOL 403	Historical and Social Barriers
EPOL 405	School and Society

EPOL 406	Professional Ethics in Education
EPOL 407	Critical Thinking in Education
EPOL 408	Aesthetic Education
EPOL 409	Sociology of Education
EPOL 410	Racial and Ethnic Families
EPOL 412	Politics of Education
EPOL 413	Economics of Education
EPOL 480	Technology and Educational Reform
EPOL 552	Foundation of Higher Education
CI 446	Culture in the Classroom
CI 501	Curriculum Development for the 21st Century

Please indicate your support for this revision by replying to this email.

Thank you,

Lori Fuller
Assistant to the Associate Dean for Graduate Programs
College of Education
University of Illinois at Urbana-Champaign
1310 S. Sixth Street, Room 142
Champaign, IL 61820
http://education.illinois.edu

From: Fuller, Lori A
Sent: Monday, July 17, 2023 8:57 AM
To: Pak, Yoon <yoonpak@illinois.edu>; Christianson, Kiel <kiel@illinois.edu>; Perry, Michelle <mperry@illinois.edu>; McCarthey, Sarah Jane <mccarthe@illinois.edu>
Subject: Letter of Support for the revision of the College of Education Master's Degree programs

Dear Sarah, Yoon, Kiel, and Michelle,

I am writing on behalf of the college to request a letter of support for the revision of the master's degree programs housed in the College of Education. The revision will request to remove the specific EPSY courses listed in the section: Psychological Foundations Courses in Educational Psychology and replace the courses with any 400 level EPSY course or EPSY 553. We are also requesting your support to add CI 446, CI 415, and CI 501 as optional courses listed under the new heading: Philosophical and Social Foundations Courses in Education Policy, Organization and Leadership and Curriculum & Instruction. These revisions are consistent with the discussion with the Executive Officers and Departmental DGS from EPSY, CI and EPOL during spring 2023. The revision will affect all master's degree programs housed in the College of Education (see below). Please indicate your support for this revision by replying to this email.

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Special Education, EdM,
Special Education, MS,

Thank you,

Lori Fuller
Assistant to the Associate Dean for Graduate Programs
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University of Illinois at Urbana-Champaign
1310 S. Sixth Street, Room 142
Champaign, IL 61820
http://education.illinois.edu

Subject: FW: Letter of Support for the revision of the College of Education Master's Degree programs

-----Original Message-----
From: Pak, Yoon <yoonpak@illinois.edu>
Sent: Monday, June 17, 2024 2:13 PM
To: Fuller, Lori A <harvey1@illinois.edu>; Lambert, Matt <matt5@illinois.edu>; Christianson, Kiel <kiel@illinois.edu>; Ostrosky, Michaelene <ostrosky@illinois.edu>
Cc: Moller, Karla <kjmoller@illinois.edu>; Zarate, Kary <kzarat2@illinois.edu>; Davila, Liv T. <livtd@illinois.edu>
Subject: Re: Letter of Support for the revision of the College of Education Master's Degree programs

I support and approve the revisions to change to "Foundations" and selecting two foundations courses with one outside the student's degree granting unit.

Thanks,

Yoon

Yoon Pak (She/Hers) | Professor and Head Education Policy, Organization and Leadership College of Education | University of Illinois Core Faculty, Asian American Studies
1310 S. Sixth Street | Champaign, IL 61820 yoonpak@illinois.edu <mailto:yoonpak@illinois.edu> (email to schedule meetings)

Learn about TEAACH <https://teaach.education.illinois.edu/> Online Professional Development The Teaching of Equitable Asian American Community History

From: Fuller, Lori A <harvey1@illinois.edu>
Date: Friday, June 14, 2024 at 10:04 AM
To: Lambert, Matt <matt5@illinois.edu>, Christianson, Kiel <kiel@illinois.edu>, Pak, Yoon <yoonpak@illinois.edu>, Ostrosky, Michaelene <ostrosky@illinois.edu>
Cc: Moller, Karla <kjmoller@illinois.edu>, Zarate, Kary <kzarat2@illinois.edu>, Davila, Liv T. <livtd@illinois.edu>
Subject: FW: Letter of Support for the revision of the College of Education Master's Degree programs

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I am writing on behalf of the college to request a letter of support for the revision of the master's degree programs housed in the College of Education. The revision will request to remove the specific foundation requirement headings of Psychological Foundations Courses in Educational Psychology and Philosophical and Social Foundations Courses in Education Policy, Organization and Leadership and Curriculum & Instruction and replace it with one heading titled, Foundation Courses" with an 8 hour requirement. The revision will also request that all foundation course options be listed under the new heading with the additional phrase, "Select two of the following courses, taken for four credit hours each. At least one of the two foundations courses must be a course from outside the degree granting department." The purpose of this phrase is to encourage critical thinking and consider multiple perspectives through different disciplinary lenses.

The revision will affect all master's degree programs housed in the College of Education (see below).

Curriculum & Instruction, CAS,

2

Curriculum & Instruction, EdM,

Curriculum & Instruction, MA,

Curriculum & Instruction, MS,

Early Childhood Education, EdM

Education Policy, Organization & Leadership, CAS

Education Policy, Organization & Leadership, EdM,

Education Policy, Organization & Leadership, MA,

Educational Psychology, EdM,

Educational Psychology, MA,

Educational Psychology, MS,

Elementary Education, EdM,

Secondary Education, EdM,

Special Education, EdM,

The new degree requirements for the foundation courses will appear as follows. Please note, each program has additional requirements that will follow this section.

Foundation courses

Select two of the following courses, taken for four credit hours each. At least one of the two foundations courses must be a course from outside the degree granting department.

8

Any 400 level EPSY course

EPSY 553 <http://catalog.illinois.edu/search/?P=EPSY%20553>

Global Issues in Learning

EPOL 401 <http://catalog.illinois.edu/search/?P=EPOL%20401>

History of American Education

EPOL 402 <http://catalog.illinois.edu/search/?P=EPOL%20402>

Asian American Education

EPOL 403 <http://catalog.illinois.edu/search/?P=EPOL%20403>

Historical and Social Barriers

EPOL 405 <http://catalog.illinois.edu/search/?P=EPOL%20405>

School and Society

EPOL 406 <http://catalog.illinois.edu/search/?P=EPOL%20406>

Professional Ethics in Education

EPOL 407 <http://catalog.illinois.edu/search/?P=EPOL%20407>

Critical Thinking in Education

EPOL 408 <http://catalog.illinois.edu/search/?P=EPOL%20408>

Aesthetic Education

EPOL 409 <http://catalog.illinois.edu/search/?P=EPOL%20409>

Sociology of Education

EPOL 410 <http://catalog.illinois.edu/search/?P=EPOL%20410>

Racial and Ethnic Families

EPOL 412 <http://catalog.illinois.edu/search/?P=EPOL%20412>

Politics of Education

EPOL 413 <http://catalog.illinois.edu/search/?P=EPOL%20413>

Economics of Education

EPOL 480 <http://catalog.illinois.edu/search/?P=EPOL%20480>

Technology and Educational Reform

EPOL 552 <http://catalog.illinois.edu/search/?P=EPOL%20552>

Foundation of Higher Education

CI 446 <http://catalog.illinois.edu/search/?P=CI%20446>

Culture in the Classroom

CI 501

Curriculum Development for the 21st Century

Please indicate your support for this revision by replying to this email.

Thank you,

Lori Fuller

Assistant to the Associate Dean for Graduate Programs

College of Education

University of Illinois at Urbana-Champaign

1310 S. Sixth Street, Room 142

Champaign, IL 61820

http://education.illinois.edu <http://education.illinois.edu>

Dear Sarah, Yoon, Kiel, and Michelle,

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Early Childhood Education, EdM

Education Policy, Organization & Leadership, CAS

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Education Policy, Organization & Leadership, MA,

Educational Psychology, EdM,

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Elementary Education, EdM,

Secondary Education, EdM,

Special Education, EdM,

Special Education, MS,

Thank you,

Lori Fuller

Assistant to the Associate Dean for Graduate Programs

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Stealing Yoon's text (bc I wasn't actually sure what you needed from us!) (so thanks, Yoon!).

Hi,

I support and approve the revisions to change to "Foundations" and selecting two foundations courses with one outside the student's degree granting unit.

Thanks,

kiel

--

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

Director
SLATE Doctoral Concentration Program
College of Liberal Arts and Sciences

Co-Director
Illinois Language & Literature Initiative (ILLI)
Beckman Institute for Advanced Science & Technology

Director
EdPsych Psycholinguistics Lab
Beckman Institute
https://epl.beckman.illinois.edu/

From: Fuller, Lori A <harvey1@illinois.edu>

Date: Friday, June 14, 2024 at 10:04 AM

To: Lambert, Matt <matt5@illinois.edu>, Christianson, Kiel <kiel@illinois.edu>, Pak, Yoon <yoonpak@illinois.edu>, Ostrosky, Michaelene <ostrosky@illinois.edu>

Cc: Moller, Karla <kjmoller@illinois.edu>, Zarate, Kary <kzarat2@illinois.edu>, Davila, Liv T. <livtd@illinois.edu>

Subject: FW: Letter of Support for the revision of the College of Education Master's Degree programs

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EPOL 410	Racial and Ethnic Families
EPOL 412	Politics of Education
EPOL 413	Economics of Education
EPOL 480	Technology and Educational Reform
EPOL 552	Foundation of Higher Education
CI 446	Culture in the Classroom
CI 501	Curriculum Development for the 21st Century

Please indicate your support for this revision by replying to this email.

Thank you,

Lori Fuller
Assistant to the Associate Dean for Graduate Programs
College of Education
University of Illinois at Urbana-Champaign
1310 S. Sixth Street, Room 142
Champaign, IL 61820
http://education.illinois.edu

From: Fuller, Lori A
Sent: Monday, July 17, 2023 8:57 AM
To: Pak, Yoon <yoonpak@illinois.edu>; Christianson, Kiel <kiel@illinois.edu>; Perry, Michelle <mperry@illinois.edu>; McCarthey, Sarah Jane <mccarthe@illinois.edu>
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Elementary Education, EdM,
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Special Education, MS,

Thank you,

Lori Fuller
Assistant to the Associate Dean for Graduate Programs
College of Education
University of Illinois at Urbana-Champaign
1310 S. Sixth Street, Room 142
Champaign, IL 61820
http://education.illinois.edu

Hi Lori,

I approve the proposed changes. Thanks.

ML

MATT LAMBERT | Professor & Department Head | Special Education | University of Illinois Urbana-Champaign 1310 South Sixth Street | 288E Education Building | Champaign, IL 61820 | 217.244.5293 | matt5@illinois.edu <mailto:matt5@illinois.edu>

 <http://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: Fuller, Lori A <harvey1@illinois.edu>
Sent: Friday, June 14, 2024 10:04 AM
To: Lambert, Matt <matt5@illinois.edu>; Christianson, Kiel <kiel@illinois.edu>; Pak, Yoon <yoonpak@illinois.edu>; Ostrosky, Michaelene <ostrosky@illinois.edu>
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Subject: FW: Letter of Support for the revision of the College of Education Master's Degree programs

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Global Issues in Learning

EPOL 401 <http://catalog.illinois.edu/search/?P=EPOL%20401>

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EPOL 402 <http://catalog.illinois.edu/search/?P=EPOL%20402>

Asian American Education

EPOL 403 <http://catalog.illinois.edu/search/?P=EPOL%20403>

Historical and Social Barriers

EPOL 405 <http://catalog.illinois.edu/search/?P=EPOL%20405>

School and Society

EPOL 406 <http://catalog.illinois.edu/search/?P=EPOL%20406>

Professional Ethics in Education

EPOL 407 <http://catalog.illinois.edu/search/?P=EPOL%20407>

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EPOL 408 <http://catalog.illinois.edu/search/?P=EPOL%20408>

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Sociology of Education

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EPOL 412 <http://catalog.illinois.edu/search/?P=EPOL%20412>

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Economics of Education

EPOL 480 <http://catalog.illinois.edu/search/?P=EPOL%20480>

Technology and Educational Reform

EPOL 552 <http://catalog.illinois.edu/search/?P=EPOL%20552>

Foundation of Higher Education

CI 446 <http://catalog.illinois.edu/search/?P=CI%20446>

Culture in the Classroom

CI 501

Curriculum Development for the 21st Century

Please indicate your support for this revision by replying to this email.

Thank you,

Lori Fuller

Assistant to the Associate Dean for Graduate Programs

College of Education

University of Illinois at Urbana-Champaign

1310 S. Sixth Street, Room 142

Champaign, IL 61820

http://education.illinois.edu <http://education.illinois.edu>

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Curriculum & Instruction, MS,

Early Childhood Education, EdM

Education Policy, Organization & Leadership, CAS

Education Policy, Organization & Leadership, EdM,

Education Policy, Organization & Leadership, MA,

Educational Psychology, EdM,

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Special Education, EdM,

Special Education, MS,

Thank you,

Lori Fuller

Assistant to the Associate Dean for Graduate Programs

College of Education

University of Illinois at Urbana-Champaign

1310 S. Sixth Street, Room 142

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How Assessment Will Be Administered In The Department/Program

The learning outcomes assessment activities will be grounded in the overarching EPOL learning outcome, which is to foster a comprehensive academic identity of the EPOL department based on our core mission. In particular, EPOL programs will enable students to conduct high quality scholarly research and to commit to continuous improvement of equity, diversity, and social justice. Our programs also enable students to support and collaborate with multidisciplinary areas of concentrations, in order to identify synergies to address the most critical issues in PK-12, post-secondary, workplace learning, and lifelong learning and education contexts.

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 in Table 1 below.

Table 1. Administration of Learning Outcomes Assessment

Level	Goal	Data Sources	Frequency
Department	Ensure the learning outcomes at department level align with campus/college policies, operational resources, strategic trajectory, and faculty expertise	● Student input ● Faculty input ● College Academic Program Committee ● Campus policies	Once a month during department leadership meeting
Program	Ensure the learning outcomes at program level align with departmental policies and operational capacities	● Student input ● Faculty input ● Departmental Graduate Program Committee (GPC)	Once a month during department GPC meeting (AY)
Concentration	Ensure the learning outcomes at concentration level align with faculty expertise and operational capacities	● Student input ● Faculty input	Once a month during concentration faculty meeting (AY)

U Program Review Comments 8-13-2024

Education Policy, Organization & Leadership, CAS, Key 207

1. Justification #1, brief description, consider being consistent with using either 'four' or '4'
2. Justification #3, brief description, for reviewer clarity, include where change is occurring in the POS table.
3. Justification #4, and Why, the text about the Foundations courses is part of the degree requirements and should stay in the POS. With this also remove the text from the Overview section so it isn't repeated.
4. Teacher Certification question, is this question answered correctly?
5. Financial Resources, we added the tuition rate information because the field was blank.

Program Change Request

Date Submitted: 07/31/24 11:56 am

Viewing: **10KS5082EDM : Early Childhood Education, EDM**

Last approved: 03/19/24 2:56 pm

Last edit: 09/10/24 9:30 am

Changes proposed by: Lori Fuller

[Early Childhood Education, EdM](#)

Catalog Pages
Using this
Program

Proposal Type:

In Workflow

1. **U Program Review**
2. **1613 Committee Chair**
3. **1613 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. 08/14/24 12:13 pm
   Donna Butler (dbutler): Approved for U Program Review
2. 08/16/24 1:19 pm
   Emma Mercier (mercier): Approved for 1613 Committee Chair
3. 08/19/24 10:28 pm
   Helen Neville (hneville): Approved for 1613 Head
4. 08/22/24 9:48 am
   Lori Fuller

(harvey1): Approved for KN Committee Chair

5. 08/22/24 12:23 pm
   Karla Moller (kjmoller): Approved for KN Dean

6. 08/27/24 12:57 pm
   Claire Stewart (clairest): Approved for University Librarian

7. 09/04/24 2:04 pm
   Allison McKinney (agrindly): Approved for Grad_College

8. 09/04/24 4:30 pm
   Suzanne Lee (suzannel): Approved for COTE Programs

9. 09/05/24 11:05 am
   Brooke Newell (bsnewell): Approved for Provost

History

1. Apr 6, 2019 by Deb Forgacs (dforgacs)
2. May 24, 2019 by Kathy Stalter (kstalter)
3. Jun 5, 2020 by Kathy Stalter (kstalter)
4. Sep 29, 2021 by Kathy Stalter (kstalter)
5. Mar 15, 2023 by

Major (ex. Special Education)

This proposal is
for a:
  Revision

Administration Details

Official Program Name	Early Childhood Education, EDM
Diploma Title	Master of Education
Sponsor College	Education
Sponsor Department	Curriculum and Instruction
Sponsor Name	Karla Moller
Sponsor Email	kjmoller@illinois.edu
College Contact	Lori Fuller

College Contact
Email

  harvey1@illinois.edu

College Budget Officer	Amanda Brown

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 Term	Fall 2024

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 Master of Education in Early Childhood 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.

1. Revisions will include the elimination of the headings of the existing foundations requirement of four hours of Psychological Foundations Courses in Educational Psychology and four hours of Philosophical and Social Foundations Courses in Education Policy, Organization and Leadership and Curriculum & Instruction and combine the existing course options into one Foundations category for eight hours. There will not be any additional course options added.

2. We have moved the text "Masters degree students must take a graduate level College of Education course outside their degree granting department" listed under the Other Requirements heading to the new Foundations Courses Requirement to now say, "Select two of the following foundations courses, taken for four credit hours each. At least one of these two courses must be a course from outside the degree granting department"

3. We have reorganized the courses in alphabetical and numerical order under the Foundations Courses section. We are not adding existing courses to the program.

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. Student feedback has resulted in these changes. EPSY Foundations courses were not offered online and thus were not accessible to students. By eliminating the requirement to take specific courses, students will have access to a greater variety of courses.

2. We have moved the statement, "Master's degree students must take at least one course outside of their degree-granting department" to the foundations requirement to encourage critical thinking and consider multiple perspectives through different disciplinary lenses.

3. We have reorganized the existing courses under the Foundations Courses requirement section to provide clarity to the viewer.

There will be no change in total hours for the program.

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

Please attach any letters of support/acknowledgement for any Instructional Resources consider faculty, students, and/or other impacted units as appropriate.

Letter of Dept Support.pdf

Program Regulation and Assessment

Plan to Assess and Improve Student Learning

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 deep knowledge of child development as it relates to the field of education.

Students will effectively plan and implement relevant, culturally responsive, and developmentally appropriate instruction children from infancy to age eight.

Students will use assessment data to drive decisions and solve problems in and out of the classroom.

Students will display the expectations of professionalism related to success in the field of education and beyond (fairness, commitment to collaboration, community, reflective practice, and attention to 21st century skills and practices).

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   ECE EDM side by side.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.

Field Placement Information http://education.illinois.edu/sce

Statement for Programs of Study Catalog			
	Course List		
	Code	Title	Hours
	~~Psychological Foundations Courses in Educational Psychology~~		~~4~~
	Foundations Courses		8
	Select two of the following foundations courses, taken for four credit hours each. At least one of these two courses must be a course from outside the degree granting department.		
	CI 446	Culture in the Classroom	
	CI 501	Curriculum Development for the 21st Century	
	EPOL 401	History of American Education	
	EPOL 402	Asian American Education	
	EPOL 403	Historical and Social Barriers	
	EPOL 405	School and Society	
	EPOL 406	Professional Ethics in Education	
	EPOL 407	Critical Thinking in Education	
	EPOL 408	Aesthetic Education	
	EPOL 409	Sociology of Education	
	EPOL 410	Racial and Ethnic Families	
	EPOL 412	Politics of Education	
	EPOL 413	Economics of Education	
	EPOL 480	Technology and Educational Reform	
	EPOL 552	Foundation of Higher Education	
	Any 400 level EPSY course		
	OR		
	EPSY 553	Global Issues in Learning	
	~~Philosophical and Social Foundations Courses in Education Policy, Organization and Leadership and Curriculum & Instruction~~		~~4~~
	Elective Hours:		24
	Project/Independent Study Hours (min/max applied toward degree): 0-8		
	Total Hours		32

Other Requirements:

Grad Other Degree Requirements

Requirement	Description
Field Placement information link is above	
Minimum GPA	3.0
500-Level Hours Required in Education	12 hours

~~Masters degree students must take a graduate level College of Education course outside their degree grantingdepartment.~~

Corresponding Degree	EdM Master of Education

Program Features

Academic Level	Graduate
Does this major	Yes

have transcripted
concentrations?

Will you admit to   No
the concentration
directly?

Is a concentration   No
required for
graduation?

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

What are the minimum Total Credit Hours required for this program?
  32

What is the   3.0
required GPA?

CIP Code   131210 - Early Childhood Education and
                       Teaching.

Is This a Teacher Certification Program?
                       Yes

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.

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 changes to enrollment are expected.

Estimated Annual Number of Degrees Awarded

Year One Estimate   5th Year Estimate (or when
                                                       fully implemented)

What is the   Fall
matriculation
term for this
program?

Budget

Are there   No
budgetary
implications for
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?

There will not be a financial impact as a result of this revision.

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)

Graduate Base on-campus rate

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

No

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.

There will not be an impact as a result of this revision.

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 revision.

EP Documentation

EP Control Number	EP.25.001
Attach Rollback/Approval Notices	
This proposal requires HLC inquiry	No

DMI Documentation

Attach Final Approval Notices	U Program Review Comments KEY 202 8-12-24.docx
Banner/Codebook Name	EDM: Early Childhood Ed -UIUC
Program Code:	10KS5082EDM

Minor Code	Conc Code	Degree Code	EDM	Major Code
5082				

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	**Allison McKinney (agrindly) (09/04/24 2:04 pm):** Administratively approved by the Graduate College.

Key: 202

Fuller, Lori A

From: Ostrosky, Michaelene <ostrosky@illinois.edu>
Sent: Monday, June 17, 2024 2:42 PM
To: Moller, Karla <kjmoller@illinois.edu>
Subject: Re: Letter of Support for the revision of the College of Education Master's Degree programs

Hi Karla
I support and approve the revisions to change the requirements to "Foundations" whereby students can select two foundations courses with one being outside the student's degree granting unit.
Thanks,
Micki

From: Moller, Karla <kjmoller@illinois.edu>
Date: Monday, June 17, 2024 at 1:08 PM
To: Ostrosky, Michaelene <ostrosky@illinois.edu>
Subject: FW: Letter of Support for the revision of the College of Education Master's Degree programs

Hi Micki,

This email Lori sent is making a a correction we need to make through APC because of an error in how the approved foundations requirement change was translated to Senate last year.

Both of the APC co-chairs have approved, as have Sarah McCarthey and I.

Are you okay sending Lori your support as you did with the other version you were sent last year?

We are hoping to get this through as quickly as possible to get the foundations requirements working for all our on campus and online students.

If you have any questions, please let us know!

Thanks!

Karla

Karla J. Möller, Ph.D.
(Pronouns: she, her, hers)
Associate Dean for Graduate Programs, College of Education
Associate Professor, Department of Curriculum and Instruction
University of Illinois at Urbana Champaign
Room 142A, College of Education, MC 708
1310 South Sixth Street
Champaign, IL, 61820
217-265-4039
kjmoller@illinois.edu

From: Fuller, Lori A
Sent: Friday, June 14, 2024 10:04 AM
To: Lambert, Matt <matt5@illinois.edu>; Christianson, Kiel <kiel@illinois.edu>; Pak, Yoon <yoonpak@illinois.edu>; Ostrosky, Michaelene <ostrosky@illinois.edu>
Cc: Moller, Karla <kjmoller@illinois.edu>; Zarate, Kary <kzarat2@illinois.edu>; Davila, Liv T. <livtd@illinois.edu>
Subject: FW: Letter of Support for the revision of the College of Education Master's Degree programs

Hello everyone,

I wanted to let you know there was a misunderstanding with the recent revisions to the CoE master's degree foundation requirements changes that was approved originally by APC and campus last spring.

It is now my understanding that the intent of the original revision to the master's degree programs was to remove the headings of Psychological Foundations Courses in Educational Psychology and Philosophical and Social Foundations Courses in Education Policy, Organization and Leadership and Curriculum & Instruction and include all of the foundation courses under one heading of "Foundation Courses" with the message that states, **"Select two of the following courses, taken for four credit hours each. At least one of the two foundations courses must be a course from outside the degree granting department."**

I am writing on behalf of the college to request a letter of support for the revision of the master's degree programs housed in the College of Education. The revision will request to remove the specific foundation requirement headings of Psychological Foundations Courses in Educational Psychology and Philosophical and Social Foundations Courses in Education Policy, Organization and Leadership and Curriculum & Instruction and replace it with one heading titled, Foundation Courses" with an 8 hour requirement. The revision will also request that all foundation course options be listed under the new heading with the additional phrase, **"Select two of the following courses, taken for four credit hours each. At least one of the two foundations**

2

courses must be a course from outside the degree granting department." The purpose of this phrase is to encourage critical thinking and consider multiple perspectives through different disciplinary lenses.

The revision will affect all master's degree programs housed in the College of Education (see below).

<div align="center">

Curriculum & Instruction, CAS,
Curriculum & Instruction, EdM,
Curriculum & Instruction, MA,
Curriculum & Instruction, MS,
Early Childhood Education, EdM
Education Policy, Organization & Leadership, CAS
Education Policy, Organization & Leadership, EdM,
Education Policy, Organization & Leadership, MA,
Educational Psychology, EdM,
Educational Psychology, MA,
Educational Psychology, MS,
Elementary Education, EdM,
Secondary Education, EdM,
Special Education, EdM,

</div>

The new degree requirements for the foundation courses will appear as follows. Please note, each program has additional requirements that will follow this section.

Foundation courses

Select two of the following courses, taken for four credit hours each. At least one of the two foundations courses must be a course from outside the degree granting department.		**8**
Any 400 level EPSY course		
EPSY 553	Global Issues in Learning	
EPOL 401	History of American Education	
EPOL 402	Asian American Education	
EPOL 403	Historical and Social Barriers	
EPOL 405	School and Society	

EPOL 406	Professional Ethics in Education
EPOL 407	Critical Thinking in Education
EPOL 408	Aesthetic Education
EPOL 409	Sociology of Education
EPOL 410	Racial and Ethnic Families
EPOL 412	Politics of Education
EPOL 413	Economics of Education
EPOL 480	Technology and Educational Reform
EPOL 552	Foundation of Higher Education
CI 446	Culture in the Classroom
CI 501	Curriculum Development for the 21st Century

Please indicate your support for this revision by replying to this email.

Thank you,

Lori Fuller
Assistant to the Associate Dean for Graduate Programs
College of Education
University of Illinois at Urbana-Champaign
1310 S. Sixth Street, Room 142
Champaign, IL 61820
http://education.illinois.edu

Dear Sarah, Yoon, Kiel, and Michelle,

I am writing on behalf of the college to request a letter of support for the revision of the master's degree programs housed in the College of Education. The revision will request to remove the specific EPSY courses listed in the section: Psychological Foundations Courses in Educational Psychology and replace the courses with any 400 level EPSY course or EPSY 553. We are also requesting your support to add CI 446, CI 415, and CI 501 as optional courses listed under the new heading: Philosophical and Social Foundations Courses in Education Policy, Organization and Leadership and Curriculum & Instruction. These revisions are consistent with the discussion with the Executive Officers and Departmental DGS from EPSY, CI and EPOL during spring 2023. The revision will affect all master's degree programs housed in the College of Education (see below). Please indicate your support for this revision by replying to this email.

> Curriculum & Instruction, CAS,
> Curriculum & Instruction, EdM,
> Curriculum & Instruction, MA,
> Curriculum & Instruction, MS,
> Early Childhood Education, EdM
> Education Policy, Organization & Leadership, CAS
> Education Policy, Organization & Leadership, EdM,
> Education Policy, Organization & Leadership, MA,
> Educational Psychology, EdM,
> Educational Psychology, MA,
> Educational Psychology, MS,
> Elementary Education, EdM,
> Secondary Education, EdM,
> Special Education, EdM,
> Special Education, MS,

Thank you,

Lori Fuller
Assistant to the Associate Dean for Graduate Programs
College of Education
University of Illinois at Urbana-Champaign
1310 S. Sixth Street, Room 142
Champaign, IL 61820
http://education.illinois.edu

Fuller, Lori A

-----Original Message-----
From: Pak, Yoon <yoonpak@illinois.edu>
Sent: Monday, June 17, 2024 2:13 PM
To: Fuller, Lori A <harvey1@illinois.edu>; Lambert, Matt <matt5@illinois.edu>; Christianson, Kiel <kiel@illinois.edu>; Ostrosky, Michaelene <ostrosky@illinois.edu>
Cc: Moller, Karla <kjmoller@illinois.edu>; Zarate, Kary <kzarat2@illinois.edu>; Davila, Liv T. <livtd@illinois.edu>
Subject: Re: Letter of Support for the revision of the College of Education Master's Degree programs

I support and approve the revisions to change to "Foundations" and selecting two foundations courses with one outside the student's degree granting unit.

Thanks,

Yoon

Yoon Pak (She/Hers) | Professor and Head Education Policy, Organization and Leadership College of Education | University of Illinois Core Faculty, Asian American Studies
1310 S. Sixth Street | Champaign, IL 61820 yoonpak@illinois.edu <mailto:yoonpak@illinois.edu> (email to schedule meetings)

Learn about TEAACH <https://teaach.education.illinois.edu/> Online Professional Development The Teaching of Equitable Asian American Community History

1

From: Fuller, Lori A <harvey1@illinois.edu>
Date: Friday, June 14, 2024 at 10:04 AM
To: Lambert, Matt <matt5@illinois.edu>, Christianson, Kiel <kiel@illinois.edu>, Pak, Yoon <yoonpak@illinois.edu>, Ostrosky, Michaelene <ostrosky@illinois.edu>
Cc: Moller, Karla <kjmoller@illinois.edu>, Zarate, Kary <kzarat2@illinois.edu>, Davila, Liv T. <livtd@illinois.edu>
Subject: FW: Letter of Support for the revision of the College of Education Master's Degree programs

Hello everyone,

I wanted to let you know there was a misunderstanding with the recent revisions to the CoE master's degree foundation requirements changes that was approved originally by APC and campus last spring.

It is now my understanding that the intent of the original revision to the master's degree programs was to remove the headings of Psychological Foundations Courses in Educational Psychology and Philosophical and Social Foundations Courses in Education Policy, Organization and Leadership and Curriculum & Instruction and include all of the foundation courses under one heading of "Foundation Courses" with the message that states, "Select two of the following courses, taken for four credit hours each. At least one of the two foundations courses must be a course from outside the degree granting department."

I am writing on behalf of the college to request a letter of support for the revision of the master's degree programs housed in the College of Education. The revision will request to remove the specific foundation requirement headings of Psychological Foundations Courses in Educational Psychology and Philosophical and Social Foundations Courses in Education Policy, Organization and Leadership and Curriculum & Instruction and replace it with one heading titled, Foundation Courses" with an 8 hour requirement. The revision will also request that all foundation course options be listed under the new heading with the additional phrase, "Select two of the following courses, taken for four credit hours each. At least one of the two foundations courses must be a course from outside the degree granting department." The purpose of this phrase is to encourage critical thinking and consider multiple perspectives through different disciplinary lenses.

The revision will affect all master's degree programs housed in the College of Education (see below).

Curriculum & Instruction, CAS,

2

Curriculum & Instruction, EdM,

Curriculum & Instruction, MA,

Curriculum & Instruction, MS,

Early Childhood Education, EdM

Education Policy, Organization & Leadership, CAS

Education Policy, Organization & Leadership, EdM,

Education Policy, Organization & Leadership, MA,

Educational Psychology, EdM,

Educational Psychology, MA,

Educational Psychology, MS,

Elementary Education, EdM,

Secondary Education, EdM,

Special Education, EdM,

The new degree requirements for the foundation courses will appear as follows. Please note, each program has additional requirements that will follow this section.

Foundation courses

Select two of the following courses, taken for four credit hours each. At least one of the two foundations courses must be a course from outside the degree granting department.

8

Any 400 level EPSY course

EPSY 553 <http://catalog.illinois.edu/search/?P=EPSY%20553>

Global Issues in Learning

EPOL 401 <http://catalog.illinois.edu/search/?P=EPOL%20401>

History of American Education

EPOL 402 <http://catalog.illinois.edu/search/?P=EPOL%20402>

Asian American Education

EPOL 403 <http://catalog.illinois.edu/search/?P=EPOL%20403>

Historical and Social Barriers

EPOL 405 <http://catalog.illinois.edu/search/?P=EPOL%20405>

School and Society

EPOL 406 <http://catalog.illinois.edu/search/?P=EPOL%20406>

Professional Ethics in Education

EPOL 407 <http://catalog.illinois.edu/search/?P=EPOL%20407>

Critical Thinking in Education

EPOL 408 <http://catalog.illinois.edu/search/?P=EPOL%20408>

Aesthetic Education

EPOL 409 <http://catalog.illinois.edu/search/?P=EPOL%20409>

Sociology of Education

EPOL 410 <http://catalog.illinois.edu/search/?P=EPOL%20410>

Racial and Ethnic Families

EPOL 412 <http://catalog.illinois.edu/search/?P=EPOL%20412>

Politics of Education

EPOL 413 <http://catalog.illinois.edu/search/?P=EPOL%20413>

Economics of Education

EPOL 480 <http://catalog.illinois.edu/search/?P=EPOL%20480>

Technology and Educational Reform

EPOL 552 <http://catalog.illinois.edu/search/?P=EPOL%20552>

Foundation of Higher Education

CI 446 <http://catalog.illinois.edu/search/?P=CI%20446>

Culture in the Classroom

CI 501

Curriculum Development for the 21st Century

Please indicate your support for this revision by replying to this email.

Thank you,

Lori Fuller

Assistant to the Associate Dean for Graduate Programs

College of Education

University of Illinois at Urbana-Champaign

1310 S. Sixth Street, Room 142

Champaign, IL 61820

http://education.illinois.edu <http://education.illinois.edu>

From: Fuller, Lori A
Sent: Monday, July 17, 2023 8:57 AM
To: Pak, Yoon <yoonpak@illinois.edu <mailto:yoonpak@illinois.edu> >; Christianson, Kiel <kiel@illinois.edu <mailto:kiel@illinois.edu> >; Perry, Michelle <mperry@illinois.edu <mailto:mperry@illinois.edu> >; McCarthey, Sarah Jane <mccarthe@illinois.edu <mailto:mccarthe@illinois.edu> >
Subject: Letter of Support for the revision of the College of Education Master's Degree programs

Dear Sarah, Yoon, Kiel, and Michelle,

I am writing on behalf of the college to request a letter of support for the revision of the master's degree programs housed in the College of Education. The revision will request to remove the specific EPSY courses listed in the section: Psychological Foundations Courses in Educational Psychology and replace the courses with any 400 level EPSY course or EPSY 553. We are also requesting your support to add CI 446, CI 415, and CI 501 as optional courses listed under the new heading: Philosophical and Social Foundations Courses in Education Policy, Organization and Leadership and Curriculum & Instruction. These revisions are consistent with the discussion with the Executive Officers and Departmental DGS from EPSY, CI and EPOL during spring 2023. The revision will affect all master's degree programs housed in the College of Education (see below). Please indicate your support for this revision by replying to this email.

Curriculum & Instruction, CAS,

Curriculum & Instruction, EdM,

Curriculum & Instruction, MA,

Curriculum & Instruction, MS,

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Early Childhood Education, EdM

Education Policy, Organization & Leadership, CAS

Education Policy, Organization & Leadership, EdM,

Education Policy, Organization & Leadership, MA,

Educational Psychology, EdM,

Educational Psychology, MA,

Educational Psychology, MS,

Elementary Education, EdM,

Secondary Education, EdM,

Special Education, EdM,

Special Education, MS,

Thank you,

Lori Fuller

Assistant to the Associate Dean for Graduate Programs

College of Education

University of Illinois at Urbana-Champaign

1310 S. Sixth Street, Room 142

Champaign, IL 61820

http://education.illinois.edu <http://education.illinois.edu>

Stealing Yoon's text (bc I wasn't actually sure what you needed from us!) (so thanks, Yoon!).

Hi,

I support and approve the revisions to change to "Foundations" and selecting two foundations courses with one outside the student's degree granting unit.

Thanks,

kiel

--

Kiel Christianson, Ph.D.

Professor & Chair

Department of Educational Psychology

University of Illinois, Urbana-Champaign

Director

SLATE Doctoral Concentration Program

College of Liberal Arts and Sciences

Co-Director

Illinois Language & Literature Initiative (ILLI)

Beckman Institute for Advanced Science & Technology

Director

EdPsych Psycholinguistics Lab

Beckman Institute

https://epl.beckman.illinois.edu/

From: Fuller, Lori A <harvey1@illinois.edu>

Date: Friday, June 14, 2024 at 10:04 AM

To: Lambert, Matt <matt5@illinois.edu>, Christianson, Kiel <kiel@illinois.edu>, Pak, Yoon <yoonpak@illinois.edu>, Ostrosky, Michaelene <ostrosky@illinois.edu>

Cc: Moller, Karla <kjmoller@illinois.edu>, Zarate, Kary <kzarat2@illinois.edu>, Davila, Liv T. <livtd@illinois.edu>

Subject: FW: Letter of Support for the revision of the College of Education Master's Degree programs

Hello everyone,

I wanted to let you know there was a misunderstanding with the recent revisions to the CoE master's degree foundation requirements changes that was approved originally by APC and campus last spring.

It is now my understanding that the intent of the original revision to the master's degree programs was to remove the headings of Psychological Foundations Courses in Educational Psychology and Philosophical and Social Foundations Courses in Education Policy, Organization and Leadership and Curriculum & Instruction and include all of the foundation courses under one heading of "Foundation Courses" with the message that states, **"Select two of the following courses, taken for four credit hours each. At least one of the two foundations courses must be a course from outside the degree granting department."**

I am writing on behalf of the college to request a letter of support for the revision of the master's degree programs housed in the College of Education. The revision will request to remove the specific foundation requirement headings of Psychological Foundations Courses in Educational Psychology and Philosophical and Social Foundations Courses in Education Policy, Organization and Leadership and Curriculum & Instruction and replace it with one heading titled, Foundation Courses" with an 8 hour requirement. The revision will also request that all foundation course options be listed under the new heading with the additional phrase, **"Select two of the following courses, taken for four credit hours each. At least one of the two foundations courses must be a course from outside the degree granting department."** The purpose of this phrase is to encourage critical thinking and consider multiple perspectives through different disciplinary lenses.

The revision will affect all master's degree programs housed in the College of Education (see below).

> Curriculum & Instruction, CAS,
> Curriculum & Instruction, EdM,
> Curriculum & Instruction, MA,
> Curriculum & Instruction, MS,
> Early Childhood Education, EdM
> Education Policy, Organization & Leadership, CAS
> Education Policy, Organization & Leadership, EdM,
> Education Policy, Organization & Leadership, MA,
> Educational Psychology, EdM,
> Educational Psychology, MA,
> Educational Psychology, MS,
> Elementary Education, EdM,
> Secondary Education, EdM,
> Special Education, EdM,

The new degree requirements for the foundation courses will appear as follows. Please note, each program has additional requirements that will follow this section.

Foundation courses	
Select two of the following courses, taken for four credit hours each. At least one of the two foundations courses must be a course from outside the degree granting department.	**8**

	Any 400 level EPSY course
EPSY 553	Global Issues in Learning
EPOL 401	History of American Education
EPOL 402	Asian American Education
EPOL 403	Historical and Social Barriers
EPOL 405	School and Society
EPOL 406	Professional Ethics in Education
EPOL 407	Critical Thinking in Education
EPOL 408	Aesthetic Education
EPOL 409	Sociology of Education
EPOL 410	Racial and Ethnic Families
EPOL 412	Politics of Education
EPOL 413	Economics of Education
EPOL 480	Technology and Educational Reform
EPOL 552	Foundation of Higher Education
CI 446	Culture in the Classroom
CI 501	Curriculum Development for the 21st Century

Please indicate your support for this revision by replying to this email.

Thank you,

Lori Fuller
Assistant to the Associate Dean for Graduate Programs
College of Education
University of Illinois at Urbana-Champaign
1310 S. Sixth Street, Room 142
Champaign, IL 61820
http://education.illinois.edu

From: Fuller, Lori A
Sent: Monday, July 17, 2023 8:57 AM
To: Pak, Yoon <yoonpak@illinois.edu>; Christianson, Kiel <kiel@illinois.edu>; Perry, Michelle <mperry@illinois.edu>; McCarthey, Sarah Jane <mccarthe@illinois.edu>
Subject: Letter of Support for the revision of the College of Education Master's Degree programs

Dear Sarah, Yoon, Kiel, and Michelle,

I am writing on behalf of the college to request a letter of support for the revision of the master's degree programs housed in the College of Education. The revision will request to remove the specific EPSY courses listed in the section: Psychological Foundations Courses in Educational Psychology and replace the courses with any 400 level EPSY course or EPSY 553. We are also requesting your support to add CI 446, CI 415, and CI 501 as optional courses listed under the new heading: Philosophical and Social Foundations

Courses in Education Policy, Organization and Leadership and Curriculum & Instruction. These revisions are consistent with the discussion with the Executive Officers and Departmental DGS from EPSY, CI and EPOL during spring 2023. The revision will affect all master's degree programs housed in the College of Education (see below). Please indicate your support for this revision by replying to this email.

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University of Illinois at Urbana-Champaign
1310 S. Sixth Street, Room 142
Champaign, IL 61820
http://education.illinois.edu

From:	Lambert, Matt
To:	Fuller, Lori A
Subject:	RE: Letter of Support for the revision of the College of Education Master"s Degree programs
Date:	Friday, June 14, 2024 10:14:39 AM

Hi Lori,

I approve the proposed changes. Thanks.

ML

MATT LAMBERT | Professor & Department Head | Special Education | University of Illinois Urbana-Champaign 1310 South Sixth Street | 288E Education Building | Champaign, IL 61820 | 217.244.5293 | matt5@illinois.edu <mailto:matt5@illinois.edu>

 <http://illinois.edu/>

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Sent: Friday, June 14, 2024 10:04 AM
To: Lambert, Matt <matt5@illinois.edu>; Christianson, Kiel <kiel@illinois.edu>; Pak, Yoon <yoonpak@illinois.edu>; Ostrosky, Michaelene <ostrosky@illinois.edu>
Cc: Moller, Karla <kjmoller@illinois.edu>; Zarate, Kary <kzarat2@illinois.edu>; Davila, Liv T. <livtd@illinois.edu>
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8

Any 400 level EPSY course

EPSY 553 <http://catalog.illinois.edu/search/?P=EPSY%20553>

Global Issues in Learning

EPOL 401 <http://catalog.illinois.edu/search/?P=EPOL%20401>

History of American Education

EPOL 402 <http://catalog.illinois.edu/search/?P=EPOL%20402>

Asian American Education

EPOL 403 <http://catalog.illinois.edu/search/?P=EPOL%20403>

Historical and Social Barriers

EPOL 405 <http://catalog.illinois.edu/search/?P=EPOL%20405>

School and Society

EPOL 406 <http://catalog.illinois.edu/search/?P=EPOL%20406>

Professional Ethics in Education

EPOL 407 <http://catalog.illinois.edu/search/?P=EPOL%20407>

Critical Thinking in Education

EPOL 408 <http://catalog.illinois.edu/search/?P=EPOL%20408>

Aesthetic Education

EPOL 409 <http://catalog.illinois.edu/search/?P=EPOL%20409>

Sociology of Education

EPOL 410 <http://catalog.illinois.edu/search/?P=EPOL%20410>

Racial and Ethnic Families

EPOL 412 <http://catalog.illinois.edu/search/?P=EPOL%20412>

Politics of Education

EPOL 413 <http://catalog.illinois.edu/search/?P=EPOL%20413>

Economics of Education

EPOL 480 <http://catalog.illinois.edu/search/?P=EPOL%20480>

Technology and Educational Reform

EPOL 552 <http://catalog.illinois.edu/search/?P=EPOL%20552>

Foundation of Higher Education

CI 446 <http://catalog.illinois.edu/search/?P=CI%20446>

Culture in the Classroom

CI 501

Curriculum Development for the 21st Century

Please indicate your support for this revision by replying to this email.

Thank you,

Lori Fuller

Assistant to the Associate Dean for Graduate Programs

College of Education

University of Illinois at Urbana-Champaign

1310 S. Sixth Street, Room 142

Champaign, IL 61820

http://education.illinois.edu <http://education.illinois.edu>

Dear Sarah, Yoon, Kiel, and Michelle,

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Thank you,

Lori Fuller

Assistant to the Associate Dean for Graduate Programs

College of Education

University of Illinois at Urbana-Champaign

1310 S. Sixth Street, Room 142

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OLD

Psychological Foundations Courses in Educational Psychology		4
Select any 400 level EPSY course		
OR		
EPSY 553	Global Issues in Learning	

Philosophical and Social Foundations Courses in Education Policy, Organization and Leadership and Curriculum & Instruction		4
Select one of the following:		
EPOL 401	History of American Education	
EPOL 402	Asian American Education	
EPOL 403	Historical and Social Barriers	
EPOL 405	School and Society	
EPOL 406	Professional Ethics in Education	
EPOL 407	Critical Thinking in Education	
EPOL 408	Aesthetic Education	
EPOL 409	Sociology of Education	
EPOL 410	Racial and Ethnic Families	
EPOL 412	Politics of Education	
EPOL 413	Economics of Education	
EPOL 480	Technology and Educational Reform	
EPOL 552	Foundation of Higher Education	
CI 446	Culture in the Classroom	
CI 501	Curriculum Development for the 21st Century	
Elective Hours:		24
Project/Independent Study Hours (min/max applied toward degree): 0-8		
Total Hours		**32**

Other Requirements:

Masters degree students must take a graduate level College of Education course outside their degree granting department.

Field Placement information link is above	
Minimum GPA	3
500-Level Hours Required in Education	12 hours

Proposed Requirements Showing Changes

Foundation courses		8

Select two of the following foundations courses, taken for four credit hours each. At least one of these two courses must be a course from outside the degree granting department.

Select any 400 level EPSY course

EPSY 553	Global Issues in Learning	
EPOL 401	History of American Education	
EPOL 402	Asian American Education	
EPOL 403	Historical and Social Barriers	
EPOL 405	School and Society	
EPOL 406	Professional Ethics in Education	
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Elective Hours:		24
Project/Independent Study Hours (min/max applied toward degree): 0-8		
Total Hours		**32**

Other Requirements:

Field Placement information link is above	
Minimum GPA	3
500-Level Hours Required in	12 hours

Proposed Requirements Final

Foundations courses		8

Select two of the following foundations courses, taken for four credit hours each. At least one of these two courses must be a course from outside the degree granting department.

CI 446	Culture in the Classroom	
CI 501	Curriculum Development for the 21st Century	
EPOL 401	History of American Education	
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EPOL 403	Historical and Social Barriers	
EPOL 405	School and Society	
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EPOL 480	Technology and Educational Reform	
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EPSY 553	Global Issues in Learning	
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Total Hours		**32**

Other Requirements:

Field Placement information link is above	
Minimum GPA	3
500-Level Hours Required in Education	12 hours

Any 400 level EPSY cc
EPSY 553   Global Issues in Learning

U Program Review Comments 8-12-2024

Early Childhood Education, EDM, Key 202

1. Justification #1, brief description, consider being consistent with using either 'four' or '4'
2. Justification #3, brief description, for reviewer clarity, include where the change is occurring in the POS table.
3. Financial Resources, we added the tuition rate information because the field was blank.

Program Change Request

Date Submitted: 07/31/24 11:39 am

Viewing: **10KS1144MS : Curriculum and Instruction, MS**

Last approved: 03/19/24 2:56 pm

Last edit: 09/10/24 9:30 am

Changes proposed by: Lori Fuller

Catalog Pages
Using this
Program

Curriculum & Instruction, MS

Proposal Type:

In Workflow

1. **U Program Review**
2. **1613 Committee Chair**
3. **1613 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. 08/14/24 12:14 pm
Donna Butler (dbutler):
Approved for U Program Review
2. 08/16/24 1:19 pm
Emma Mercier (mercier):
Approved for 1613 Committee Chair
3. 08/19/24 10:27 pm
Helen Neville (hneville):
Approved for 1613 Head
4. 08/22/24 10:03 am

Lori Fuller
(harvey1):
Approved for KN
Committee Chair
5. 08/22/24 12:23
pm
Karla Moller
(kjmoller):
Approved for KN
Dean
6. 08/27/24 12:57
pm
Claire Stewart
(clairest):
Approved for
University
Librarian
7. 09/04/24 2:04 pm
Allison McKinney
(agrindly):
Approved for
Grad_College
8. 09/04/24 4:29 pm
Suzanne Lee
(suzannel):
Approved for
COTE Programs
9. 09/05/24 11:04
am
Brooke Newell
(bsnewell):
Approved for
Provost

History

1. May 13, 2019 by
Kathy Stalter
(kstalter)
2. Jun 5, 2020 by
Kathy Stalter
(kstalter)
3. Sep 29, 2021 by
Kathy Stalter
(kstalter)
4. Mar 15, 2023 by
Lori Fuller
(harvey1)

Major (ex. Special Education)

This proposal is
for a:
  Revision

Administration Details

Official Program Name	Curriculum and Instruction, MS
Diploma Title	Master of Science in Curriculum and Instruction
Sponsor College	Education
Sponsor Department	Curriculum and Instruction
Sponsor Name	Karla Moller
Sponsor Email	kjmoller@illinois.edu
College Contact	Lori Fuller

College Contact
Email

  harvey1@illinois.edu

College Budget Officer	Amanda Brown

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 Term	Fall 2024

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 Master of Science in Curriculum and Instruction 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.

1. Revisions will include the elimination of the headings of the existing foundations requirement of four hours of Psychological Foundations Courses in Educational Psychology and four hours of Philosophical and Social Foundations Courses in Education Policy, Organization and Leadership and Curriculum & Instruction and combine the existing course options into one Foundations category for eight hours. There will not be any additional course options added.

2. We have moved the text "Masters degree students must take a graduate level College of Education course outside their degree granting department" listed under the Other Requirements heading to the new Foundations Courses Requirement to now say, "Select two of the following foundations courses, taken for four credit hours each. At least one of these two courses must be a course from outside the degree granting department"

3. We have reorganized the courses in alphabetical and numerical order under the Foundations Courses requirement. We are not adding existing courses to the program.

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. Student feedback has resulted in these changes. EPSY Foundations courses were not offered online and thus were not accessible to students. By eliminating the requirement to take specific courses, students will have access to a greater variety of courses.

2. We have moved the statement, "Master's degree students must take at least one course outside of their degree-granting department" to the foundations requirement to encourage critical thinking and consider multiple perspectives through different disciplinary lenses.

3. We have reorganized the existing courses under the Foundations Courses requirement to provide clarity to the viewer.

There will be no change in total hours for the program.

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

Please attach any letters of support/acknowledgement for any Instructional Resources consider faculty, students, and/or other impacted units as appropriate.

Letter of Dept Support.pdf

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 deep knowledge of content in the field of education.
Students will display deep understanding of psychological foundations of learning.
Students will demonstrate a deep understanding of philosophical foundations of education.
Students will display a deep understanding of best pedagogical practices in K-12 classrooms, with attention to 21st century skills and practices.
Students will display deep knowledge of conducting a research study, including reviewing literature, collecting and analyzing data, and writing a thesis.

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　　CI MS__side by side.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.

Statement for
Programs of
Study Catalog

Course List		
Code	Title	Hours
~~Psychological Foundations Courses in Educational Psychology~~		~~4~~
Foundations Courses		8
Select two of the following foundations courses, taken for four credit hours each. At least one of these two courses must be a course from outside the degree granting department.		
CI 446	Culture in the Classroom	
CI 501	Curriculum Development for the 21st Century	
EPOL 401	History of American Education	
EPOL 402	Asian American Education	
EPOL 403	Historical and Social Barriers	
EPOL 405	School and Society	
EPOL 406	Professional Ethics in Education	
EPOL 407	Critical Thinking in Education	
EPOL 408	Aesthetic Education	

Code	Title	Hours
EPOL 409	Sociology of Education	
EPOL 410	Racial and Ethnic Families	
EPOL 412	Politics of Education	
EPOL 413	Economics of Education	
EPOL 480	Technology and Educational Reform	
EPOL 552	Foundation of Higher Education	
Any 400 level EPSY course		
OR		
EPSY 553	Global Issues in Learning	
~~Philosophical and Social Foundations Courses in Education Policy, Organization and Leadership and Curriculum & Instruction~~		4
CI 599	Thesis Research (min/max applied toward degree)	2-8
Elective Hours:		16-22
Research/Project/Independent Study Hours (min/max applied toward degree): 0-8		
Total Hours		32

Other Requirements

Grad Other Degree Requirements

Requirement	Description
Minimum GPA	3.0
Human Subjects Approval	
500-Level Hours Required in Education	12 hours

~~Masters degree students must take a graduate level College of Education course outside their degree grantingdepartment.~~

Corresponding Degree	MS Master of Science

Program Features

Academic Level	Graduate
Does this major have transcripted concentrations?	Yes
Will you admit to the concentration directly?	No
Is a concentration required for graduation?	No

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

What are the minimum Total Credit Hours required for this program?
  32

What is the required GPA?	3.0
CIP Code	130301 - Curriculum and Instruction.

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.

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 changes to enrollment are expected.

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	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?

      There will not be a financial impact as a result of this revision.

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)

      Graduate Base on-campus rate.

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

      No

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.

There will not be an impact as a result of this revision.

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 revision.

EP Documentation

EP Control   EP.25.001

Number

Attach
Rollback/Approval
Notices

This proposal   No
requires HLC
inquiry

DMI Documentation

Attach Final   U Program Review Comments KEY 203 8-12-24.docx
Approval Notices

Banner/Codebook   MS: Curriculum & Instr -UIUC
Name

Program Code: 10KS1144MS

Minor Code	Conc Code	Degree Code	MS	Major Code
1144				

Senate Approval
Date

Senate
Conference
Approval Date

BOT Approval
Date

IBHE Approval
Date

HLC Approval
Date

DOE Approval   NA
Date

Effective Date:

Attached
Document
Justification for
this request

Program Reviewer   **Allison McKinney (agrindly) (09/04/24 2:04 pm):** Administratively approved by
Comments   the Graduate College.

Fuller, Lori A

Subject:	FW: Letter of Support for the revision of the College of Education Master's Degree programs

From: Ostrosky, Michaelene <ostrosky@illinois.edu>
Sent: Monday, June 17, 2024 2:42 PM
To: Moller, Karla <kjmoller@illinois.edu>
Subject: Re: Letter of Support for the revision of the College of Education Master's Degree programs

Hi Karla
I support and approve the revisions to change the requirements to "Foundations" whereby students can select two foundations courses with one being outside the student's degree granting unit.
Thanks,
Micki

From: Moller, Karla <kjmoller@illinois.edu>
Date: Monday, June 17, 2024 at 1:08 PM
To: Ostrosky, Michaelene <ostrosky@illinois.edu>
Subject: FW: Letter of Support for the revision of the College of Education Master's Degree programs

Hi Micki,

This email Lori sent is making a a correction we need to make through APC because of an error in how the approved foundations requirement change was translated to Senate last year.

Both of the APC co-chairs have approved, as have Sarah McCarthey and I.

Are you okay sending Lori your support as you did with the other version you were sent last year?

We are hoping to get this through as quickly as possible to get the foundations requirements working for all our on campus and online students.

If you have any questions, please let us know!

Thanks!

Karla

Karla J. Möller, Ph.D.
(Pronouns: she, her, hers)
Associate Dean for Graduate Programs, College of Education
Associate Professor, Department of Curriculum and Instruction
University of Illinois at Urbana Champaign
Room 142A, College of Education, MC 708
1310 South Sixth Street
Champaign, IL, 61820
217-265-4039
kjmoller@illinois.edu

From: Fuller, Lori A
Sent: Friday, June 14, 2024 10:04 AM
To: Lambert, Matt <matt5@illinois.edu>; Christianson, Kiel <kiel@illinois.edu>; Pak, Yoon <yoonpak@illinois.edu>; Ostrosky, Michaelene <ostrosky@illinois.edu>
Cc: Moller, Karla <kjmoller@illinois.edu>; Zarate, Kary <kzarat2@illinois.edu>; Davila, Liv T. <livtd@illinois.edu>
Subject: FW: Letter of Support for the revision of the College of Education Master's Degree programs

Hello everyone,

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I am writing on behalf of the college to request a letter of support for the revision of the master's degree programs housed in the College of Education. The revision will request to remove the specific foundation requirement headings of Psychological Foundations Courses in Educational Psychology and Philosophical and Social Foundations Courses in Education Policy, Organization and Leadership and Curriculum & Instruction and replace it with one heading titled, Foundation Courses" with an 8 hour requirement. The revision will also request that all foundation course options be listed under the new heading with the additional phrase, **"Select two of the following courses, taken for four credit hours each. At least one of the two foundations**

courses must be a course from outside the degree granting department. *"* The purpose of this phrase is to encourage critical thinking and consider multiple perspectives through different disciplinary lenses.

The revision will affect all master's degree programs housed in the College of Education (see below).

<div align="center">

Curriculum & Instruction, CAS,
Curriculum & Instruction, EdM,
Curriculum & Instruction, MA,
Curriculum & Instruction, MS,
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Education Policy, Organization & Leadership, CAS
Education Policy, Organization & Leadership, EdM,
Education Policy, Organization & Leadership, MA,
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Educational Psychology, MA,
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Elementary Education, EdM,
Secondary Education, EdM,
Special Education, EdM,

</div>

The new degree requirements for the foundation courses will appear as follows. Please note, each program has additional requirements that will follow this section.

Foundation courses

Select two of the following courses, taken for four credit hours each. At least one of the two foundations courses must be a course from outside the degree granting department.		**8**
Any 400 level EPSY course		
EPSY 553	Global Issues in Learning	
EPOL 401	History of American Education	
EPOL 402	Asian American Education	
EPOL 403	Historical and Social Barriers	
EPOL 405	School and Society	

EPOL 406	Professional Ethics in Education
EPOL 407	Critical Thinking in Education
EPOL 408	Aesthetic Education
EPOL 409	Sociology of Education
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EPOL 412	Politics of Education
EPOL 413	Economics of Education
EPOL 480	Technology and Educational Reform
EPOL 552	Foundation of Higher Education
CI 446	Culture in the Classroom
CI 501	Curriculum Development for the 21st Century

Please indicate your support for this revision by replying to this email.

Thank you,

Lori Fuller
Assistant to the Associate Dean for Graduate Programs
College of Education
University of Illinois at Urbana-Champaign
1310 S. Sixth Street, Room 142
Champaign, IL 61820
http://education.illinois.edu

From: Fuller, Lori A
Sent: Monday, July 17, 2023 8:57 AM
To: Pak, Yoon <yoonpak@illinois.edu>; Christianson, Kiel <kiel@illinois.edu>; Perry, Michelle <mperry@illinois.edu>; McCarthey, Sarah Jane <mccarthe@illinois.edu>
Subject: Letter of Support for the revision of the College of Education Master's Degree programs

Dear Sarah, Yoon, Kiel, and Michelle,

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1310 S. Sixth Street, Room 142
Champaign, IL 61820
http://education.illinois.edu

Fuller, Lori A

Subject: FW: Letter of Support for the revision of the College of Education Master's Degree programs

-----Original Message-----
From: Pak, Yoon <yoonpak@illinois.edu>
Sent: Monday, June 17, 2024 2:13 PM
To: Fuller, Lori A <harvey1@illinois.edu>; Lambert, Matt <matt5@illinois.edu>; Christianson, Kiel <kiel@illinois.edu>; Ostrosky, Michaelene <ostrosky@illinois.edu>
Cc: Moller, Karla <kjmoller@illinois.edu>; Zarate, Kary <kzarat2@illinois.edu>; Davila, Liv T. <livtd@illinois.edu>
Subject: Re: Letter of Support for the revision of the College of Education Master's Degree programs

I support and approve the revisions to change to "Foundations" and selecting two foundations courses with one outside the student's degree granting unit.

Thanks,

Yoon

Yoon Pak (She/Hers) | Professor and Head Education Policy, Organization and Leadership College of Education | University of Illinois Core Faculty, Asian American Studies
1310 S. Sixth Street | Champaign, IL 61820 yoonpak@illinois.edu <mailto:yoonpak@illinois.edu> (email to schedule meetings)

Learn about TEAACH <https://teaach.education.illinois.edu/> Online Professional Development The Teaching of Equitable Asian American Community History

From: Fuller, Lori A <harvey1@illinois.edu>
Date: Friday, June 14, 2024 at 10:04 AM
To: Lambert, Matt <matt5@illinois.edu>, Christianson, Kiel <kiel@illinois.edu>, Pak, Yoon <yoonpak@illinois.edu>, Ostrosky, Michaelene <ostrosky@illinois.edu>
Cc: Moller, Karla <kjmoller@illinois.edu>, Zarate, Kary <kzarat2@illinois.edu>, Davila, Liv T. <livtd@illinois.edu>
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I am writing on behalf of the college to request a letter of support for the revision of the master's degree programs housed in the College of Education. The revision will request to remove the specific foundation requirement headings of Psychological Foundations Courses in Educational Psychology and Philosophical and Social Foundations Courses in Education Policy, Organization and Leadership and Curriculum & Instruction and replace it with one heading titled, Foundation Courses" with an 8 hour requirement. The revision will also request that all foundation course options be listed under the new heading with the additional phrase, "Select two of the following courses, taken for four credit hours each. At least one of the two foundations courses must be a course from outside the degree granting department." The purpose of this phrase is to encourage critical thinking and consider multiple perspectives through different disciplinary lenses.

The revision will affect all master's degree programs housed in the College of Education (see below).

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Curriculum & Instruction, EdM,

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Special Education, EdM,

The new degree requirements for the foundation courses will appear as follows. Please note, each program has additional requirements that will follow this section.

Foundation courses

Select two of the following courses, taken for four credit hours each. At least one of the two foundations courses must be a course from outside the degree granting department.

8

Any 400 level EPSY course

EPSY 553 <http://catalog.illinois.edu/search/?P=EPSY%20553>

Global Issues in Learning

EPOL 401 <http://catalog.illinois.edu/search/?P=EPOL%20401>

History of American Education

EPOL 402 <http://catalog.illinois.edu/search/?P=EPOL%20402>

Asian American Education

EPOL 403 <http://catalog.illinois.edu/search/?P=EPOL%20403>

Historical and Social Barriers

EPOL 405 <http://catalog.illinois.edu/search/?P=EPOL%20405>

School and Society

EPOL 406 <http://catalog.illinois.edu/search/?P=EPOL%20406>

Professional Ethics in Education

EPOL 407 <http://catalog.illinois.edu/search/?P=EPOL%20407>

Critical Thinking in Education

EPOL 408 <http://catalog.illinois.edu/search/?P=EPOL%20408>

Aesthetic Education

EPOL 409 <http://catalog.illinois.edu/search/?P=EPOL%20409>

Sociology of Education

EPOL 410 <http://catalog.illinois.edu/search/?P=EPOL%20410>

Racial and Ethnic Families

EPOL 412 <http://catalog.illinois.edu/search/?P=EPOL%20412>

Politics of Education

EPOL 413 <http://catalog.illinois.edu/search/?P=EPOL%20413>

Economics of Education

EPOL 480 <http://catalog.illinois.edu/search/?P=EPOL%20480>

Technology and Educational Reform

EPOL 552 <http://catalog.illinois.edu/search/?P=EPOL%20552>

Foundation of Higher Education

CI 446 <http://catalog.illinois.edu/search/?P=CI%20446>

Culture in the Classroom

CI 501

Curriculum Development for the 21st Century

Please indicate your support for this revision by replying to this email.

Thank you,

Lori Fuller

Assistant to the Associate Dean for Graduate Programs

College of Education

University of Illinois at Urbana-Champaign

1310 S. Sixth Street, Room 142

Champaign, IL 61820

http://education.illinois.edu <http://education.illinois.edu>

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Education Policy, Organization & Leadership, MA,

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Secondary Education, EdM,

Special Education, EdM,

Special Education, MS,

Thank you,

Lori Fuller

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College of Education

University of Illinois at Urbana-Champaign

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Champaign, IL 61820

http://education.illinois.edu <http://education.illinois.edu>

Stealing Yoon's text (bc I wasn't actually sure what you needed from us!) (so thanks, Yoon!).

Hi,

I support and approve the revisions to change to "Foundations" and selecting two foundations courses with one outside the student's degree granting unit.

Thanks,

kiel

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

Director
SLATE Doctoral Concentration Program
College of Liberal Arts and Sciences

Co-Director
Illinois Language & Literature Initiative (ILLI)
Beckman Institute for Advanced Science & Technology

Director
EdPsych Psycholinguistics Lab
Beckman Institute
https://epl.beckman.illinois.edu/

From: Fuller, Lori A <harvey1@illinois.edu>

Date: Friday, June 14, 2024 at 10:04 AM

To: Lambert, Matt <matt5@illinois.edu>, Christianson, Kiel <kiel@illinois.edu>, Pak, Yoon <yoonpak@illinois.edu>, Ostrosky, Michaelene <ostrosky@illinois.edu>

Cc: Moller, Karla <kjmoller@illinois.edu>, Zarate, Kary <kzarat2@illinois.edu>, Davila, Liv T. <livtd@illinois.edu>

Subject: FW: Letter of Support for the revision of the College of Education Master's Degree programs

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	Any 400 level EPSY course
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EPOL 401	History of American Education
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EPOL 405	School and Society
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EPOL 412	Politics of Education
EPOL 413	Economics of Education
EPOL 480	Technology and Educational Reform
EPOL 552	Foundation of Higher Education
CI 446	Culture in the Classroom
CI 501	Curriculum Development for the 21st Century

Please indicate your support for this revision by replying to this email.

Thank you,

Lori Fuller
Assistant to the Associate Dean for Graduate Programs
College of Education
University of Illinois at Urbana-Champaign
1310 S. Sixth Street, Room 142
Champaign, IL 61820
http://education.illinois.edu

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To: Pak, Yoon <yoonpak@illinois.edu>; Christianson, Kiel <kiel@illinois.edu>; Perry, Michelle <mperry@illinois.edu>; McCarthey, Sarah Jane <mccarthe@illinois.edu>
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University of Illinois at Urbana-Champaign
1310 S. Sixth Street, Room 142
Champaign, IL 61820
http://education.illinois.edu

Hi Lori,

I approve the proposed changes. Thanks.

ML

MATT LAMBERT | Professor & Department Head | Special Education | University of Illinois Urbana-Champaign 1310 South Sixth Street | 288E Education Building | Champaign, IL 61820 | 217.244.5293 | matt5@illinois.edu <mailto:matt5@illinois.edu>

 <http://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: Fuller, Lori A <harvey1@illinois.edu>
Sent: Friday, June 14, 2024 10:04 AM
To: Lambert, Matt <matt5@illinois.edu>; Christianson, Kiel <kiel@illinois.edu>; Pak, Yoon <yoonpak@illinois.edu>; Ostrosky, Michaelene <ostrosky@illinois.edu>
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Global Issues in Learning

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School and Society

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Economics of Education

EPOL 480 <http://catalog.illinois.edu/search/?P=EPOL%20480>

Technology and Educational Reform

EPOL 552 <http://catalog.illinois.edu/search/?P=EPOL%20552>

Foundation of Higher Education

CI 446 <http://catalog.illinois.edu/search/?P=CI%20446>

Culture in the Classroom

CI 501

Curriculum Development for the 21st Century

Please indicate your support for this revision by replying to this email.

Thank you,

Lori Fuller

Assistant to the Associate Dean for Graduate Programs

College of Education

University of Illinois at Urbana-Champaign

1310 S. Sixth Street, Room 142

Champaign, IL 61820

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Education Policy, Organization & Leadership, EdM,

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Special Education, MS,

Thank you,

Lori Fuller

Assistant to the Associate Dean for Graduate Programs

College of Education

University of Illinois at Urbana-Champaign

1310 S. Sixth Street, Room 142

Champaign, IL 61820

http://education.illinois.edu <http://education.illinois.edu>

OLD

Psychological Foundations Courses in Educational Psychology		4
Select any 400 level EPSY course		
OR		
EPSY 553	Global Issues in Learning	
Philosophical and Social Foundations Courses in Education Policy, Organization and Leadership and Curriculum & Instruction		**4**
Select one of the following:		
EPOL 401	History of American Education	
EPOL 402	Asian American Education	
EPOL 403	Historical and Social Barriers	
EPOL 405	School and Society	
EPOL 406	Professional Ethics in Education	
EPOL 407	Critical Thinking in Education	
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EPOL 413	Economics of Education	
EPOL 480	Technology and Educational Reform	
EPOL 552	Foundation of Higher Education	
CI 446	Culture in the Classroom	
CI 501	Curriculum Development for the 21st Century	
CI 599	Thesis Research (min/max applied toward degree)	2-8
Elective Hours:		16-22
Research/Project/Independent Study Hours (min/max applied toward degree): 0-8		
Total Hours		32

Other Requirements

Masters degree students must take a graduate level College of Education course outside their degree granting department.

Minimum GPA		3
Human Subjects Approval		
500-Level Hours Required in Education		12 hours

Proposed Requirements Showing Changes

Foundation courses		8
Select two of the following foundations courses, taken for four credit hours each. At least one of these two courses must be a course from outside the degree granting department.		
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EPOL 402	Asian American Education	
EPOL 403	Historical and Social Barriers	
EPOL 405	School and Society	
EPOL 406	Professional Ethics in Education	
EPOL 407	Critical Thinking in Education	
EPOL 408	Aesthetic Education	
EPOL 409	Sociology of Education	
EPOL 410	Racial and Ethnic Families	
EPOL 412	Politics of Education	
EPOL 413	Economics of Education	
EPOL 480	Technology and Educational Reform	
EPOL 552	Foundation of Higher Education	
CI 446	Culture in the Classroom	
CI 501	Curriculum Development for the 21st Century	
CI 599	Thesis Research (min/max applied toward degree)	2-8
Elective Hours:		16-22
Research/Project/Independent Study Hours (min/max applied toward degree): 0-8		
Total Hours		**32**

Other Requirements

Minimum GPA		3
Human Subjects Approval		
500-Level Hours Required in Education		12 hours

Proposed Requirements Final

Foundations courses		8
Select two of the following foundations courses, taken for four credit hours each. At least one of these two courses must be a course from outside the degree granting department.		
CI 446	Culture in the Classroom	
CI 501	Curriculum Development for the 21st Century	
EPOL 401	History of American Education	
EPOL 402	Asian American Education	
EPOL 403	Historical and Social Barriers	
EPOL 405	School and Society	
EPOL 406	Professional Ethics in Education	
EPOL 407	Critical Thinking in Education	
EPOL 408	Aesthetic Education	
EPOL 409	Sociology of Education	
EPOL 410	Racial and Ethnic Families	
EPOL 412	Politics of Education	
EPOL 413	Economics of Education	
EPOL 480	Technology and Educational Reform	
EPOL 552	Foundation of Higher Education	
Any 400 level EPSY course		
EPSY 553	Global Issues in Learning	
CI 599	Thesis Research (min/max applied toward degree)	2-8
Elective Hours:		16-22
Research/Project/Independent Study Hours (min/max applied toward degree): 0-8		
Total Hours		**32**

Other Requirements

Minimum GPA		3
Human Subjects Approval		
500-Level Hours Required in Education		12 hours

Any 400 level EPSY co

EPSY 553   Global Issues in Learning

CI 599	Thesis Research (min/max applied toward degree)	2-8
Elective Hours:		16-22
	Research/Project/Independent Study Hours	
Total Hours		**32**

Other Requirements

Minimum GPA	3
Human Subjects Approval	
500-Level Hours Required in Education	12 hours

U Program Review Comments 8-12-2024

Curriculum and Instruction, MS, Key 203

1. Justification #1, brief description, consider being consistent with using either 'four' or '4'
2. Justification #3, brief description, for reviewer clarity, include where the change is occurring in the POS table.
3. Side by side, please either indent the Foundations courses or leave a blank line between EPSY 553 and 599 to show the 599 requirement is separate.
4. Financial Resources, we added the tuition rate information because the field was blank.

Date Submitted: 07/31/24 11:32 am

Viewing: **10KS1144MA : Curriculum and Instruction, MA**

Last approved: 03/19/24 2:55 pm

Last edit: 09/10/24 9:31 am

Changes proposed by: Lori Fuller

Catalog Pages
Using this
Program

[Curriculum & Instruction, MA](#)

Proposal Type:

In Workflow

1. **U Program Review**
2. **1613 Committee Chair**
3. **1613 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. 08/14/24 12:13 pm
   Donna Butler (dbutler): Approved for U Program Review
2. 08/16/24 1:19 pm
   Emma Mercier (mercier): Approved for 1613 Committee Chair
3. 08/19/24 10:26 pm
   Helen Neville (hneville): Approved for 1613 Head
4. 08/22/24 9:55 am
   Lori Fuller

(harvey1): Approved for KN Committee Chair
5. 08/22/24 12:23 pm
Karla Moller (kjmoller): Approved for KN Dean
6. 08/27/24 12:56 pm
Claire Stewart (clairest): Approved for University Librarian
7. 09/04/24 2:03 pm
Allison McKinney (agrindly): Approved for Grad_College
8. 09/04/24 4:28 pm
Suzanne Lee (suzannel): Approved for COTE Programs
9. 09/05/24 11:05 am
Brooke Newell (bsnewell): Approved for Provost

History

1. May 13, 2019 by Kathy Stalter (kstalter)
2. Jun 5, 2020 by Kathy Stalter (kstalter)
3. Sep 29, 2021 by Kathy Stalter (kstalter)
4. Mar 15, 2023 by Lori Fuller (harvey1)
5. Mar 19, 2024 by

Major (ex. Special Education)

This proposal is
for a:
  Revision

Administration Details

Official Program Name	Curriculum and Instruction, MA
Diploma Title	Master of Arts in Curriculum and Instruction
Sponsor College	Education
Sponsor Department	Curriculum and Instruction
Sponsor Name	Karla Moller
Sponsor Email	kjmoller@illinois.edu

College Contact	Lori Fuller	College Contact Email

harvey1@illinois.edu

College Budget Officer	Amanda Brown

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 Term	Fall 2024

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 Master of Arts in Curriculum and Instruction 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.

1. Revisions will include the elimination of the headings of the existing foundations requirement of four hours of Psychological Foundations Courses in Educational Psychology and four hours of Philosophical and Social Foundations Courses in Education Policy, Organization and Leadership and Curriculum & Instruction and combine the existing course options into one Foundations category for eight hours. There will not be any additional course options added.

2. We have moved the text "Masters degree students must take a graduate level College of Education course outside their degree granting department" listed under the Other Requirements heading to the new Foundations Courses Requirement to now say, "Select two of the following foundations courses, taken for four credit hours each. At least one of these two courses must be a course from outside the degree granting department"

3. We have reorganized the courses in alphabetical and numerical order under the Foundations Courses requirement section. We are not adding existing courses to the program.

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. Student feedback has resulted in these changes. EPSY Foundations courses were not offered online and thus were not accessible to students. By eliminating the requirement to take specific courses, students will have access to a greater variety of courses.

2. We have moved the statement, "Master's degree students must take at least one course outside of their degree-granting department" to the foundations requirement to encourage critical thinking and consider multiple perspectives through different disciplinary lenses.

3. We have reorganized the existing courses under the Foundations Courses requirement section to provide clarity to the viewer.

There will be no change in total hours for the program.

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

Please attach any letters of support/acknowledgement for any Instructional Resources consider faculty, students, and/or other impacted units as appropriate.   Letter of Dept Support.pdf

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 deep knowledge of content in the field of education.
Students will display a deep understanding of psychological foundations of learning.
Students will demonstrate a deep understanding of philosophical foundations of education.
Students will display a deep understanding of best pedagogical practices in K-12 classrooms, with attention to 21st century skills and practices.
Students will display deep knowledge of conducting a research study, including reviewing literature, collecting and analyzing data, and writing a thesis.

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   CI MA__side by side.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.

Statement for
Programs of
Study Catalog

Course List

Code	Title	Hours
~~Psychological Foundations Courses in Educational Psychology~~		~~4~~
Foundations Courses		8
Select two of the following foundations courses, taken for four credit hours each. At least one of these two courses must be a course from outside the degree granting department.		
CI 446	Culture in the Classroom	
CI 501	Curriculum Development for the 21st Century	
EPOL 401	History of American Education	
EPOL 402	Asian American Education	
EPOL 403	Historical and Social Barriers	
EPOL 405	School and Society	
EPOL 406	Professional Ethics in Education	
EPOL 407	Critical Thinking in Education	
EPOL 408	Aesthetic Education	

Code	Title	Hours
EPOL 409	Sociology of Education	
EPOL 410	Racial and Ethnic Families	
EPOL 412	Politics of Education	
EPOL 413	Economics of Education	
EPOL 480	Technology and Educational Reform	
EPOL 552	Foundation of Higher Education	
Any 400 level EPSY course		
EPSY 553	Global Issues in Learning	
~~Philosophical and Social Foundations Courses in Education Policy, Organization and Leadership and Curriculum & Instruction~~		4
~~Select one of the following:~~		
CI 599	Thesis Research (min/max applied toward degree)	2-8
Elective Hours:		16-22
Research/Project/Independent Study Hours (min/max applied toward degree): 0-8		
Total Hours		32

Other Requirements

Grad Other Degree Requirements

Requirement	Description
Minimum GPA	3.0
Human Subjects Approval	
500-Level Hours Required in Education	12 hours
~~Masters degree students must take a graduate level College of Education course outside their degree grantingdepartment.~~	

Corresponding Degree	MA Master of Arts

Program Features

Academic Level	Graduate

Does this major have transcripted concentrations?	Yes

Will you admit to the concentration directly?	No

Is a concentration required for graduation?	No

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

What are the minimum Total Credit Hours required for this program?
  32

What is the required GPA?	3.0
CIP Code	130301 - Curriculum and Instruction.

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.

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 changes to enrollment are expected.

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	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?

There will not be a financial impact as a result of this revision.

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)

Graduate Base on-campus rate.

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

No

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.

There will not be an impact as a result of this revision.

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 revision.

EP Documentation

EP Control   EP.25.001

Number

Attach
Rollback/Approval
Notices

This proposal
requires HLC
inquiry

No

DMI Documentation

| Attach Final Approval Notices | U Program Review Comments KEY 200 8-12-24.docx |

Banner/Codebook
Name

MA: Curriculum & Instr - UIUC

Program Code: 10KS1144MA

Minor Code	Conc Code	Degree Code	MA	Major Code
1144				

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

Allison McKinney (agrindly) (09/04/24 2:03 pm): Administratively approved by
the Graduate College.

Fuller, Lori A

Subject: FW: Letter of Support for the revision of the College of Education Master's Degree programs

---

From: Ostrosky, Michaelene <ostrosky@illinois.edu>
Sent: Monday, June 17, 2024 2:42 PM
To: Moller, Karla <kjmoller@illinois.edu>
Subject: Re: Letter of Support for the revision of the College of Education Master's Degree programs

Hi Karla
I support and approve the revisions to change the requirements to "Foundations" whereby students can select two foundations courses with one being outside the student's degree granting unit.
Thanks,
Micki

From: Moller, Karla <kjmoller@illinois.edu>
Date: Monday, June 17, 2024 at 1:08 PM
To: Ostrosky, Michaelene <ostrosky@illinois.edu>
Subject: FW: Letter of Support for the revision of the College of Education Master's Degree programs

Hi Micki,

This email Lori sent is making a a correction we need to make through APC because of an error in how the approved foundations requirement change was translated to Senate last year.

Both of the APC co-chairs have approved, as have Sarah McCarthey and I.

Are you okay sending Lori your support as you did with the other version you were sent last year?

We are hoping to get this through as quickly as possible to get the foundations requirements working for all our on campus and online students.

If you have any questions, please let us know!

Thanks!

Karla

Karla J. Möller, Ph.D.
(Pronouns: she, her, hers)
Associate Dean for Graduate Programs, College of Education
Associate Professor, Department of Curriculum and Instruction
University of Illinois at Urbana Champaign
Room 142A, College of Education, MC 708
1310 South Sixth Street
Champaign, IL, 61820
217-265-4039
kjmoller@illinois.edu

From: Fuller, Lori A
Sent: Friday, June 14, 2024 10:04 AM
To: Lambert, Matt <matt5@illinois.edu>; Christianson, Kiel <kiel@illinois.edu>; Pak, Yoon <yoonpak@illinois.edu>; Ostrosky, Michaelene <ostrosky@illinois.edu>
Cc: Moller, Karla <kjmoller@illinois.edu>; Zarate, Kary <kzarat2@illinois.edu>; Davila, Liv T. <livtd@illinois.edu>
Subject: FW: Letter of Support for the revision of the College of Education Master's Degree programs

Hello everyone,

I wanted to let you know there was a misunderstanding with the recent revisions to the CoE master's degree foundation requirements changes that was approved originally by APC and campus last spring.

It is now my understanding that the intent of the original revision to the master's degree programs was to remove the headings of Psychological Foundations Courses in Educational Psychology and Philosophical and Social Foundations Courses in Education Policy, Organization and Leadership and Curriculum & Instruction and include all of the foundation courses under one heading of "Foundation Courses" with the message that states, **"Select two of the following courses, taken for four credit hours each. At least one of the two foundations courses must be a course from outside the degree granting department."**

I am writing on behalf of the college to request a letter of support for the revision of the master's degree programs housed in the College of Education. The revision will request to remove the specific foundation requirement headings of Psychological Foundations Courses in Educational Psychology and Philosophical and Social Foundations Courses in Education Policy, Organization and Leadership and Curriculum & Instruction and replace it with one heading titled, Foundation Courses" with an 8 hour requirement. The revision will also request that all foundation course options be listed under the new heading with the additional phrase, **"Select two of the following courses, taken for four credit hours each. At least one of the two foundations**

courses must be a course from outside the degree granting department.*"* The purpose of this phrase is to encourage critical thinking and consider multiple perspectives through different disciplinary lenses.

The revision will affect all master's degree programs housed in the College of Education (see below).

<div align="center">

Curriculum & Instruction, CAS,
Curriculum & Instruction, EdM,
Curriculum & Instruction, MA,
Curriculum & Instruction, MS,
Early Childhood Education, EdM
Education Policy, Organization & Leadership, CAS
Education Policy, Organization & Leadership, EdM,
Education Policy, Organization & Leadership, MA,
Educational Psychology, EdM,
Educational Psychology, MA,
Educational Psychology, MS,
Elementary Education, EdM,
Secondary Education, EdM,
Special Education, EdM,

</div>

The new degree requirements for the foundation courses will appear as follows. Please note, each program has additional requirements that will follow this section.

Foundation courses

Select two of the following courses, taken for four credit hours each. At least one of the two foundations courses must be a course from outside the degree granting department.	**8**
Any 400 level EPSY course	

EPSY 553	Global Issues in Learning
EPOL 401	History of American Education
EPOL 402	Asian American Education
EPOL 403	Historical and Social Barriers
EPOL 405	School and Society

EPOL 406	Professional Ethics in Education
EPOL 407	Critical Thinking in Education
EPOL 408	Aesthetic Education
EPOL 409	Sociology of Education
EPOL 410	Racial and Ethnic Families
EPOL 412	Politics of Education
EPOL 413	Economics of Education
EPOL 480	Technology and Educational Reform
EPOL 552	Foundation of Higher Education
CI 446	Culture in the Classroom
CI 501	Curriculum Development for the 21st Century

Please indicate your support for this revision by replying to this email.

Thank you,

Lori Fuller
Assistant to the Associate Dean for Graduate Programs
College of Education
University of Illinois at Urbana-Champaign
1310 S. Sixth Street, Room 142
Champaign, IL 61820
http://education.illinois.edu

From: Fuller, Lori A
Sent: Monday, July 17, 2023 8:57 AM
To: Pak, Yoon <yoonpak@illinois.edu>; Christianson, Kiel <kiel@illinois.edu>; Perry, Michelle <mperry@illinois.edu>; McCarthey, Sarah Jane <mccarthe@illinois.edu>
Subject: Letter of Support for the revision of the College of Education Master's Degree programs

Dear Sarah, Yoon, Kiel, and Michelle,

I am writing on behalf of the college to request a letter of support for the revision of the master's degree programs housed in the College of Education. The revision will request to remove the specific EPSY courses listed in the section: Psychological Foundations Courses in Educational Psychology and replace the courses with any 400 level EPSY course or EPSY 553. We are also requesting your support to add CI 446, CI 415, and CI 501 as optional courses listed under the new heading: Philosophical and Social Foundations Courses in Education Policy, Organization and Leadership and Curriculum & Instruction. These revisions are consistent with the discussion with the Executive Officers and Departmental DGS from EPSY, CI and EPOL during spring 2023. The revision will affect all master's degree programs housed in the College of Education (see below). Please indicate your support for this revision by replying to this email.

Curriculum & Instruction, CAS,
Curriculum & Instruction, EdM,
Curriculum & Instruction, MA,
Curriculum & Instruction, MS,
Early Childhood Education, EdM
Education Policy, Organization & Leadership, CAS
Education Policy, Organization & Leadership, EdM,
Education Policy, Organization & Leadership, MA,
Educational Psychology, EdM,
Educational Psychology, MA,
Educational Psychology, MS,
Elementary Education, EdM,
Secondary Education, EdM,
Special Education, EdM,
Special Education, MS,

Thank you,

Lori Fuller
Assistant to the Associate Dean for Graduate Programs
College of Education
University of Illinois at Urbana-Champaign
1310 S. Sixth Street, Room 142
Champaign, IL 61820
http://education.illinois.edu

Fuller, Lori A

Subject: FW: Letter of Support for the revision of the College of Education Master's Degree programs

-----Original Message-----
From: Pak, Yoon <yoonpak@illinois.edu>
Sent: Monday, June 17, 2024 2:13 PM
To: Fuller, Lori A <harvey1@illinois.edu>; Lambert, Matt <matt5@illinois.edu>; Christianson, Kiel <kiel@illinois.edu>; Ostrosky, Michaelene <ostrosky@illinois.edu>
Cc: Moller, Karla <kjmoller@illinois.edu>; Zarate, Kary <kzarat2@illinois.edu>; Davila, Liv T. <livtd@illinois.edu>
Subject: Re: Letter of Support for the revision of the College of Education Master's Degree programs

I support and approve the revisions to change to "Foundations" and selecting two foundations courses with one outside the student's degree granting unit.

Thanks,

Yoon

Yoon Pak (She/Hers) | Professor and Head Education Policy, Organization and Leadership College of Education | University of Illinois Core Faculty, Asian American Studies
1310 S. Sixth Street | Champaign, IL 61820 yoonpak@illinois.edu <mailto:yoonpak@illinois.edu> (email to schedule meetings)

Learn about TEAACH <https://teaach.education.illinois.edu/> Online Professional Development The Teaching of Equitable Asian American Community History

1

From: Fuller, Lori A <harvey1@illinois.edu>
Date: Friday, June 14, 2024 at 10:04 AM
To: Lambert, Matt <matt5@illinois.edu>, Christianson, Kiel <kiel@illinois.edu>, Pak, Yoon <yoonpak@illinois.edu>, Ostrosky, Michaelene <ostrosky@illinois.edu>
Cc: Moller, Karla <kjmoller@illinois.edu>, Zarate, Kary <kzarat2@illinois.edu>, Davila, Liv T. <livtd@illinois.edu>
Subject: FW: Letter of Support for the revision of the College of Education Master's Degree programs

Hello everyone,

I wanted to let you know there was a misunderstanding with the recent revisions to the CoE master's degree foundation requirements changes that was approved originally by APC and campus last spring.

It is now my understanding that the intent of the original revision to the master's degree programs was to remove the headings of Psychological Foundations Courses in Educational Psychology and Philosophical and Social Foundations Courses in Education Policy, Organization and Leadership and Curriculum & Instruction and include all of the foundation courses under one heading of "Foundation Courses" with the message that states, "Select two of the following courses, taken for four credit hours each. At least one of the two foundations courses must be a course from outside the degree granting department."

I am writing on behalf of the college to request a letter of support for the revision of the master's degree programs housed in the College of Education. The revision will request to remove the specific foundation requirement headings of Psychological Foundations Courses in Educational Psychology and Philosophical and Social Foundations Courses in Education Policy, Organization and Leadership and Curriculum & Instruction and replace it with one heading titled, Foundation Courses" with an 8 hour requirement. The revision will also request that all foundation course options be listed under the new heading with the additional phrase, "Select two of the following courses, taken for four credit hours each. At least one of the two foundations courses must be a course from outside the degree granting department." The purpose of this phrase is to encourage critical thinking and consider multiple perspectives through different disciplinary lenses.

The revision will affect all master's degree programs housed in the College of Education (see below).

Curriculum & Instruction, CAS,

2

Curriculum & Instruction, EdM,

Curriculum & Instruction, MA,

Curriculum & Instruction, MS,

Early Childhood Education, EdM

Education Policy, Organization & Leadership, CAS

Education Policy, Organization & Leadership, EdM,

Education Policy, Organization & Leadership, MA,

Educational Psychology, EdM,

Educational Psychology, MA,

Educational Psychology, MS,

Elementary Education, EdM,

Secondary Education, EdM,

Special Education, EdM,

The new degree requirements for the foundation courses will appear as follows. Please note, each program has additional requirements that will follow this section.

Foundation courses

Select two of the following courses, taken for four credit hours each. At least one of the two foundations courses must be a course from outside the degree granting department.

8

Any 400 level EPSY course

EPSY 553 <http://catalog.illinois.edu/search/?P=EPSY%20553>

Global Issues in Learning

EPOL 401 <http://catalog.illinois.edu/search/?P=EPOL%20401>

History of American Education

EPOL 402 <http://catalog.illinois.edu/search/?P=EPOL%20402>

Asian American Education

EPOL 403 <http://catalog.illinois.edu/search/?P=EPOL%20403>

Historical and Social Barriers

EPOL 405 <http://catalog.illinois.edu/search/?P=EPOL%20405>

School and Society

EPOL 406 <http://catalog.illinois.edu/search/?P=EPOL%20406>

Professional Ethics in Education

EPOL 407 <http://catalog.illinois.edu/search/?P=EPOL%20407>

Critical Thinking in Education

EPOL 408 <http://catalog.illinois.edu/search/?P=EPOL%20408>

Aesthetic Education

EPOL 409 <http://catalog.illinois.edu/search/?P=EPOL%20409>

Sociology of Education

EPOL 410 <http://catalog.illinois.edu/search/?P=EPOL%20410>

Racial and Ethnic Families

EPOL 412 <http://catalog.illinois.edu/search/?P=EPOL%20412>

Politics of Education

EPOL 413 <http://catalog.illinois.edu/search/?P=EPOL%20413>

Economics of Education

EPOL 480 <http://catalog.illinois.edu/search/?P=EPOL%20480>

Technology and Educational Reform

EPOL 552 <http://catalog.illinois.edu/search/?P=EPOL%20552>

Foundation of Higher Education

CI 446 <http://catalog.illinois.edu/search/?P=CI%20446>

Culture in the Classroom

CI 501

Curriculum Development for the 21st Century

Please indicate your support for this revision by replying to this email.

Thank you,

Lori Fuller

Assistant to the Associate Dean for Graduate Programs

College of Education

University of Illinois at Urbana-Champaign

1310 S. Sixth Street, Room 142

Champaign, IL 61820

http://education.illinois.edu <http://education.illinois.edu>

From: Fuller, Lori A
Sent: Monday, July 17, 2023 8:57 AM
To: Pak, Yoon <yoonpak@illinois.edu <mailto:yoonpak@illinois.edu> >; Christianson, Kiel <kiel@illinois.edu <mailto:kiel@illinois.edu> >; Perry, Michelle <mperry@illinois.edu <mailto:mperry@illinois.edu> >; McCarthey, Sarah Jane <mccarthe@illinois.edu <mailto:mccarthe@illinois.edu> >
Subject: Letter of Support for the revision of the College of Education Master's Degree programs

Dear Sarah, Yoon, Kiel, and Michelle,

I am writing on behalf of the college to request a letter of support for the revision of the master's degree programs housed in the College of Education. The revision will request to remove the specific EPSY courses listed in the section: Psychological Foundations Courses in Educational Psychology and replace the courses with any 400 level EPSY course or EPSY 553. We are also requesting your support to add CI 446, CI 415, and CI 501 as optional courses listed under the new heading: Philosophical and Social Foundations Courses in Education Policy, Organization and Leadership and Curriculum & Instruction. These revisions are consistent with the discussion with the Executive Officers and Departmental DGS from EPSY, CI and EPOL during spring 2023. The revision will affect all master's degree programs housed in the College of Education (see below). Please indicate your support for this revision by replying to this email.

Curriculum & Instruction, CAS,

Curriculum & Instruction, EdM,

Curriculum & Instruction, MA,

Curriculum & Instruction, MS,

7

Early Childhood Education, EdM

Education Policy, Organization & Leadership, CAS

Education Policy, Organization & Leadership, EdM,

Education Policy, Organization & Leadership, MA,

Educational Psychology, EdM,

Educational Psychology, MA,

Educational Psychology, MS,

Elementary Education, EdM,

Secondary Education, EdM,

Special Education, EdM,

Special Education, MS,

Thank you,

Lori Fuller

Assistant to the Associate Dean for Graduate Programs

College of Education

University of Illinois at Urbana-Champaign

1310 S. Sixth Street, Room 142

Champaign, IL 61820

http://education.illinois.edu <http://education.illinois.edu>

Stealing Yoon's text (bc I wasn't actually sure what you needed from us!) (so thanks, Yoon!).

Hi,

I support and approve the revisions to change to "Foundations" and selecting two foundations courses with one outside the student's degree granting unit.

Thanks,

kiel

--

Kiel Christianson, Ph.D.

Professor & Chair

Department of Educational Psychology

University of Illinois, Urbana-Champaign

Director

SLATE Doctoral Concentration Program

College of Liberal Arts and Sciences

Co-Director

Illinois Language & Literature Initiative (ILLI)

Beckman Institute for Advanced Science & Technology

Director

EdPsych Psycholinguistics Lab

Beckman Institute

https://epl.beckman.illinois.edu/

From: Fuller, Lori A <harvey1@illinois.edu>

Date: Friday, June 14, 2024 at 10:04 AM

To: Lambert, Matt <matt5@illinois.edu>, Christianson, Kiel <kiel@illinois.edu>, Pak, Yoon <yoonpak@illinois.edu>, Ostrosky, Michaelene <ostrosky@illinois.edu>

Cc: Moller, Karla <kjmoller@illinois.edu>, Zarate, Kary <kzarat2@illinois.edu>, Davila, Liv T. <livtd@illinois.edu>

Subject: FW: Letter of Support for the revision of the College of Education Master's Degree programs

Hello everyone,

I wanted to let you know there was a misunderstanding with the recent revisions to the CoE master's degree foundation requirements changes that was approved originally by APC and campus last spring.

It is now my understanding that the intent of the original revision to the master's degree programs was to remove the headings of Psychological Foundations Courses in Educational Psychology and Philosophical and Social Foundations Courses in Education Policy, Organization and Leadership and Curriculum & Instruction and include all of the foundation courses under one heading of "Foundation Courses" with the message that states, **"Select two of the following courses, taken for four credit hours each. At least one of the two foundations courses must be a course from outside the degree granting department."**

I am writing on behalf of the college to request a letter of support for the revision of the master's degree programs housed in the College of Education. The revision will request to remove the specific foundation requirement headings of Psychological Foundations Courses in Educational Psychology and Philosophical and Social Foundations Courses in Education Policy, Organization and Leadership and Curriculum & Instruction and replace it with one heading titled, Foundation Courses" with an 8 hour requirement. The revision will also request that all foundation course options be listed under the new heading with the additional phrase, **"Select two of the following courses, taken for four credit hours each. At least one of the two foundations courses must be a course from outside the degree granting department."** The purpose of this phrase is to encourage critical thinking and consider multiple perspectives through different disciplinary lenses.

The revision will affect all master's degree programs housed in the College of Education (see below).

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> Educational Psychology, EdM,
> Educational Psychology, MA,
> Educational Psychology, MS,
> Elementary Education, EdM,
> Secondary Education, EdM,
> Special Education, EdM,

The new degree requirements for the foundation courses will appear as follows. Please note, each program has additional requirements that will follow this section.

Foundation courses	
Select two of the following courses, taken for four credit hours each. At least one of the two foundations courses must be a course from outside the degree granting department.	**8**

	Any 400 level EPSY course
EPSY 553	Global Issues in Learning
EPOL 401	History of American Education
EPOL 402	Asian American Education
EPOL 403	Historical and Social Barriers
EPOL 405	School and Society
EPOL 406	Professional Ethics in Education
EPOL 407	Critical Thinking in Education
EPOL 408	Aesthetic Education
EPOL 409	Sociology of Education
EPOL 410	Racial and Ethnic Families
EPOL 412	Politics of Education
EPOL 413	Economics of Education
EPOL 480	Technology and Educational Reform
EPOL 552	Foundation of Higher Education
CI 446	Culture in the Classroom
CI 501	Curriculum Development for the 21st Century

Please indicate your support for this revision by replying to this email.

Thank you,

Lori Fuller
Assistant to the Associate Dean for Graduate Programs
College of Education
University of Illinois at Urbana-Champaign
1310 S. Sixth Street, Room 142
Champaign, IL 61820
http://education.illinois.edu

From: Fuller, Lori A
Sent: Monday, July 17, 2023 8:57 AM
To: Pak, Yoon <yoonpak@illinois.edu>; Christianson, Kiel <kiel@illinois.edu>; Perry, Michelle <mperry@illinois.edu>; McCarthey, Sarah Jane <mccarthe@illinois.edu>
Subject: Letter of Support for the revision of the College of Education Master's Degree programs

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Thank you,

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Assistant to the Associate Dean for Graduate Programs
College of Education
University of Illinois at Urbana-Champaign
1310 S. Sixth Street, Room 142
Champaign, IL 61820
http://education.illinois.edu

Hi Lori,

I approve the proposed changes. Thanks.

ML

MATT LAMBERT | Professor & Department Head | Special Education | University of Illinois Urbana-Champaign
1310 South Sixth Street | 288E Education Building | Champaign, IL 61820 | 217.244.5293 | matt5@illinois.edu
<mailto:matt5@illinois.edu>

 <http://illinois.edu/>

From: Fuller, Lori A <harvey1@illinois.edu>
Sent: Friday, June 14, 2024 10:04 AM
To: Lambert, Matt <matt5@illinois.edu>; Christianson, Kiel <kiel@illinois.edu>; Pak, Yoon
<yoonpak@illinois.edu>; Ostrosky, Michaelene <ostrosky@illinois.edu>
Cc: Moller, Karla <kjmoller@illinois.edu>; Zarate, Kary <kzarat2@illinois.edu>; Davila, Liv T.
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Foundation courses

Select two of the following courses, taken for four credit hours each. At least one of the two foundations courses must be a course from outside the degree granting department.

Any 400 level EPSY course

EPSY 553 <http://catalog.illinois.edu/search/?P=EPSY%20553>

Global Issues in Learning

EPOL 401 <http://catalog.illinois.edu/search/?P=EPOL%20401>

History of American Education

EPOL 402 <http://catalog.illinois.edu/search/?P=EPOL%20402>

Asian American Education

EPOL 403 <http://catalog.illinois.edu/search/?P=EPOL%20403>

Historical and Social Barriers

EPOL 405 <http://catalog.illinois.edu/search/?P=EPOL%20405>

School and Society

EPOL 406 <http://catalog.illinois.edu/search/?P=EPOL%20406>

Professional Ethics in Education

EPOL 407 <http://catalog.illinois.edu/search/?P=EPOL%20407>

Critical Thinking in Education

EPOL 408 <http://catalog.illinois.edu/search/?P=EPOL%20408>

Aesthetic Education

EPOL 409 <http://catalog.illinois.edu/search/?P=EPOL%20409>

Sociology of Education

EPOL 410 <http://catalog.illinois.edu/search/?P=EPOL%20410>

Racial and Ethnic Families

EPOL 412 <http://catalog.illinois.edu/search/?P=EPOL%20412>

Politics of Education

EPOL 413 <http://catalog.illinois.edu/search/?P=EPOL%20413>

Economics of Education

EPOL 480 <http://catalog.illinois.edu/search/?P=EPOL%20480>

Technology and Educational Reform

EPOL 552 <http://catalog.illinois.edu/search/?P=EPOL%20552>

Foundation of Higher Education

CI 446 <http://catalog.illinois.edu/search/?P=CI%20446>

Culture in the Classroom

CI 501

Curriculum Development for the 21st Century

Please indicate your support for this revision by replying to this email.

Thank you,

Lori Fuller

Assistant to the Associate Dean for Graduate Programs

College of Education

University of Illinois at Urbana-Champaign

1310 S. Sixth Street, Room 142

Champaign, IL 61820

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OLD

Psychological Foundations Courses in Educational Psychology		4
Select any 400 level EPSY course		
OR		
EPSY 553	Global Issues in Learning	

Philosophical and Social Foundations Courses in Education Policy, Organization and Leadership and Curriculum & Instruction		4
Select one of the following:		
EPOL 401	History of American Education	
EPOL 402	Asian American Education	
EPOL 403	Historical and Social Barriers	
EPOL 405	School and Society	
EPOL 406	Professional Ethics in Education	
EPOL 407	Critical Thinking in Education	
EPOL 408	Aesthetic Education	
EPOL 409	Sociology of Education	
EPOL 410	Racial and Ethnic Families	
EPOL 412	Politics of Education	
EPOL 413	Economics of Education	
EPOL 480	Technology and Educational Reform	
EPOL 552	Foundation of Higher Education	
CI 446	Culture in the Classroom	
CI 501	Curriculum Development for the 21st Century	
CI 599	Thesis Research (min/max applied toward degree)	8-Feb
Elective Hours:		**16-22**
Research/Project/Independent Study Hours (min/max applied toward degree): 0-8		
Total Hours		**32**

Other Requirements

Masters degree students must take a graduate level College of Education course outside their degree granting department.

Minimum GPA	3
Human Subjects Approval	
500-Level Hours Required in Education	12 hours

Proposed Requirements Showing Changes

Foundation courses		8
Select two of the following foundations courses, taken for four credit hours each. At least one of these two courses must be a course from outside the degree granting department.		
Select any 400 level EPSY course		
EPSY 553	Global Issues in Learning	
EPOL 401	History of American Education	
EPOL 402	Asian American Education	
EPOL 403	Historical and Social Barriers	
EPOL 405	School and Society	
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EPOL 480	Technology and Educational Reform	
EPOL 552	Foundation of Higher Education	
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Elective Hours:		**16-22**
Research/Project/Independent Study Hours (min/max applied toward degree): 0-8		
Total Hours		**32**

Other Requirements

Minimum GPA	3
Human Subjects Approval	
500-Level Hours Required in Education	12 hours

Proposed Requirements Final

Foundations courses		8
Select two of the following foundations courses, taken for four credit hours each. At least one of these two courses must be a course from outside the degree granting department.		
CI 446	Culture in the Classroom	
CI 501	Curriculum Development for the 21st Century	
EPOL 401	History of American Education	
EPOL 402	Asian American Education	
EPOL 403	Historical and Social Barriers	
EPOL 405	School and Society	
EPOL 406	Professional Ethics in Education	
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EPOL 412	Politics of Education	
EPOL 413	Economics of Education	
EPOL 480	Technology and Educational Reform	
EPOL 552	Foundation of Higher Education	
Any 400 level EPSY course		
EPSY 553	Global Issues in Learning	
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Elective Hours:		**16-22**
Research/Project/Independent Study Hours (min/max applied toward degree): 0-8		
Total Hours		**32**

Other Requirements

Minimum GPA	3
Human Subjects Approval	
500-Level Hours Required in Education	12 hours

Any 400 level EPSY co

EPSY 553   Global Issues in Learning

U Program Review Comments 8-12-2024

Curriculum and Instruction, MA, Key 200

1. Justification #1, brief description, consider being consistent with using either 'four' or '4'
2. Justification #3, brief description, for reviewer clarity, include where the change is occurring in the POS table.
3. Side by side,
    o   please either indent the Foundations courses or leave a blank line between EPSY 553 and 599 to show the 599 requirement is separate.
    o   In the third column, the 599 row has been removed. Please add it back.
4. Financial Resources, we added the tuition rate information because the field was blank.

Program Change Request

Date Submitted: 07/31/24 11:22 am

Viewing: **10KS1144EDM & 10KS1144EDMU : Curriculum and Instruction, EdM (on campus & online)**

Last approved: 04/22/24 11:03 am

Last edit: 09/10/24 9:30 am

Changes proposed by: Lori Fuller

Curriculum & Instruction, EdM

Catalog Pages
Using this
Program

Proposal Type:

In Workflow

1. **U Program Review**
2. **1613 Committee Chair**
3. **1613 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. 08/14/24 12:14 pm
   Donna Butler
   (dbutler):
   Approved for U
   Program Review
2. 08/16/24 1:19 pm
   Emma Mercier
   (mercier):
   Approved for 1613
   Committee Chair
3. 08/19/24 10:25 pm
   Helen Neville
   (hneville):
   Approved for 1613
   Head
4. 08/22/24 9:50 am
   Lori Fuller

(harvey1): Approved for KN Committee Chair

5. 08/22/24 12:23 pm
Karla Moller (kjmoller): Approved for KN Dean

6. 08/27/24 12:56 pm
Claire Stewart (clairest): Approved for University Librarian

7. 09/04/24 2:03 pm
Allison McKinney (agrindly): Approved for Grad_College

8. 09/04/24 4:26 pm
Suzanne Lee (suzannel): Approved for COTE Programs

9. 09/05/24 11:05 am
Brooke Newell (bsnewell): Approved for Provost

History

1. Apr 6, 2019 by Deb Forgacs (dforgacs)
2. May 9, 2019 by Deb Forgacs (dforgacs)
3. May 10, 2019 by Kathy Stalter (kstalter)
4. Aug 5, 2019 by Deb Forgacs (dforgacs)
5. Aug 5, 2019 by

Major (ex. Special Education)

This proposal is
for a:
Revision

Administration Details

Official Program
Name

Curriculum and Instruction, EdM (on campus &
online)

Diploma Title

Master of Education

Sponsor College

Education

Sponsor
Department

Curriculum and Instruction

Sponsor Name

Karla Möller

Sponsor Email

kjmoller@illinois.edu

College Contact

Lori Fuller

College Contact
Email

harvey1@illinois.edu

College Budget
Officer

Amanda Brown

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 Term   Fall 2024

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 Master of Education in Curriculum and Instruction 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.

1. Revisions will include the elimination of the headings of the existing foundations requirement of four hours of Psychological Foundations Courses in Educational Psychology and four hours of Philosophical and Social Foundations Courses in Education Policy, Organization and Leadership and Curriculum & Instruction and combine the existing course options into one Foundations category for eight hours. There will not be any additional course options added.

2. We have moved the text "Masters degree students must take a graduate level College of Education course outside their degree granting department" listed under the Other Requirements heading to the new Foundations Courses Requirement to now say, "Select two of the following foundations courses, taken for four credit hours each. At least one of these two courses must be a course from outside the degree granting department"

3. We have reorganized the courses in alphabetical and numerical order under the Foundations Courses requirement section. We are not adding existing courses to the program.

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. Student feedback has resulted in these changes. EPSY Foundations courses were not offered online and thus were not accessible to students. By eliminating the requirement to take specific courses, students will have access to a greater variety of courses.

2. We have moved the statement, "Master's degree students must take at least one course outside of their degree-granting department" to the foundations requirement to encourage critical thinking and consider multiple perspectives through different disciplinary lenses.

3. We have reorganized the existing courses under the Foundations Courses requirement section to provide clarity to the viewer.

There will be no change in total hours for the program.

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

Please attach any letters of support/acknowledgement for any Instructional Resources consider faculty, students, and/or other impacted units as appropriate.

Letter of Dept Support.pdf

Program Regulation and Assessment

Plan to Assess and Improve Student Learning

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 deep knowledge of content in the field of education.

Students will display a deep understanding of psychological foundations of learning.

Students will demonstrate a deep understanding of philosophical foundations of education.

Students will display a deep understanding of best pedagogical practices in K-12 classrooms, with attention to 21st century skills and practices.

Students will display deep knowledge of conducting a research study, including reviewing literature, collecting and analyzing data, and writing a thesis.

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   CI EDM side by side.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.

Statement for Programs of Study Catalog	Course List		
	Code	Title	Hours
	~~Psychological Foundations Courses in Educational Psychology~~		~~4~~
	Foundations Courses		8
	Select two of the following foundations courses, taken for four credit hours each. At least one of these two courses must be a course from outside the degree granting department.		
	CI 446	Culture in the Classroom	
	CI 501	Curriculum Development for the 21st Century	
	EPOL 401	History of American Education	
	EPOL 402	Asian American Education	
	EPOL 403	Historical and Social Barriers	
	EPOL 405	School and Society	
	EPOL 406	Professional Ethics in Education	
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	EPOL 410	Racial and Ethnic Families	
	EPOL 412	Politics of Education	
	EPOL 413	Economics of Education	
	EPOL 480	Technology and Educational Reform	
	EPOL 552	Foundation of Higher Education	
	Any 400 level EPSY course		
	OR		
	EPSY 553	Global Issues in Learning	
	~~Philosophical and Social Foundations Courses in Education Policy, Organization and Leadership and Curriculum & Instruction~~		~~4~~
	Elective Hours:		24
	Project/Independent Study Hours (min/max applied toward degree): 0-8		
	Total Hours		32

Other Requirements

Grad Other Degree Requirements

Requirement	Description
Minimum GPA	3.0
500-Level Hours Required in Education	12 hours

~~Masters degree students must take a graduate level College of Education course outside their degree grantingdepartment.~~

Corresponding Degree	EdM Master of Education

Program Features

Academic Level	Graduate
Does this major have transcripted	Yes

concentrations?

Will you admit to   No
the concentration
directly?

Is a concentration   No
required for
graduation?

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

What are the minimum Total Credit Hours required for this program?
  32

What is the   3.0
required GPA?

CIP Code   130301 - Curriculum and Instruction.

Is This a Teacher Certification Program?
                          Yes

Will specialized accreditation be sought for this program?

  No

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 offered on campus and online.

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.

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 changes to enrollment are expected.

Estimated Annual Number of Degrees Awarded

Year One Estimate   5th Year Estimate (or when
                                                    fully implemented)

What is the   Fall
matriculation
term for this
program?

Budget

Are there   No
budgetary
implications for
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?

There will not be a financial impact as a result of this revision.

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)

Graduate Base on-campus or online rate.

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

No

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.

There will not be an impact as a result of this revision.

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 revision.

EP Documentation

EP Control Number	EP.25.001
Attach Rollback/Approval Notices	
This proposal requires HLC inquiry	No

DMI Documentation

Attach Final Approval Notices	U Program Review Comments KEY 201 8-12-24.docx
Banner/Codebook Name	EDM: Curriculum & Instr -UIUC & EDM: Curr & Inst Online - UIUC
Program Code:	10KS1144EDM & 10KS1144EDMU

Minor Code	Conc Code	Degree Code	EDM	Major Code
1144				

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	**Allison McKinney (agrindly) (09/04/24 2:03 pm):** Administratively approved by the Graduate College.

Fuller, Lori A

Subject: FW: Letter of Support for the revision of the College of Education Master's Degree programs

---

From: Ostrosky, Michaelene <ostrosky@illinois.edu>
Sent: Monday, June 17, 2024 2:42 PM
To: Moller, Karla <kjmoller@illinois.edu>
Subject: Re: Letter of Support for the revision of the College of Education Master's Degree programs

Hi Karla
I support and approve the revisions to change the requirements to "Foundations" whereby students can select two foundations courses with one being outside the student's degree granting unit.
Thanks,
Micki

From: Moller, Karla <kjmoller@illinois.edu>
Date: Monday, June 17, 2024 at 1:08 PM
To: Ostrosky, Michaelene <ostrosky@illinois.edu>
Subject: FW: Letter of Support for the revision of the College of Education Master's Degree programs

Hi Micki,

This email Lori sent is making a a correction we need to make through APC because of an error in how the approved foundations requirement change was translated to Senate last year.

Both of the APC co-chairs have approved, as have Sarah McCarthey and I.

Are you okay sending Lori your support as you did with the other version you were sent last year?

We are hoping to get this through as quickly as possible to get the foundations requirements working for all our on campus and online students.

If you have any questions, please let us know!

Thanks!

Karla

Karla J. Möller, Ph.D.
(Pronouns: she, her, hers)
Associate Dean for Graduate Programs, College of Education
Associate Professor, Department of Curriculum and Instruction
University of Illinois at Urbana Champaign
Room 142A, College of Education, MC 708
1310 South Sixth Street
Champaign, IL, 61820
217-265-4039
kjmoller@illinois.edu

From: Fuller, Lori A
Sent: Friday, June 14, 2024 10:04 AM
To: Lambert, Matt <matt5@illinois.edu>; Christianson, Kiel <kiel@illinois.edu>; Pak, Yoon <yoonpak@illinois.edu>; Ostrosky, Michaelene <ostrosky@illinois.edu>
Cc: Moller, Karla <kjmoller@illinois.edu>; Zarate, Kary <kzarat2@illinois.edu>; Davila, Liv T. <livtd@illinois.edu>
Subject: FW: Letter of Support for the revision of the College of Education Master's Degree programs

Hello everyone,

I wanted to let you know there was a misunderstanding with the recent revisions to the CoE master's degree foundation requirements changes that was approved originally by APC and campus last spring.

It is now my understanding that the intent of the original revision to the master's degree programs was to remove the headings of Psychological Foundations Courses in Educational Psychology and Philosophical and Social Foundations Courses in Education Policy, Organization and Leadership and Curriculum & Instruction and include all of the foundation courses under one heading of "Foundation Courses" with the message that states, **"Select two of the following courses, taken for four credit hours each. At least one of the two foundations courses must be a course from outside the degree granting department."**

I am writing on behalf of the college to request a letter of support for the revision of the master's degree programs housed in the College of Education. The revision will request to remove the specific foundation requirement headings of Psychological Foundations Courses in Educational Psychology and Philosophical and Social Foundations Courses in Education Policy, Organization and Leadership and Curriculum & Instruction and replace it with one heading titled, Foundation Courses" with an 8 hour requirement. The revision will also request that all foundation course options be listed under the new heading with the additional phrase, **"Select two of the following courses, taken for four credit hours each. At least one of the two foundations**

courses must be a course from outside the degree granting department.*"* The purpose of this phrase is to encourage critical thinking and consider multiple perspectives through different disciplinary lenses.

The revision will affect all master's degree programs housed in the College of Education (see below).

Curriculum & Instruction, CAS,
Curriculum & Instruction, EdM,
Curriculum & Instruction, MA,
Curriculum & Instruction, MS,
Early Childhood Education, EdM
Education Policy, Organization & Leadership, CAS
Education Policy, Organization & Leadership, EdM,
Education Policy, Organization & Leadership, MA,
Educational Psychology, EdM,
Educational Psychology, MA,
Educational Psychology, MS,
Elementary Education, EdM,
Secondary Education, EdM,
Special Education, EdM,

The new degree requirements for the foundation courses will appear as follows. Please note, each program has additional requirements that will follow this section.

Foundation courses

Select two of the following courses, taken for four credit hours each. At least one of the two foundations courses must be a course from outside the degree granting department.		**8**
Any 400 level EPSY course		
EPSY 553	Global Issues in Learning	
EPOL 401	History of American Education	
EPOL 402	Asian American Education	
EPOL 403	Historical and Social Barriers	
EPOL 405	School and Society	

EPOL 406	Professional Ethics in Education
EPOL 407	Critical Thinking in Education
EPOL 408	Aesthetic Education
EPOL 409	Sociology of Education
EPOL 410	Racial and Ethnic Families
EPOL 412	Politics of Education
EPOL 413	Economics of Education
EPOL 480	Technology and Educational Reform
EPOL 552	Foundation of Higher Education
CI 446	Culture in the Classroom
CI 501	Curriculum Development for the 21st Century

Please indicate your support for this revision by replying to this email.

Thank you,

Lori Fuller
Assistant to the Associate Dean for Graduate Programs
College of Education
University of Illinois at Urbana-Champaign
1310 S. Sixth Street, Room 142
Champaign, IL 61820
http://education.illinois.edu

From: Fuller, Lori A
Sent: Monday, July 17, 2023 8:57 AM
To: Pak, Yoon <yoonpak@illinois.edu>; Christianson, Kiel <kiel@illinois.edu>; Perry, Michelle <mperry@illinois.edu>; McCarthey, Sarah Jane <mccarthe@illinois.edu>
Subject: Letter of Support for the revision of the College of Education Master's Degree programs

Dear Sarah, Yoon, Kiel, and Michelle,

I am writing on behalf of the college to request a letter of support for the revision of the master's degree programs housed in the College of Education. The revision will request to remove the specific EPSY courses listed in the section: Psychological Foundations Courses in Educational Psychology and replace the courses with any 400 level EPSY course or EPSY 553. We are also requesting your support to add CI 446, CI 415, and CI 501 as optional courses listed under the new heading: Philosophical and Social Foundations Courses in Education Policy, Organization and Leadership and Curriculum & Instruction. These revisions are consistent with the discussion with the Executive Officers and Departmental DGS from EPSY, CI and EPOL during spring 2023. The revision will affect all master's degree programs housed in the College of Education (see below). Please indicate your support for this revision by replying to this email.

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Curriculum & Instruction, MA,
Curriculum & Instruction, MS,
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Education Policy, Organization & Leadership, CAS
Education Policy, Organization & Leadership, EdM,
Education Policy, Organization & Leadership, MA,
Educational Psychology, EdM,
Educational Psychology, MA,
Educational Psychology, MS,
Elementary Education, EdM,
Secondary Education, EdM,
Special Education, EdM,
Special Education, MS,

Thank you,

Lori Fuller
Assistant to the Associate Dean for Graduate Programs
College of Education
University of Illinois at Urbana-Champaign
1310 S. Sixth Street, Room 142
Champaign, IL 61820
http://education.illinois.edu

Fuller, Lori A

Subject: FW: Letter of Support for the revision of the College of Education Master's Degree programs

-----Original Message-----
From: Pak, Yoon <yoonpak@illinois.edu>
Sent: Monday, June 17, 2024 2:13 PM
To: Fuller, Lori A <harvey1@illinois.edu>; Lambert, Matt <matt5@illinois.edu>; Christianson, Kiel <kiel@illinois.edu>; Ostrosky, Michaelene <ostrosky@illinois.edu>
Cc: Moller, Karla <kjmoller@illinois.edu>; Zarate, Kary <kzarat2@illinois.edu>; Davila, Liv T. <livtd@illinois.edu>
Subject: Re: Letter of Support for the revision of the College of Education Master's Degree programs

I support and approve the revisions to change to "Foundations" and selecting two foundations courses with one outside the student's degree granting unit.

Thanks,

Yoon

Yoon Pak (She/Hers) | Professor and Head Education Policy, Organization and Leadership College of Education | University of Illinois Core Faculty, Asian American Studies
1310 S. Sixth Street | Champaign, IL 61820 yoonpak@illinois.edu <mailto:yoonpak@illinois.edu> (email to schedule meetings)

Learn about TEAACH <https://teaach.education.illinois.edu/> Online Professional Development The Teaching of Equitable Asian American Community History

Hello everyone,

I wanted to let you know there was a misunderstanding with the recent revisions to the CoE master's degree foundation requirements changes that was approved originally by APC and campus last spring.

It is now my understanding that the intent of the original revision to the master's degree programs was to remove the headings of Psychological Foundations Courses in Educational Psychology and Philosophical and Social Foundations Courses in Education Policy, Organization and Leadership and Curriculum & Instruction and include all of the foundation courses under one heading of "Foundation Courses" with the message that states, "Select two of the following courses, taken for four credit hours each. At least one of the two foundations courses must be a course from outside the degree granting department."

I am writing on behalf of the college to request a letter of support for the revision of the master's degree programs housed in the College of Education. The revision will request to remove the specific foundation requirement headings of Psychological Foundations Courses in Educational Psychology and Philosophical and Social Foundations Courses in Education Policy, Organization and Leadership and Curriculum & Instruction and replace it with one heading titled, Foundation Courses" with an 8 hour requirement. The revision will also request that all foundation course options be listed under the new heading with the additional phrase, "Select two of the following courses, taken for four credit hours each. At least one of the two foundations courses must be a course from outside the degree granting department." The purpose of this phrase is to encourage critical thinking and consider multiple perspectives through different disciplinary lenses.

The revision will affect all master's degree programs housed in the College of Education (see below).

Curriculum & Instruction, CAS,

2

Curriculum & Instruction, EdM,

Curriculum & Instruction, MA,

Curriculum & Instruction, MS,

Early Childhood Education, EdM

Education Policy, Organization & Leadership, CAS

Education Policy, Organization & Leadership, EdM,

Education Policy, Organization & Leadership, MA,

Educational Psychology, EdM,

Educational Psychology, MA,

Educational Psychology, MS,

Elementary Education, EdM,

Secondary Education, EdM,

Special Education, EdM,

The new degree requirements for the foundation courses will appear as follows. Please note, each program has additional requirements that will follow this section.

Foundation courses

Select two of the following courses, taken for four credit hours each. At least one of the two foundations courses must be a course from outside the degree granting department.

8

Any 400 level EPSY course

EPSY 553 <http://catalog.illinois.edu/search/?P=EPSY%20553>

Global Issues in Learning

EPOL 401 <http://catalog.illinois.edu/search/?P=EPOL%20401>

History of American Education

EPOL 402 <http://catalog.illinois.edu/search/?P=EPOL%20402>

Asian American Education

EPOL 403 <http://catalog.illinois.edu/search/?P=EPOL%20403>

Historical and Social Barriers

EPOL 405 <http://catalog.illinois.edu/search/?P=EPOL%20405>

School and Society

EPOL 406 <http://catalog.illinois.edu/search/?P=EPOL%20406>

Professional Ethics in Education

EPOL 407 <http://catalog.illinois.edu/search/?P=EPOL%20407>

Critical Thinking in Education

EPOL 408 <http://catalog.illinois.edu/search/?P=EPOL%20408>

Aesthetic Education

EPOL 409 <http://catalog.illinois.edu/search/?P=EPOL%20409>

Sociology of Education

EPOL 410 <http://catalog.illinois.edu/search/?P=EPOL%20410>

Racial and Ethnic Families

EPOL 412 <http://catalog.illinois.edu/search/?P=EPOL%20412>

Politics of Education

EPOL 413 <http://catalog.illinois.edu/search/?P=EPOL%20413>

Economics of Education

EPOL 480 <http://catalog.illinois.edu/search/?P=EPOL%20480>

Technology and Educational Reform

EPOL 552 <http://catalog.illinois.edu/search/?P=EPOL%20552>

Foundation of Higher Education

CI 446 <http://catalog.illinois.edu/search/?P=CI%20446>

Culture in the Classroom

CI 501

Curriculum Development for the 21st Century

Please indicate your support for this revision by replying to this email.

Thank you,

Lori Fuller

Assistant to the Associate Dean for Graduate Programs

College of Education

University of Illinois at Urbana-Champaign

1310 S. Sixth Street, Room 142

Champaign, IL 61820

http://education.illinois.edu <http://education.illinois.edu>

From: Fuller, Lori A
Sent: Monday, July 17, 2023 8:57 AM
To: Pak, Yoon <yoonpak@illinois.edu <mailto:yoonpak@illinois.edu> >; Christianson, Kiel <kiel@illinois.edu <mailto:kiel@illinois.edu> >; Perry, Michelle <mperry@illinois.edu <mailto:mperry@illinois.edu> >; McCarthey, Sarah Jane <mccarthe@illinois.edu <mailto:mccarthe@illinois.edu> >
Subject: Letter of Support for the revision of the College of Education Master's Degree programs

Dear Sarah, Yoon, Kiel, and Michelle,

I am writing on behalf of the college to request a letter of support for the revision of the master's degree programs housed in the College of Education. The revision will request to remove the specific EPSY courses listed in the section: Psychological Foundations Courses in Educational Psychology and replace the courses with any 400 level EPSY course or EPSY 553. We are also requesting your support to add CI 446, CI 415, and CI 501 as optional courses listed under the new heading: Philosophical and Social Foundations Courses in Education Policy, Organization and Leadership and Curriculum & Instruction. These revisions are consistent with the discussion with the Executive Officers and Departmental DGS from EPSY, CI and EPOL during spring 2023. The revision will affect all master's degree programs housed in the College of Education (see below). Please indicate your support for this revision by replying to this email.

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Curriculum & Instruction, EdM,

Curriculum & Instruction, MA,

Curriculum & Instruction, MS,

7

Early Childhood Education, EdM

Education Policy, Organization & Leadership, CAS

Education Policy, Organization & Leadership, EdM,

Education Policy, Organization & Leadership, MA,

Educational Psychology, EdM,

Educational Psychology, MA,

Educational Psychology, MS,

Elementary Education, EdM,

Secondary Education, EdM,

Special Education, EdM,

Special Education, MS,

Thank you,

Lori Fuller

Assistant to the Associate Dean for Graduate Programs

College of Education

University of Illinois at Urbana-Champaign

1310 S. Sixth Street, Room 142

Champaign, IL 61820

http://education.illinois.edu <http://education.illinois.edu>

Stealing Yoon's text (bc I wasn't actually sure what you needed from us!) (so thanks, Yoon!).

Hi,

I support and approve the revisions to change to "Foundations" and selecting two foundations courses with one outside the student's degree granting unit.

Thanks,

kiel

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

Director
SLATE Doctoral Concentration Program
College of Liberal Arts and Sciences

Co-Director
Illinois Language & Literature Initiative (ILLI)
Beckman Institute for Advanced Science & Technology

Director
EdPsych Psycholinguistics Lab
Beckman Institute
https://epl.beckman.illinois.edu/

From: Fuller, Lori A <harvey1@illinois.edu>

Date: Friday, June 14, 2024 at 10:04 AM

To: Lambert, Matt <matt5@illinois.edu>, Christianson, Kiel <kiel@illinois.edu>, Pak, Yoon <yoonpak@illinois.edu>, Ostrosky, Michaelene <ostrosky@illinois.edu>

Cc: Moller, Karla <kjmoller@illinois.edu>, Zarate, Kary <kzarat2@illinois.edu>, Davila, Liv T. <livtd@illinois.edu>

Subject: FW: Letter of Support for the revision of the College of Education Master's Degree programs

Hello everyone,

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> Curriculum & Instruction, MS,
> Early Childhood Education, EdM
> Education Policy, Organization & Leadership, CAS
> Education Policy, Organization & Leadership, EdM,
> Education Policy, Organization & Leadership, MA,
> Educational Psychology, EdM,
> Educational Psychology, MA,
> Educational Psychology, MS,
> Elementary Education, EdM,
> Secondary Education, EdM,
> Special Education, EdM,

The new degree requirements for the foundation courses will appear as follows. Please note, each program has additional requirements that will follow this section.

Foundation courses	
Select two of the following courses, taken for four credit hours each. At least one of the two foundations courses must be a course from outside the degree granting department.	**8**

	Any 400 level EPSY course	
EPSY 553	Global Issues in Learning	
EPOL 401	History of American Education	
EPOL 402	Asian American Education	
EPOL 403	Historical and Social Barriers	
EPOL 405	School and Society	
EPOL 406	Professional Ethics in Education	
EPOL 407	Critical Thinking in Education	
EPOL 408	Aesthetic Education	
EPOL 409	Sociology of Education	
EPOL 410	Racial and Ethnic Families	
EPOL 412	Politics of Education	
EPOL 413	Economics of Education	
EPOL 480	Technology and Educational Reform	
EPOL 552	Foundation of Higher Education	
CI 446	Culture in the Classroom	
CI 501	Curriculum Development for the 21st Century	

Please indicate your support for this revision by replying to this email.

Thank you,

Lori Fuller
Assistant to the Associate Dean for Graduate Programs
College of Education
University of Illinois at Urbana-Champaign
1310 S. Sixth Street, Room 142
Champaign, IL 61820
http://education.illinois.edu

From: Fuller, Lori A
Sent: Monday, July 17, 2023 8:57 AM
To: Pak, Yoon <yoonpak@illinois.edu>; Christianson, Kiel <kiel@illinois.edu>; Perry, Michelle <mperry@illinois.edu>; McCarthey, Sarah Jane <mccarthe@illinois.edu>
Subject: Letter of Support for the revision of the College of Education Master's Degree programs

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Curriculum & Instruction, MA,
Curriculum & Instruction, MS,
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Education Policy, Organization & Leadership, EdM,
Education Policy, Organization & Leadership, MA,
Educational Psychology, EdM,
Educational Psychology, MA,
Educational Psychology, MS,
Elementary Education, EdM,
Secondary Education, EdM,
Special Education, EdM,
Special Education, MS,

Thank you,

Lori Fuller
Assistant to the Associate Dean for Graduate Programs
College of Education
University of Illinois at Urbana-Champaign
1310 S. Sixth Street, Room 142
Champaign, IL 61820
http://education.illinois.edu

Hi Lori,

I approve the proposed changes. Thanks.

ML

MATT LAMBERT | Professor & Department Head | Special Education | University of Illinois Urbana-Champaign 1310 South Sixth Street | 288E Education Building | Champaign, IL 61820 | 217.244.5293 | matt5@illinois.edu <mailto:matt5@illinois.edu>

 <http://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: Fuller, Lori A <harvey1@illinois.edu>
Sent: Friday, June 14, 2024 10:04 AM
To: Lambert, Matt <matt5@illinois.edu>; Christianson, Kiel <kiel@illinois.edu>; Pak, Yoon <yoonpak@illinois.edu>; Ostrosky, Michaelene <ostrosky@illinois.edu>
Cc: Moller, Karla <kjmoller@illinois.edu>; Zarate, Kary <kzarat2@illinois.edu>; Davila, Liv T. <livtd@illinois.edu>
Subject: FW: Letter of Support for the revision of the College of Education Master's Degree programs

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I am writing on behalf of the college to request a letter of support for the revision of the master's degree programs

housed in the College of Education. The revision will request to remove the specific foundation requirement headings of Psychological Foundations Courses in Educational Psychology and Philosophical and Social Foundations Courses in Education Policy, Organization and Leadership and Curriculum & Instruction and replace it with one heading titled, Foundation Courses" with an 8 hour requirement. The revision will also request that all foundation course options be listed under the new heading with the additional phrase, "Select two of the following courses, taken for four credit hours each. At least one of the two foundations courses must be a course from outside the degree granting department." The purpose of this phrase is to encourage critical thinking and consider multiple perspectives through different disciplinary lenses.

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Education Policy, Organization & Leadership, EdM,

Education Policy, Organization & Leadership, MA,

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Secondary Education, EdM,

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Select two of the following courses, taken for four credit hours each. At least one of the two foundations courses must be a course from outside the degree granting department.

8

Any 400 level EPSY course

EPSY 553 <http://catalog.illinois.edu/search/?P=EPSY%20553>

Global Issues in Learning

EPOL 401 <http://catalog.illinois.edu/search/?P=EPOL%20401>

History of American Education

EPOL 402 <http://catalog.illinois.edu/search/?P=EPOL%20402>

Asian American Education

EPOL 403 <http://catalog.illinois.edu/search/?P=EPOL%20403>

Historical and Social Barriers

EPOL 405 <http://catalog.illinois.edu/search/?P=EPOL%20405>

School and Society

EPOL 406 <http://catalog.illinois.edu/search/?P=EPOL%20406>

Professional Ethics in Education

EPOL 407 <http://catalog.illinois.edu/search/?P=EPOL%20407>

Critical Thinking in Education

EPOL 408 <http://catalog.illinois.edu/search/?P=EPOL%20408>

Aesthetic Education

EPOL 409 <http://catalog.illinois.edu/search/?P=EPOL%20409>

Sociology of Education

EPOL 410 <http://catalog.illinois.edu/search/?P=EPOL%20410>

Racial and Ethnic Families

EPOL 412 <http://catalog.illinois.edu/search/?P=EPOL%20412>

Politics of Education

EPOL 413 <http://catalog.illinois.edu/search/?P=EPOL%20413>

Economics of Education

EPOL 480 <http://catalog.illinois.edu/search/?P=EPOL%20480>

Technology and Educational Reform

EPOL 552 <http://catalog.illinois.edu/search/?P=EPOL%20552>

Foundation of Higher Education

CI 446 <http://catalog.illinois.edu/search/?P=CI%20446>

Culture in the Classroom

CI 501

Curriculum Development for the 21st Century

Please indicate your support for this revision by replying to this email.

Thank you,

Lori Fuller

Assistant to the Associate Dean for Graduate Programs

College of Education

University of Illinois at Urbana-Champaign

1310 S. Sixth Street, Room 142

Champaign, IL 61820

http://education.illinois.edu <http://education.illinois.edu>

Dear Sarah, Yoon, Kiel, and Michelle,

I am writing on behalf of the college to request a letter of support for the revision of the master's degree programs housed in the College of Education. The revision will request to remove the specific EPSY courses listed in the section: Psychological Foundations Courses in Educational Psychology and replace the courses with any 400 level EPSY course or EPSY 553. We are also requesting your support to add CI 446, CI 415, and CI 501 as optional courses listed under the new heading: Philosophical and Social Foundations Courses in Education Policy, Organization and Leadership and Curriculum & Instruction. These revisions are consistent with the discussion with the Executive Officers and Departmental DGS from EPSY, CI and EPOL during spring 2023. The revision will affect all master's degree programs housed in the College of Education (see below). Please indicate your support for this revision by replying to this email.

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Curriculum & Instruction, EdM,

Curriculum & Instruction, MA,

Curriculum & Instruction, MS,

Early Childhood Education, EdM

Education Policy, Organization & Leadership, CAS

Education Policy, Organization & Leadership, EdM,

Education Policy, Organization & Leadership, MA,

Educational Psychology, EdM,

Educational Psychology, MA,

Educational Psychology, MS,

Elementary Education, EdM,

Secondary Education, EdM,

Special Education, EdM,

Special Education, MS,

Thank you,

Lori Fuller

Assistant to the Associate Dean for Graduate Programs

College of Education

University of Illinois at Urbana-Champaign

1310 S. Sixth Street, Room 142

Champaign, IL 61820

http://education.illinois.edu <http://education.illinois.edu>

OLD

Psychological Foundations Courses in Educational Psychology		4
Select any 400 level EPSY course		
OR		
EPSY 553	Global Issues in Learning	

Philosophical and Social Foundations Courses in Education Policy, Organization and Leadership and Curriculum & Instruction		4
Select one of the following:		
EPOL 401	History of American Education	
EPOL 402	Asian American Education	
EPOL 403	Historical and Social Barriers	
EPOL 405	School and Society	
EPOL 406	Professional Ethics in Education	
EPOL 407	Critical Thinking in Education	
EPOL 408	Aesthetic Education	
EPOL 409	Sociology of Education	
EPOL 410	Racial and Ethnic Families	
EPOL 412	Politics of Education	
EPOL 413	Economics of Education	
EPOL 480	Technology and Educational Reform	
EPOL 552	Foundation of Higher Education	
CI 446	Culture in the Classroom	
CI 501	Curriculum Development for the 21st Century	
Elective Hours:		24
Project/Independent Study Hours (min/max applied toward degree): 0-8		
Total Hours		**32**

Other Requirements	
Masters degree students must take a graduate level College of Education course outside their degree granting department.	
Minimum GPA	3
500-Level Hours Required in Education	12 hours

Proposed Requirements Showing Changes

Foundation courses		8
Select two of the following foundations courses, taken for four credit hours each. At least one of these two courses must be a course from outside the degree granting department.		
Select any 400 level EPSY course		
EPSY 553	Global Issues in Learning	
EPOL 401	History of American Education	
EPOL 402	Asian American Education	
EPOL 403	Historical and Social Barriers	
EPOL 405	School and Society	
EPOL 406	Professional Ethics in Education	
EPOL 407	Critical Thinking in Education	
EPOL 408	Aesthetic Education	
EPOL 409	Sociology of Education	
EPOL 410	Racial and Ethnic Families	
EPOL 412	Politics of Education	
EPOL 413	Economics of Education	
EPOL 480	Technology and Educational Reform	
EPOL 552	Foundation of Higher Education	
CI 446	Culture in the Classroom	
CI 501	Curriculum Development for the 21st Century	
Elective Hours:		24
Project/Independent Study Hours (min/max applied toward degree): 0-8		
Total Hours		**32**

Other Requirements	
Minimum GPA	3
500-Level Hours Required in Education	12 hours

Proposed Requirements Final

Foundations courses		8
Select two of the following foundations courses, taken for four credit hours each. At least one of these two courses must be a course from outside the degree granting department.		
CI 446	Culture in the Classroom	
CI 501	Curriculum Development for the 21st Century	
EPOL 401	History of American Education	
EPOL 402	Asian American Education	
EPOL 403	Historical and Social Barriers	
EPOL 405	School and Society	
EPOL 406	Professional Ethics in Education	
EPOL 407	Critical Thinking in Education	
EPOL 408	Aesthetic Education	
EPOL 409	Sociology of Education	
EPOL 410	Racial and Ethnic Families	
EPOL 412	Politics of Education	
EPOL 413	Economics of Education	
EPOL 480	Technology and Educational Reform	
EPOL 552	Foundation of Higher Education	
Any 400 level EPSY course		
EPSY 553	Global Issues in Learning	
Elective Hours:		24
Project/Independent Study Hours (min/max applied toward degree): 0-8		
Total Hours		**32**	**32**

Other Requirements		
Minimum GPA	3	3
500-Level Hours Required in Education	12 hours	

Any 400 level EPSY co
EPSY 553   Global Issues in Learning

U Program Review Comments 8-12-2024

Curriculum and Instruction, EDM, Key 201

1. Justification #1, brief description, consider being consistent with using either 'four' or '4'
2. Justification #3, brief description, for reviewer clarity, include where the change is occurring in the POS table.
3. Financial Resources, we added the tuition rate information because the field was blank.

Program Change Request

Date Submitted: 07/31/24 11:48 am

Viewing: **10KS1144CAS : Curriculum and Instruction, CAS**

Last approved: 06/20/24 1:34 pm

Last edit: 09/10/24 9:29 am

Changes proposed by: Lori Fuller

[Curriculum & Instruction, CAS](#)

Catalog Pages
Using this
Program

Proposal Type:

In Workflow

1. **U Program Review**
2. **1613 Committee Chair**
3. **1613 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. 08/14/24 12:13 pm
Donna Butler (dbutler): Approved for U Program Review
2. 08/16/24 1:18 pm
Emma Mercier (mercier): Approved for 1613 Committee Chair
3. 08/19/24 10:25 pm
Helen Neville (hneville): Approved for 1613 Head
4. 08/22/24 9:46 am
Lori Fuller

(harvey1):
Approved for KN
Committee Chair
5. 08/22/24 12:23
pm
Karla Moller
(kjmoller):
Approved for KN
Dean
6. 08/27/24 12:56
pm
Claire Stewart
(clairest):
Approved for
University
Librarian
7. 09/04/24 2:03 pm
Allison McKinney
(agrindly):
Approved for
Grad_College
8. 09/04/24 2:09 pm
Suzanne Lee
(suzannel):
Approved for
COTE Programs
9. 09/04/24 2:37 pm
Brooke Newell
(bsnewell):
Rollback to
Grad_College for
Provost
10. 09/04/24 2:48 pm
Allison McKinney
(agrindly):
Approved for
Grad_College
11. 09/04/24 4:25 pm
Suzanne Lee
(suzannel):
Approved for
COTE Programs
12. 09/05/24 11:05
am
Brooke Newell
(bsnewell):
Approved for
Provost

History

1. Jun 21, 2019 by Kathy Stalter (kstalter)
2. Jun 5, 2020 by Kathy Stalter (kstalter)
3. Sep 29, 2021 by Kathy Stalter (kstalter)
4. Mar 15, 2023 by Lori Fuller (harvey1)
5. Mar 19, 2024 by Lori Fuller (harvey1)
6. Jun 20, 2024 by Brooke Newell (bsnewell)

Major (ex. Special Education)

This proposal is
for a:
Revision

Administration Details

Official Program Name	Curriculum and Instruction, CAS
Diploma Title	Certificate of Advanced Study in Curriculum and Instruction
Sponsor College	Education
Sponsor Department	Curriculum and Instruction
Sponsor Name	Karla Moller
Sponsor Email	kjmoller@illinois.edu
College Contact	Lori Fuller

College Contact
Email

harvey1@illinois.edu

College Budget Officer	Amanda Brown

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 Term   Fall 2024

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 Certificate of Advanced Study in Curriculum and Instruction 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.

1. Revisions will include the elimination of the headings of the existing foundations requirement of four hours of Psychological Foundations Courses in Educational Psychology and four hours of Philosophical and Social Foundations Courses in Education Policy, Organization and Leadership and Curriculum & Instruction and combine the existing course options into one Foundations category for eight hours. There will not be any additional course options added.

2. We have added the text "Select two of the following foundations courses, taken for four credit hours each. At least one of these two courses must be a course from outside the degree granting department" to the foundations requirement.

3. We have reorganized the courses in alphabetical and numerical order under the Foundations requirement. We are not adding existing courses to the program.

4. We revised the text about the POS to say, "If the student does not have a Master's degree from the University of Illinois Urbana-Champaign, Foundation Courses Requirement must be completed as prerequisites:" .

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. Student feedback has resulted in these changes. EPSY Foundations courses were not offered online and thus were not accessible to students. By eliminating the requirement to take specific courses, students will have access to a greater variety of courses.

2. We have added the statement, "Select two of the following foundations courses, taken for four credit hours each. At least one of these two courses must be a course from outside the degree granting department" to the foundations requirement to encourage critical thinking and consider multiple perspectives through different disciplinary lenses.

3. We have reorganized the existing courses to provide clarity to the viewer.

4. We revised the text about the POS to say, "If the student does not have a Master's degree from the University of Illinois Urbana-Champaign, Foundation Courses Requirement must be completed as prerequisites:" to provide clarity.

There will be no change in total hours for the program.

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

Please attach any letters of support/acknowledgement for any Instructional Resources consider faculty, students, and/or other impacted units as

Letter of Dept Support.pdf

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 acquire deep knowledge of content in the field of education.

Students will display a deep understanding of psychological foundations of learning.

Students will demonstrate a deep understanding of philosophical foundations of education.

Students will display a deep understanding of best pedagogical practices in K-12 classrooms, with attention to 21st century skills and practices.

Students will display deep knowledge of conducting a research study, including reviewing literature, collecting and analyzing data, and writing a thesis.

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   CI_CAS side by side.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.

Statement for Programs of Study Catalog

Course List

Code	Title	Hours
If the student does not have a Master's degree from the University of Illinois Urbana-Champaign, Foundation Courses must be completed as prerequisites:		
Psychological Foundations Courses in Educational Psychology		0 or 4
Foundations Courses		0 or 8

Select two of the following foundations courses, taken for four credit hours each. At least one of these two courses must be a course from outside the degree granting department.

CI 446	Culture in the Classroom	
CI 501	Curriculum Development for the 21st Century	
EPOL 401	History of American Education	
EPOL 402	Asian American Education	
EPOL 403	Historical and Social Barriers	
EPOL 405	School and Society	
EPOL 406	Professional Ethics in Education	
EPOL 407	Critical Thinking in Education	
EPOL 408	Aesthetic Education	
EPOL 409	Sociology of Education	
EPOL 410	Racial and Ethnic Families	
EPOL 412	Politics of Education	
EPOL 413	Economics of Education	
EPOL 480	Technology and Educational Reform	
EPOL 552	Foundation of Higher Education	
Any 400 level EPSY course		
OR		
EPSY 553	Global Issues in Learning	
Philosophical and Social Foundations Courses in Education Policy, Organization and Leadership and Curriculum & Instruction		0 or 4
Elective Hours:		24-32
General Coursework Required: 16 hours		
Project/Independent Study Hours (min/max applied toward degree): 0-8		
Total Hours		32

Other Requirements (may overlap)

Grad Other Degree Requirements

Requirement	Description
Other requirements may overlap	
Enrollment must be preceded by at least two years of acceptable professional work experience.	

Requirement	Description
500-Level Hours Required:	16 hours (Independent Study included)
Minimum GPA:	3.0

Corresponding Degree	CAS Certificate of Advanced Study

Program Features

Academic Level	Graduate
Does this major have transcripted concentrations?	Yes
Will you admit to the concentration directly?	No
Is a concentration required for graduation?	No

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

What are the minimum Total Credit Hours required for this program?
  32

What is the required GPA?	3.0
CIP Code	130301 - Curriculum and Instruction.

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.

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 changes to enrollment are expected.

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?
There will not be a financial impact as a result of this revision.

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

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.

There will not be an impact as a result of this revision.

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 revision.

EP Documentation

EP Control Number	EP.25.001
Attach Rollback/Approval Notices	
This proposal requires HLC inquiry	No

DMI Documentation

Attach Final Approval Notices	U Program Review Comments KEY 196 8-12-24.docx
Banner/Codebook Name	CAS: Curriculum & Instr - UIUC
Program Code:	10KS1144CAS

Minor Code	Conc Code	Degree Code	CAS	Major Code
1144				

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	**Allison McKinney (agrindly) (09/04/24 2:03 pm):** Administratively approved by the Graduate College. **Brooke Newell (bsnewell) (09/04/24 2:37 pm):** Rollback: Talked to Mary L. and request to roll proposal back to Grad College.

Fuller, Lori A

From: Ostrosky, Michaelene <ostrosky@illinois.edu>
Sent: Monday, June 17, 2024 2:42 PM
To: Moller, Karla <kjmoller@illinois.edu>
Subject: Re: Letter of Support for the revision of the College of Education Master's Degree programs

Hi Karla
I support and approve the revisions to change the requirements to "Foundations" whereby students can select two foundations courses with one being outside the student's degree granting unit.
Thanks,
Micki

From: Moller, Karla <kjmoller@illinois.edu>
Date: Monday, June 17, 2024 at 1:08 PM
To: Ostrosky, Michaelene <ostrosky@illinois.edu>
Subject: FW: Letter of Support for the revision of the College of Education Master's Degree programs

Hi Micki,

This email Lori sent is making a a correction we need to make through APC because of an error in how the approved foundations requirement change was translated to Senate last year.

Both of the APC co-chairs have approved, as have Sarah McCarthey and I.

Are you okay sending Lori your support as you did with the other version you were sent last year?

We are hoping to get this through as quickly as possible to get the foundations requirements working for all our on campus and online students.

If you have any questions, please let us know!

Thanks!

Karla

Karla J. Möller, Ph.D.
(Pronouns: she, her, hers)
Associate Dean for Graduate Programs, College of Education
Associate Professor, Department of Curriculum and Instruction
University of Illinois at Urbana Champaign
Room 142A, College of Education, MC 708
1310 South Sixth Street
Champaign, IL, 61820
217-265-4039
kjmoller@illinois.edu

From: Fuller, Lori A
Sent: Friday, June 14, 2024 10:04 AM
To: Lambert, Matt <matt5@illinois.edu>; Christianson, Kiel <kiel@illinois.edu>; Pak, Yoon <yoonpak@illinois.edu>; Ostrosky, Michaelene <ostrosky@illinois.edu>
Cc: Moller, Karla <kjmoller@illinois.edu>; Zarate, Kary <kzarat2@illinois.edu>; Davila, Liv T. <livtd@illinois.edu>
Subject: FW: Letter of Support for the revision of the College of Education Master's Degree programs

Hello everyone,

I wanted to let you know there was a misunderstanding with the recent revisions to the CoE master's degree foundation requirements changes that was approved originally by APC and campus last spring.

It is now my understanding that the intent of the original revision to the master's degree programs was to remove the headings of Psychological Foundations Courses in Educational Psychology and Philosophical and Social Foundations Courses in Education Policy, Organization and Leadership and Curriculum & Instruction and include all of the foundation courses under one heading of "Foundation Courses" with the message that states, **"Select two of the following courses, taken for four credit hours each. At least one of the two foundations courses must be a course from outside the degree granting department."**

I am writing on behalf of the college to request a letter of support for the revision of the master's degree programs housed in the College of Education. The revision will request to remove the specific foundation requirement headings of Psychological Foundations Courses in Educational Psychology and Philosophical and Social Foundations Courses in Education Policy, Organization and Leadership and Curriculum & Instruction and replace it with one heading titled, Foundation Courses" with an 8 hour requirement. The revision will also request that all foundation course options be listed under the new heading with the additional phrase, **"Select two of the following courses, taken for four credit hours each. At least one of the two foundations**

courses must be a course from outside the degree granting department. *"*The purpose of this phrase is to encourage critical thinking and consider multiple perspectives through different disciplinary lenses.

The revision will affect all master's degree programs housed in the College of Education (see below).

Curriculum & Instruction, CAS,
Curriculum & Instruction, EdM,
Curriculum & Instruction, MA,
Curriculum & Instruction, MS,
Early Childhood Education, EdM
Education Policy, Organization & Leadership, CAS
Education Policy, Organization & Leadership, EdM,
Education Policy, Organization & Leadership, MA,
Educational Psychology, EdM,
Educational Psychology, MA,
Educational Psychology, MS,
Elementary Education, EdM,
Secondary Education, EdM,
Special Education, EdM,

The new degree requirements for the foundation courses will appear as follows. Please note, each program has additional requirements that will follow this section.

Foundation courses

Select two of the following courses, taken for four credit hours each. At least one of the two foundations courses must be a course from outside the degree granting department.	**8**
Any 400 level EPSY course	
EPSY 553 Global Issues in Learning	
EPOL 401 History of American Education	
EPOL 402 Asian American Education	
EPOL 403 Historical and Social Barriers	
EPOL 405 School and Society	

EPOL 406	Professional Ethics in Education
EPOL 407	Critical Thinking in Education
EPOL 408	Aesthetic Education
EPOL 409	Sociology of Education
EPOL 410	Racial and Ethnic Families
EPOL 412	Politics of Education
EPOL 413	Economics of Education
EPOL 480	Technology and Educational Reform
EPOL 552	Foundation of Higher Education
CI 446	Culture in the Classroom
CI 501	Curriculum Development for the 21st Century

Please indicate your support for this revision by replying to this email.

Thank you,

Lori Fuller
Assistant to the Associate Dean for Graduate Programs
College of Education
University of Illinois at Urbana-Champaign
1310 S. Sixth Street, Room 142
Champaign, IL 61820
http://education.illinois.edu

From: Fuller, Lori A
Sent: Monday, July 17, 2023 8:57 AM
To: Pak, Yoon <yoonpak@illinois.edu>; Christianson, Kiel <kiel@illinois.edu>; Perry, Michelle <mperry@illinois.edu>; McCarthey, Sarah Jane <mccarthe@illinois.edu>
Subject: Letter of Support for the revision of the College of Education Master's Degree programs

Dear Sarah, Yoon, Kiel, and Michelle,

I am writing on behalf of the college to request a letter of support for the revision of the master's degree programs housed in the College of Education. The revision will request to remove the specific EPSY courses listed in the section: Psychological Foundations Courses in Educational Psychology and replace the courses with any 400 level EPSY course or EPSY 553. We are also requesting your support to add CI 446, CI 415, and CI 501 as optional courses listed under the new heading: Philosophical and Social Foundations Courses in Education Policy, Organization and Leadership and Curriculum & Instruction. These revisions are consistent with the discussion with the Executive Officers and Departmental DGS from EPSY, CI and EPOL during spring 2023. The revision will affect all master's degree programs housed in the College of Education (see below). Please indicate your support for this revision by replying to this email.

Curriculum & Instruction, CAS,
Curriculum & Instruction, EdM,
Curriculum & Instruction, MA,
Curriculum & Instruction, MS,
Early Childhood Education, EdM
Education Policy, Organization & Leadership, CAS
Education Policy, Organization & Leadership, EdM,
Education Policy, Organization & Leadership, MA,
Educational Psychology, EdM,
Educational Psychology, MA,
Educational Psychology, MS,
Elementary Education, EdM,
Secondary Education, EdM,
Special Education, EdM,
Special Education, MS,

Thank you,

Lori Fuller
Assistant to the Associate Dean for Graduate Programs
College of Education
University of Illinois at Urbana-Champaign
1310 S. Sixth Street, Room 142
Champaign, IL 61820
http://education.illinois.edu

Fuller, Lori A

Subject: FW: Letter of Support for the revision of the College of Education Master's Degree programs

-----Original Message-----
From: Pak, Yoon <yoonpak@illinois.edu>
Sent: Monday, June 17, 2024 2:13 PM
To: Fuller, Lori A <harvey1@illinois.edu>; Lambert, Matt <matt5@illinois.edu>; Christianson, Kiel <kiel@illinois.edu>; Ostrosky, Michaelene <ostrosky@illinois.edu>
Cc: Moller, Karla <kjmoller@illinois.edu>; Zarate, Kary <kzarat2@illinois.edu>; Davila, Liv T. <livtd@illinois.edu>
Subject: Re: Letter of Support for the revision of the College of Education Master's Degree programs

I support and approve the revisions to change to "Foundations" and selecting two foundations courses with one outside the student's degree granting unit.

Thanks,

Yoon

Yoon Pak (She/Hers) | Professor and Head Education Policy, Organization and Leadership College of Education | University of Illinois Core Faculty, Asian American Studies
1310 S. Sixth Street | Champaign, IL 61820 yoonpak@illinois.edu <mailto:yoonpak@illinois.edu> (email to schedule meetings)

Learn about TEAACH <https://teaach.education.illinois.edu/> Online Professional Development The Teaching of Equitable Asian American Community History

From: Fuller, Lori A <harvey1@illinois.edu>
Date: Friday, June 14, 2024 at 10:04 AM
To: Lambert, Matt <matt5@illinois.edu>, Christianson, Kiel <kiel@illinois.edu>, Pak, Yoon <yoonpak@illinois.edu>, Ostrosky, Michaelene <ostrosky@illinois.edu>
Cc: Moller, Karla <kjmoller@illinois.edu>, Zarate, Kary <kzarat2@illinois.edu>, Davila, Liv T. <livtd@illinois.edu>
Subject: FW: Letter of Support for the revision of the College of Education Master's Degree programs

Hello everyone,

I wanted to let you know there was a misunderstanding with the recent revisions to the CoE master's degree foundation requirements changes that was approved originally by APC and campus last spring.

It is now my understanding that the intent of the original revision to the master's degree programs was to remove the headings of Psychological Foundations Courses in Educational Psychology and Philosophical and Social Foundations Courses in Education Policy, Organization and Leadership and Curriculum & Instruction and include all of the foundation courses under one heading of "Foundation Courses" with the message that states, "Select two of the following courses, taken for four credit hours each. At least one of the two foundations courses must be a course from outside the degree granting department."

I am writing on behalf of the college to request a letter of support for the revision of the master's degree programs housed in the College of Education. The revision will request to remove the specific foundation requirement headings of Psychological Foundations Courses in Educational Psychology and Philosophical and Social Foundations Courses in Education Policy, Organization and Leadership and Curriculum & Instruction and replace it with one heading titled, Foundation Courses" with an 8 hour requirement. The revision will also request that all foundation course options be listed under the new heading with the additional phrase, "Select two of the following courses, taken for four credit hours each. At least one of the two foundations courses must be a course from outside the degree granting department." The purpose of this phrase is to encourage critical thinking and consider multiple perspectives through different disciplinary lenses.

The revision will affect all master's degree programs housed in the College of Education (see below).

Curriculum & Instruction, CAS,

Curriculum & Instruction, EdM,

Curriculum & Instruction, MA,

Curriculum & Instruction, MS,

Early Childhood Education, EdM

Education Policy, Organization & Leadership, CAS

Education Policy, Organization & Leadership, EdM,

Education Policy, Organization & Leadership, MA,

Educational Psychology, EdM,

Educational Psychology, MA,

Educational Psychology, MS,

Elementary Education, EdM,

Secondary Education, EdM,

Special Education, EdM,

The new degree requirements for the foundation courses will appear as follows. Please note, each program has additional requirements that will follow this section.

Foundation courses

Select two of the following courses, taken for four credit hours each. At least one of the two foundations courses must be a course from outside the degree granting department.

8

Any 400 level EPSY course

EPSY 553 <http://catalog.illinois.edu/search/?P=EPSY%20553>

Global Issues in Learning

EPOL 401 <http://catalog.illinois.edu/search/?P=EPOL%20401>

History of American Education

EPOL 402 <http://catalog.illinois.edu/search/?P=EPOL%20402>

Asian American Education

EPOL 403 <http://catalog.illinois.edu/search/?P=EPOL%20403>

Historical and Social Barriers

EPOL 405 <http://catalog.illinois.edu/search/?P=EPOL%20405>

School and Society

EPOL 406 <http://catalog.illinois.edu/search/?P=EPOL%20406>

Professional Ethics in Education

EPOL 407 <http://catalog.illinois.edu/search/?P=EPOL%20407>

Critical Thinking in Education

EPOL 408 <http://catalog.illinois.edu/search/?P=EPOL%20408>

Aesthetic Education

EPOL 409 <http://catalog.illinois.edu/search/?P=EPOL%20409>

Sociology of Education

EPOL 410 <http://catalog.illinois.edu/search/?P=EPOL%20410>

Racial and Ethnic Families

EPOL 412 <http://catalog.illinois.edu/search/?P=EPOL%20412>

Politics of Education

EPOL 413 <http://catalog.illinois.edu/search/?P=EPOL%20413>

Economics of Education

EPOL 480 <http://catalog.illinois.edu/search/?P=EPOL%20480>

Technology and Educational Reform

EPOL 552 <http://catalog.illinois.edu/search/?P=EPOL%20552>

Foundation of Higher Education

CI 446 <http://catalog.illinois.edu/search/?P=CI%20446>

Culture in the Classroom

CI 501

Curriculum Development for the 21st Century

Please indicate your support for this revision by replying to this email.

Thank you,

Lori Fuller

Assistant to the Associate Dean for Graduate Programs

College of Education

University of Illinois at Urbana-Champaign

1310 S. Sixth Street, Room 142

Champaign, IL 61820

http://education.illinois.edu <http://education.illinois.edu>

Dear Sarah, Yoon, Kiel, and Michelle,

I am writing on behalf of the college to request a letter of support for the revision of the master's degree programs housed in the College of Education. The revision will request to remove the specific EPSY courses listed in the section: Psychological Foundations Courses in Educational Psychology and replace the courses with any 400 level EPSY course or EPSY 553. We are also requesting your support to add CI 446, CI 415, and CI 501 as optional courses listed under the new heading: Philosophical and Social Foundations Courses in Education Policy, Organization and Leadership and Curriculum & Instruction. These revisions are consistent with the discussion with the Executive Officers and Departmental DGS from EPSY, CI and EPOL during spring 2023. The revision will affect all master's degree programs housed in the College of Education (see below). Please indicate your support for this revision by replying to this email.

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Curriculum & Instruction, EdM,

Curriculum & Instruction, MA,

Curriculum & Instruction, MS,

Early Childhood Education, EdM

Education Policy, Organization & Leadership, CAS

Education Policy, Organization & Leadership, EdM,

Education Policy, Organization & Leadership, MA,

Educational Psychology, EdM,

Educational Psychology, MA,

Educational Psychology, MS,

Elementary Education, EdM,

Secondary Education, EdM,

Special Education, EdM,

Special Education, MS,

Thank you,

Lori Fuller

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Stealing Yoon's text (bc I wasn't actually sure what you needed from us!) (so thanks, Yoon!).

Hi,

I support and approve the revisions to change to "Foundations" and selecting two foundations courses with one outside the student's degree granting unit.

Thanks,

kiel

--

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

Director
SLATE Doctoral Concentration Program
College of Liberal Arts and Sciences

Co-Director
Illinois Language & Literature Initiative (ILLI)
Beckman Institute for Advanced Science & Technology

Director
EdPsych Psycholinguistics Lab
Beckman Institute
https://epl.beckman.illinois.edu/

From: Fuller, Lori A <harvey1@illinois.edu>
Date: Friday, June 14, 2024 at 10:04 AM
To: Lambert, Matt <matt5@illinois.edu>, Christianson, Kiel <kiel@illinois.edu>, Pak, Yoon <yoonpak@illinois.edu>, Ostrosky, Michaelene <ostrosky@illinois.edu>
Cc: Moller, Karla <kjmoller@illinois.edu>, Zarate, Kary <kzarat2@illinois.edu>, Davila, Liv T. <livtd@illinois.edu>

Subject: FW: Letter of Support for the revision of the College of Education Master's Degree programs

Hello everyone,

I wanted to let you know there was a misunderstanding with the recent revisions to the CoE master's degree foundation requirements changes that was approved originally by APC and campus last spring.

It is now my understanding that the intent of the original revision to the master's degree programs was to remove the headings of Psychological Foundations Courses in Educational Psychology and Philosophical and Social Foundations Courses in Education Policy, Organization and Leadership and Curriculum & Instruction and include all of the foundation courses under one heading of "Foundation Courses" with the message that states, **"Select two of the following courses, taken for four credit hours each. At least one of the two foundations courses must be a course from outside the degree granting department."**

I am writing on behalf of the college to request a letter of support for the revision of the master's degree programs housed in the College of Education. The revision will request to remove the specific foundation requirement headings of Psychological Foundations Courses in Educational Psychology and Philosophical and Social Foundations Courses in Education Policy, Organization and Leadership and Curriculum & Instruction and replace it with one heading titled, Foundation Courses" with an 8 hour requirement. The revision will also request that all foundation course options be listed under the new heading with the additional phrase, **"Select two of the following courses, taken for four credit hours each. At least one of the two foundations courses must be a course from outside the degree granting department."** The purpose of this phrase is to encourage critical thinking and consider multiple perspectives through different disciplinary lenses.

The revision will affect all master's degree programs housed in the College of Education (see below).

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> Educational Psychology, EdM,
> Educational Psychology, MA,
> Educational Psychology, MS,
> Elementary Education, EdM,
> Secondary Education, EdM,
> Special Education, EdM,

The new degree requirements for the foundation courses will appear as follows. Please note, each program has additional requirements that will follow this section.

Foundation courses

Select two of the following courses, taken for four credit hours each. At least one of the two foundations courses must be a course from outside the degree granting department.	**8**

	Any 400 level EPSY course
EPSY 553	Global Issues in Learning
EPOL 401	History of American Education
EPOL 402	Asian American Education
EPOL 403	Historical and Social Barriers
EPOL 405	School and Society
EPOL 406	Professional Ethics in Education
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EPOL 413	Economics of Education
EPOL 480	Technology and Educational Reform
EPOL 552	Foundation of Higher Education
CI 446	Culture in the Classroom
CI 501	Curriculum Development for the 21st Century

Please indicate your support for this revision by replying to this email.

Thank you,

Lori Fuller
Assistant to the Associate Dean for Graduate Programs
College of Education
University of Illinois at Urbana-Champaign
1310 S. Sixth Street, Room 142
Champaign, IL 61820
http://education.illinois.edu

From: Fuller, Lori A
Sent: Monday, July 17, 2023 8:57 AM
To: Pak, Yoon <yoonpak@illinois.edu>; Christianson, Kiel <kiel@illinois.edu>; Perry, Michelle <mperry@illinois.edu>; McCarthey, Sarah Jane <mccarthe@illinois.edu>
Subject: Letter of Support for the revision of the College of Education Master's Degree programs

Dear Sarah, Yoon, Kiel, and Michelle,

I am writing on behalf of the college to request a letter of support for the revision of the master's degree programs housed in the College of Education. The revision will request to remove the specific EPSY courses listed in the section: Psychological Foundations Courses in Educational Psychology and replace the courses with any 400 level EPSY course or EPSY 553. We are also requesting your support to add CI 446, CI 415, and CI 501 as optional courses listed under the new heading: Philosophical and Social Foundations

Courses in Education Policy, Organization and Leadership and Curriculum & Instruction. These revisions are consistent with the discussion with the Executive Officers and Departmental DGS from EPSY, CI and EPOL during spring 2023. The revision will affect all master's degree programs housed in the College of Education (see below). Please indicate your support for this revision by replying to this email.

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> Education Policy, Organization & Leadership, MA,
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> Educational Psychology, MA,
> Educational Psychology, MS,
> Elementary Education, EdM,
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> Special Education, EdM,
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Thank you,

Lori Fuller
Assistant to the Associate Dean for Graduate Programs
College of Education
University of Illinois at Urbana-Champaign
1310 S. Sixth Street, Room 142
Champaign, IL 61820
http://education.illinois.edu

Hi Lori,

I approve the proposed changes. Thanks.

ML

MATT LAMBERT | Professor & Department Head | Special Education | University of Illinois Urbana-Champaign 1310 South Sixth Street | 288E Education Building | Champaign, IL 61820 | 217.244.5293 | matt5@illinois.edu <mailto:matt5@illinois.edu>

<http://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: Fuller, Lori A <harvey1@illinois.edu>
Sent: Friday, June 14, 2024 10:04 AM
To: Lambert, Matt <matt5@illinois.edu>; Christianson, Kiel <kiel@illinois.edu>; Pak, Yoon <yoonpak@illinois.edu>; Ostrosky, Michaelene <ostrosky@illinois.edu>
Cc: Moller, Karla <kjmoller@illinois.edu>; Zarate, Kary <kzarat2@illinois.edu>; Davila, Liv T. <livtd@illinois.edu>
Subject: FW: Letter of Support for the revision of the College of Education Master's Degree programs

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8

Any 400 level EPSY course

EPSY 553 <http://catalog.illinois.edu/search/?P=EPSY%20553>

Global Issues in Learning

EPOL 401 <http://catalog.illinois.edu/search/?P=EPOL%20401>

History of American Education

EPOL 402 <http://catalog.illinois.edu/search/?P=EPOL%20402>

Asian American Education

EPOL 403 <http://catalog.illinois.edu/search/?P=EPOL%20403>

Historical and Social Barriers

EPOL 405 <http://catalog.illinois.edu/search/?P=EPOL%20405>

School and Society

EPOL 406 <http://catalog.illinois.edu/search/?P=EPOL%20406>

Professional Ethics in Education

EPOL 407 <http://catalog.illinois.edu/search/?P=EPOL%20407>

Critical Thinking in Education

EPOL 408 <http://catalog.illinois.edu/search/?P=EPOL%20408>

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Sociology of Education

EPOL 410 <http://catalog.illinois.edu/search/?P=EPOL%20410>

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EPOL 412 <http://catalog.illinois.edu/search/?P=EPOL%20412>

Politics of Education

EPOL 413 <http://catalog.illinois.edu/search/?P=EPOL%20413>

Economics of Education

EPOL 480 <http://catalog.illinois.edu/search/?P=EPOL%20480>

Technology and Educational Reform

EPOL 552 <http://catalog.illinois.edu/search/?P=EPOL%20552>

Foundation of Higher Education

CI 446 <http://catalog.illinois.edu/search/?P=CI%20446>

Culture in the Classroom

CI 501

Curriculum Development for the 21st Century

Please indicate your support for this revision by replying to this email.

Thank you,

Lori Fuller

Assistant to the Associate Dean for Graduate Programs

College of Education

University of Illinois at Urbana-Champaign

1310 S. Sixth Street, Room 142

Champaign, IL 61820

http://education.illinois.edu <http://education.illinois.edu>

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Thank you,

Lori Fuller

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1310 S. Sixth Street, Room 142

Champaign, IL 61820

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OLD

If the student does not have a Master's degree from the University of Illinois Urbana-Champaign, Foundation Courses must be completed as prerequisites:

Psychological Foundations Courses in Educational Psychology	**0 or 4**
Select any 400 level EPSY course	
OR	
EPSY 553	Global Issues in Learning

Philosophical and Social Foundations Courses in Education Policy, Organization and Leadership and Curriculum &   **0 or 4**

Select one of the following:

EPOL 401	History of American Education
EPOL 402	Asian American Education
EPOL 403	Historical and Social Barriers
EPOL 405	School and Society
EPOL 406	Professional Ethics in Education
EPOL 407	Critical Thinking in Education
EPOL 408	Aesthetic Education
EPOL 409	Sociology of Education
EPOL 410	Racial and Ethnic Families
EPOL 412	Politics of Education
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EPOL 480	Technology and Educational Reform
EPOL 552	Foundation of Higher Education
CI 446	Culture in the Classroom
CI 501	Curriculum Development for the 21st Century

Elective Hours:	24-32
General Coursework Required: 16 hours	
Project/Independent Study Hours (min/max applied toward degree): 0-8	
Total Hours	**32**

Other requirements may overlap

Enrollment must be preceded by at least two years of acceptable professional work experience.

500-Level Hours Required:	16 hours (Independent Study included)
Minimum GPA:	3

Proposed Requirements Showing Changes

If the student does not have a Master's degree from the University of Illinois Urbana-Champaign, Foundation Courses requirement must be completed as prerequisites:

Foundation courses	**0 or 8**

Select two of the following foundations courses, taken for four credit hours each. At least one of these two courses must be a course from outside the degree granting department.

Select any 400 level EPSY course	
EPSY 553	Global Issues in Learning
EPOL 401	History of American Education
EPOL 402	Asian American Education
EPOL 403	Historical and Social Barriers
EPOL 405	School and Society
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Minimum GPA:	3

Proposed Requirements Final

If the student does not have a Master's degree from the University of Illinois Urbana-Champaign, Foundation Courses requirement must be completed as prerequisites:

Foundations courses	**8**

Select two of the following foundations courses, taken for four credit hours each. At least one of these two courses must be a course from outside the degree granting department.

CI 446	Culture in the Classroom
CI 501	Curriculum Development for the 21st Century
EPOL 401	History of American Education
EPOL 402	Asian American Education
EPOL 403	Historical and Social Barriers
EPOL 405	School and Society
EPOL 406	Professional Ethics in Education
EPOL 407	Critical Thinking in Education
EPOL 408	Aesthetic Education
EPOL 409	Sociology of Education
EPOL 410	Racial and Ethnic Families
EPOL 412	Politics of Education
EPOL 413	Economics of Education
EPOL 480	Technology and Educational Reform
EPOL 552	Foundation of Higher Education
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Total Hours	**32**

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Minimum GPA:	3

Any 400 level EPSY co
EPSY 553   Global Issues in Learning

U Program Review Comments 8-12-2024

Curriculum and Instruction, CAS, Key 196

1. Justification #1, brief description, consider being consistent with using either 'four' or '4'
2. Justification #2 & #3, brief description, for reviewer clarity, include where change is occurring in the POS table.
3. Justification #4, and Why, the text about the Foundations courses is part of the degree requirements and should stay in the POS. With this also remove the text from the Overview section so it isn't repeated.
4. Teacher Certification question, is this question answered correctly?

Program Change Request

Date Submitted: 07/31/24 9:53 am

Viewing: **10KS5865MA : Educational Psychology, MA**

Last approved: 03/19/24 2:58 pm

Last edit: 09/10/24 9:31 am

Changes proposed by: Lori Fuller

Educational Psychology, MA

Catalog Pages
Using this
Program

Proposal Type:

In Workflow

1. **U Program Review**
2. **1616 Committee Chair**
3. **1616 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. 08/14/24 12:12 pm
Donna Butler (dbutler): Approved for U Program Review
2. 08/14/24 12:33 pm
H Chad Lane (hclane): Approved for 1616 Committee Chair
3. 08/15/24 12:59 pm
Kiel Christianson (kiel): Approved for 1616 Head
4. 08/15/24 3:16 pm
Lori Fuller

(harvey1): Approved for KN Committee Chair

5. 08/15/24 3:16 pm Karla Moller (kjmoller): Approved for KN Dean

6. 08/27/24 3:24 pm Claire Stewart (clairest): Approved for University Librarian

7. 09/04/24 2:05 pm Allison McKinney (agrindly): Approved for Grad_College

8. 09/04/24 2:10 pm Suzanne Lee (suzannel): Approved for COTE Programs

9. 09/05/24 11:05 am Brooke Newell (bsnewell): Approved for Provost

History

1. May 10, 2019 by Kathy Stalter (kstalter)
2. Nov 1, 2019 by Deb Forgacs (dforgacs)
3. Jun 5, 2020 by Kathy Stalter (kstalter)
4. Sep 29, 2021 by Kathy Stalter (kstalter)
5. Mar 14, 2022 by Mary Lowry (lowry)

6. Mar 15, 2023 by
   Lori Fuller
   (harvey1)
7. Mar 19, 2024 by
   Lori Fuller
   (harvey1)

Major (ex. Special Education)

This proposal is
for a:
  Revision

Administration Details

Official Program Name   Educational Psychology, MA

Diploma Title   Master of Arts in Educational Psychology

Sponsor College   Education

Sponsor Department   Educational Psychology

Sponsor Name   Karla Moller

Sponsor Email   kjmoller@illinois.edu

College Contact   Lori Fuller   College Contact Email

 harvey1@illinois.edu

College Budget Officer   Amanda Brown

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 Term   Fall 2024

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 Master of Arts in Educational Psychology 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.

1. Revisions will include the elimination of the headings of the existing foundations requirement of four hours of Psychological Foundations Courses in Educational Psychology and four hours of Philosophical and Social Foundations Courses in Education Policy, Organization and Leadership and Curriculum & Instruction and combine the existing course options into one Foundations category for eight hours. There will not be any additional course options added.

2. We have moved the text "Masters degree students must take a graduate level College of Education course outside their degree granting department" listed under the Other Requirements heading to the new Foundations Courses Requirement to now say, "Select two of the following foundations courses, taken for four credit hours each. At least one of these two courses must be a course from outside the degree granting department"

3. We have reorganized the courses in alphabetical and numerical order under the Foundations Courses heading. We are not adding existing courses to the program.

4. We added an additional space in the side-by-side spreadsheet between the last course in the Foundations Courses heading and the 599 requirement.

5. We adjusted the elective hours range for accuracy, given the eight hours of foundations plus the range of 599 (2-8) to equal 32 due to mathematical error.

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. Student feedback has resulted in these changes. EPSY Foundations courses were not offered online and thus were not accessible to students. By eliminating the requirement to take specific courses, students will have access to a greater variety of courses.

2. We have moved the statement, "Master's degree students must take at least one course outside of their degree-granting department" to the foundations requirement to encourage critical thinking and consider multiple perspectives through different disciplinary lenses.

3. We have reorganized the existing courses under the Foundations Courses heading to provide clarity to the viewer.

4. We added an additional space between the last course in the Foundations Courses heading and the 599 requirement on the side-by-side spreadsheet to limit confusion.

5. the elective hours were initially calculated incorrectly.

There will be no change in total hours for the program.

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

CI 446 - Culture in the Classroom
CI 501 - Curr Dev for the 21st Century

Please attach any letters of support/acknowledgement for any Instructional Resources consider faculty, students, and/or other impacted

Letter of Dept Support.pdf

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.

Counseling Psychology Division

1. Counseling Psychology students will possess a broad knowledge of the core areas of psychology.
2. Counseling Psychology students will have an understanding of the basic statistical analytical methods, research designs, measurement models, and research approaches.3
3. Counseling Psychology students will demonstrate skills at independently designing, conducting, writing, and presenting research studies.
4. Counseling Psychology students will be skilled in psychological assessment in all aspects (design, psychometric evaluation, administering, and communicating results) as well as in a variety of contexts (e.g., both environmental and individual assessment).
5. Counseling Psychology students will have the ability to conceptualize clients from a variety of theoretical and scientifically-informed frameworks, present such a conceptualization to others and establish means and methods to evaluate its accuracy
6. Counseling Psychology students will possess theoretical and scientific knowledge regarding skills in the provision of interventions.
7. Counseling Psychology students will value and develop competence in aspects of diversity and individual differences.
8. Counseling Psychology students will have knowledge and appreciation of the ethical issues involved in being a psychologist.
9. Counseling Psychology students will adopt a critical, scientific approach to professional activities.

Developmental Sciences Division

1. Developmental Sciences students will obtain a broad knowledge of the core areas of developmental research across the lifespan.This includes but is not limited to: a) social and emotional development; b) language and mathematical development; c) academic motivation and future planning/orientation; d) bullying and peer harassment; and e) identity formation with respect to gender, race, and ethnicity.
2. Developmental Sciences students will develop a deep expertise in a relevant specialized topic within or across these core areas. This includes mastering research findings in a topic area selected by the student, understanding the relevant theoretical perspectives related to this topic and learning about the appropriate methodological approaches to understanding the core area.
3. Developmental Sciences students will obtain a sophisticated knowledge base of research approaches and analytic tools necessary for contribution to scholarly literature in Developmental Sciences broadly and their specialized topic in particular. Specifically, they will develop skills to independently design, conduct, write, and present/publish research studies related to their area of focus/career path.

Cognitive Science of Teaching and Learning (CSTL) Division

1. CSTL students will obtain a broad knowledge of the core areas related to the cognitive science of teaching and learning. This includes knowledge of theoretical perspectives, methodological approaches, and key research findings in the core areas of (a) cognition and learning across the lifespan, (b) learning and the psychology of language, (c) multimodal information processing, and (d) sociocultural dimensions of learning.
2. CSTL students will obtain a deep expertise in a relevant topic within or cutting

across these core areas. This involves mastering theoretical perspectives, methodological approaches, and key research findings in a topic selected by the student. In addition, they will develop skills at independently designing, conducting, writing, and presenting/publishing research studies.

3. CSTL students will obtain a sophisticated knowledge base of research approaches and analytic tools necessary for contribution to the professional literature and their chosen professional identity/career path. This involves understanding the basic statistical analytical methods, research designs, measurement models, and research approaches.

Studies in Interpretive, Statistical, Measurement, and Evaluative Methodologies for Education (QUERIES) Division

1. QUERIES students will obtain a broad basic knowledge of the core areas of educational research methodologies, quantitative, qualitative, and evaluative research methods.

2. QUERIES students will obtain a sophisticated knowledge base of quantitative and/or qualitative research approaches and analytic tools necessary for contribution to the professional literature.

3. QUERIES students in Measurement will become skilled in the development and use of techniques for collecting and analyzing 'test' data through the study of measurement methods.

4. QUERIES students in Statistics will be skilled in traditional and modern quantitative analytic methods.

5. QUERIES students in Evaluation will have the skills required for Evaluation scholars –in education, social welfare, health services, community development, human resource development, and other domains.

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

Revised programs   EPSY MA   side by side.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.

Statement for Programs of Study Catalog

Course List

Code	Title	Hours
~~Psychological Foundations Courses in Educational Psychology~~		~~4~~
Foundations Courses		8

Select two of the following foundations courses, taken for four credit hours each. At least one of these two courses must be a course from outside the degree granting department.

~~OR~~

Code	Title
CI 446	Culture in the Classroom
CI 501	Curriculum Development for the 21st Century
EPOL 401	History of American Education
EPOL 402	Asian American Education
EPOL 403	Historical and Social Barriers
EPOL 405	School and Society
EPOL 406	Professional Ethics in Education
EPOL 407	Critical Thinking in Education
EPOL 408	Aesthetic Education
EPOL 409	Sociology of Education
EPOL 410	Racial and Ethnic Families
EPOL 412	Politics of Education
EPOL 413	Economics of Education
EPOL 480	Technology and Educational Reform
EPOL 552	Foundation of Higher Education
Any 400 level EPSY course	
EPSY 553	Global Issues in Learning

~~Philosophical and Social Foundations Courses in Education Policy, Organization and Leadership and Curriculum & Instruction~~ ~~4~~

~~Select one of the following:~~

Code	Title	Hours
EPSY 599	Thesis Research (min/max applied toward degree)	2-8
Elective Hours:		16-22

Students pursuing the Concentration in African American Studies are required to take 24 hours of Concentration courses, for a total of 56 hours. Research/Project/Independent Study Hours (min/max applied toward degree): 0-8

Code	Title		Hours
Total Hours			32

Other Requirements

Grad Other Degree Requirements

Requirement	Description
Human Subjects Approval	
Minimum GPA	3.0
500-Level Hours Required in Education	12 hours

~~Masters degree students must take a graduate level College of Education course outside their degree grantingdepartment.~~

Corresponding Degree	MA Master of Arts

Program Features

Academic Level	Graduate
Does this major have transcripted concentrations?	Yes
Will you admit to the concentration directly?	No
Is a concentration required for graduation?	No

What is the typical time to completion of this program?

  2 years

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

  32

What is the required GPA?	3.0
CIP Code	130603 - Educational Statistics and Research Methods.

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.

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 changes to enrollment are expected.

Estimated Annual Number of Degrees Awarded

Year One Estimate   5th Year Estimate (or when
                                           fully implemented)

What is the   Fall
matriculation
term for this
program?

Budget

Are there   No
budgetary
implications for
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?

There will not be a financial impact as a result of this revision.

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)

Graduate Base on-campus rate

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

No

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.

There will not be an impact as a result of this revision.

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 revision.

EP Documentation

EP Control Number	EP.25.001
Attach Rollback/Approval Notices	
This proposal requires HLC inquiry	No

DMI Documentation

Attach Final Approval Notices	U Program Review Comments KEY 215 8-13-24.docx

Banner/Codebook Name	MA:Educational Psych - UIUC

Program Code:	10KS5865MA

Minor Code		Conc Code		Degree Code	MA	Major Code	
5865							

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	**Allison McKinney (agrindly) (09/04/24 2:04 pm):** Administratively approved by the Graduate College.

Key: 215

Fuller, Lori A

Subject: FW: Letter of Support for the revision of the College of Education Master's Degree programs

---

From: Ostrosky, Michaelene <ostrosky@illinois.edu>
Sent: Monday, June 17, 2024 2:42 PM
To: Moller, Karla <kjmoller@illinois.edu>
Subject: Re: Letter of Support for the revision of the College of Education Master's Degree programs

Hi Karla
I support and approve the revisions to change the requirements to "Foundations" whereby students can select two foundations courses with one being outside the student's degree granting unit.
Thanks,
Micki

From: Moller, Karla <kjmoller@illinois.edu>
Date: Monday, June 17, 2024 at 1:08 PM
To: Ostrosky, Michaelene <ostrosky@illinois.edu>
Subject: FW: Letter of Support for the revision of the College of Education Master's Degree programs

Hi Micki,

This email Lori sent is making a a correction we need to make through APC because of an error in how the approved foundations requirement change was translated to Senate last year.

Both of the APC co-chairs have approved, as have Sarah McCarthey and I.

Are you okay sending Lori your support as you did with the other version you were sent last year?

We are hoping to get this through as quickly as possible to get the foundations requirements working for all our on campus and online students.

If you have any questions, please let us know!

Thanks!

Karla

Karla J. Möller, Ph.D.
(Pronouns: she, her, hers)
Associate Dean for Graduate Programs, College of Education
Associate Professor, Department of Curriculum and Instruction
University of Illinois at Urbana Champaign
Room 142A, College of Education, MC 708
1310 South Sixth Street
Champaign, IL, 61820
217-265-4039
kjmoller@illinois.edu

Hello everyone,

I wanted to let you know there was a misunderstanding with the recent revisions to the CoE master's degree foundation requirements changes that was approved originally by APC and campus last spring.

It is now my understanding that the intent of the original revision to the master's degree programs was to remove the headings of Psychological Foundations Courses in Educational Psychology and Philosophical and Social Foundations Courses in Education Policy, Organization and Leadership and Curriculum & Instruction and include all of the foundation courses under one heading of "Foundation Courses" with the message that states, **"Select two of the following courses, taken for four credit hours each. At least one of the two foundations courses must be a course from outside the degree granting department."**

I am writing on behalf of the college to request a letter of support for the revision of the master's degree programs housed in the College of Education. The revision will request to remove the specific foundation requirement headings of Psychological Foundations Courses in Educational Psychology and Philosophical and Social Foundations Courses in Education Policy, Organization and Leadership and Curriculum & Instruction and replace it with one heading titled, Foundation Courses" with an 8 hour requirement. The revision will also request that all foundation course options be listed under the new heading with the additional phrase, **"Select two of the following courses, taken for four credit hours each. At least one of the two foundations**

courses must be a course from outside the degree granting department. *"* The purpose of this phrase is to encourage critical thinking and consider multiple perspectives through different disciplinary lenses.

The revision will affect all master's degree programs housed in the College of Education (see below).

<div align="center">

Curriculum & Instruction, CAS,
Curriculum & Instruction, EdM,
Curriculum & Instruction, MA,
Curriculum & Instruction, MS,
Early Childhood Education, EdM
Education Policy, Organization & Leadership, CAS
Education Policy, Organization & Leadership, EdM,
Education Policy, Organization & Leadership, MA,
Educational Psychology, EdM,
Educational Psychology, MA,
Educational Psychology, MS,
Elementary Education, EdM,
Secondary Education, EdM,
Special Education, EdM,

</div>

The new degree requirements for the foundation courses will appear as follows. Please note, each program has additional requirements that will follow this section.

Foundation courses

Select two of the following courses, taken for four credit hours each. At least one of the two foundations courses must be a course from outside the degree granting department.	**8**
Any 400 level EPSY course	

EPSY 553	Global Issues in Learning
EPOL 401	History of American Education
EPOL 402	Asian American Education
EPOL 403	Historical and Social Barriers
EPOL 405	School and Society

EPOL 406	Professional Ethics in Education
EPOL 407	Critical Thinking in Education
EPOL 408	Aesthetic Education
EPOL 409	Sociology of Education
EPOL 410	Racial and Ethnic Families
EPOL 412	Politics of Education
EPOL 413	Economics of Education
EPOL 480	Technology and Educational Reform
EPOL 552	Foundation of Higher Education
CI 446	Culture in the Classroom
CI 501	Curriculum Development for the 21st Century

Please indicate your support for this revision by replying to this email.

Thank you,

Lori Fuller
Assistant to the Associate Dean for Graduate Programs
College of Education
University of Illinois at Urbana-Champaign
1310 S. Sixth Street, Room 142
Champaign, IL 61820
http://education.illinois.edu

Dear Sarah, Yoon, Kiel, and Michelle,

I am writing on behalf of the college to request a letter of support for the revision of the master's degree programs housed in the College of Education. The revision will request to remove the specific EPSY courses listed in the section: Psychological Foundations Courses in Educational Psychology and replace the courses with any 400 level EPSY course or EPSY 553. We are also requesting your support to add CI 446, CI 415, and CI 501 as optional courses listed under the new heading: Philosophical and Social Foundations Courses in Education Policy, Organization and Leadership and Curriculum & Instruction. These revisions are consistent with the discussion with the Executive Officers and Departmental DGS from EPSY, CI and EPOL during spring 2023. The revision will affect all master's degree programs housed in the College of Education (see below). Please indicate your support for this revision by replying to this email.

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Curriculum & Instruction, MA,
Curriculum & Instruction, MS,
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Education Policy, Organization & Leadership, MA,
Educational Psychology, EdM,
Educational Psychology, MA,
Educational Psychology, MS,
Elementary Education, EdM,
Secondary Education, EdM,
Special Education, EdM,
Special Education, MS,

Thank you,

Lori Fuller
Assistant to the Associate Dean for Graduate Programs
College of Education
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1310 S. Sixth Street, Room 142
Champaign, IL 61820
http://education.illinois.edu

Fuller, Lori A

Subject: FW: Letter of Support for the revision of the College of Education Master's Degree programs

-----Original Message-----
From: Pak, Yoon <yoonpak@illinois.edu>
Sent: Monday, June 17, 2024 2:13 PM
To: Fuller, Lori A <harvey1@illinois.edu>; Lambert, Matt <matt5@illinois.edu>; Christianson, Kiel <kiel@illinois.edu>; Ostrosky, Michaelene <ostrosky@illinois.edu>
Cc: Moller, Karla <kjmoller@illinois.edu>; Zarate, Kary <kzarat2@illinois.edu>; Davila, Liv T. <livtd@illinois.edu>
Subject: Re: Letter of Support for the revision of the College of Education Master's Degree programs

I support and approve the revisions to change to "Foundations" and selecting two foundations courses with one outside the student's degree granting unit.

Thanks,

Yoon

Yoon Pak (She/Hers) | Professor and Head Education Policy, Organization and Leadership College of Education | University of Illinois Core Faculty, Asian American Studies
1310 S. Sixth Street | Champaign, IL 61820 yoonpak@illinois.edu <mailto:yoonpak@illinois.edu> (email to schedule meetings)

Learn about TEAACH <https://teaach.education.illinois.edu/> Online Professional Development The Teaching of Equitable Asian American Community History

From: Fuller, Lori A <harvey1@illinois.edu>
Date: Friday, June 14, 2024 at 10:04 AM
To: Lambert, Matt <matt5@illinois.edu>, Christianson, Kiel <kiel@illinois.edu>, Pak, Yoon <yoonpak@illinois.edu>, Ostrosky, Michaelene <ostrosky@illinois.edu>
Cc: Moller, Karla <kjmoller@illinois.edu>, Zarate, Kary <kzarat2@illinois.edu>, Davila, Liv T. <livtd@illinois.edu>
Subject: FW: Letter of Support for the revision of the College of Education Master's Degree programs

Hello everyone,

I wanted to let you know there was a misunderstanding with the recent revisions to the CoE master's degree foundation requirements changes that was approved originally by APC and campus last spring.

It is now my understanding that the intent of the original revision to the master's degree programs was to remove the headings of Psychological Foundations Courses in Educational Psychology and Philosophical and Social Foundations Courses in Education Policy, Organization and Leadership and Curriculum & Instruction and include all of the foundation courses under one heading of "Foundation Courses" with the message that states, "Select two of the following courses, taken for four credit hours each. At least one of the two foundations courses must be a course from outside the degree granting department."

I am writing on behalf of the college to request a letter of support for the revision of the master's degree programs housed in the College of Education. The revision will request to remove the specific foundation requirement headings of Psychological Foundations Courses in Educational Psychology and Philosophical and Social Foundations Courses in Education Policy, Organization and Leadership and Curriculum & Instruction and replace it with one heading titled, Foundation Courses" with an 8 hour requirement. The revision will also request that all foundation course options be listed under the new heading with the additional phrase, "Select two of the following courses, taken for four credit hours each. At least one of the two foundations courses must be a course from outside the degree granting department." The purpose of this phrase is to encourage critical thinking and consider multiple perspectives through different disciplinary lenses.

The revision will affect all master's degree programs housed in the College of Education (see below).

Curriculum & Instruction, CAS,

2

Curriculum & Instruction, EdM,

Curriculum & Instruction, MA,

Curriculum & Instruction, MS,

Early Childhood Education, EdM

Education Policy, Organization & Leadership, CAS

Education Policy, Organization & Leadership, EdM,

Education Policy, Organization & Leadership, MA,

Educational Psychology, EdM,

Educational Psychology, MA,

Educational Psychology, MS,

Elementary Education, EdM,

Secondary Education, EdM,

Special Education, EdM,

The new degree requirements for the foundation courses will appear as follows. Please note, each program has additional requirements that will follow this section.

Foundation courses

Select two of the following courses, taken for four credit hours each. At least one of the two foundations courses must be a course from outside the degree granting department.

8

Any 400 level EPSY course

EPSY 553 <http://catalog.illinois.edu/search/?P=EPSY%20553>

Global Issues in Learning

EPOL 401 <http://catalog.illinois.edu/search/?P=EPOL%20401>

History of American Education

EPOL 402 <http://catalog.illinois.edu/search/?P=EPOL%20402>

Asian American Education

EPOL 403 <http://catalog.illinois.edu/search/?P=EPOL%20403>

Historical and Social Barriers

EPOL 405 <http://catalog.illinois.edu/search/?P=EPOL%20405>

School and Society

EPOL 406 <http://catalog.illinois.edu/search/?P=EPOL%20406>

Professional Ethics in Education

EPOL 407 <http://catalog.illinois.edu/search/?P=EPOL%20407>

Critical Thinking in Education

EPOL 408 <http://catalog.illinois.edu/search/?P=EPOL%20408>

Aesthetic Education

EPOL 409 <http://catalog.illinois.edu/search/?P=EPOL%20409>

Sociology of Education

EPOL 410 <http://catalog.illinois.edu/search/?P=EPOL%20410>

Racial and Ethnic Families

EPOL 412 <http://catalog.illinois.edu/search/?P=EPOL%20412>

Politics of Education

EPOL 413 <http://catalog.illinois.edu/search/?P=EPOL%20413>

Economics of Education

EPOL 480 <http://catalog.illinois.edu/search/?P=EPOL%20480>

Technology and Educational Reform

EPOL 552 <http://catalog.illinois.edu/search/?P=EPOL%20552>

Foundation of Higher Education

CI 446 <http://catalog.illinois.edu/search/?P=CI%20446>

Culture in the Classroom

CI 501

Curriculum Development for the 21st Century

Please indicate your support for this revision by replying to this email.

Thank you,

Lori Fuller

Assistant to the Associate Dean for Graduate Programs

College of Education

University of Illinois at Urbana-Champaign

1310 S. Sixth Street, Room 142

Champaign, IL 61820

http://education.illinois.edu <http://education.illinois.edu>

Dear Sarah, Yoon, Kiel, and Michelle,

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Curriculum & Instruction, MA,

Curriculum & Instruction, MS,

7

Early Childhood Education, EdM

Education Policy, Organization & Leadership, CAS

Education Policy, Organization & Leadership, EdM,

Education Policy, Organization & Leadership, MA,

Educational Psychology, EdM,

Educational Psychology, MA,

Educational Psychology, MS,

Elementary Education, EdM,

Secondary Education, EdM,

Special Education, EdM,

Special Education, MS,

Thank you,

Lori Fuller

Assistant to the Associate Dean for Graduate Programs

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University of Illinois at Urbana-Champaign

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Champaign, IL 61820

http://education.illinois.edu <http://education.illinois.edu>

Stealing Yoon's text (bc I wasn't actually sure what you needed from us!) (so thanks, Yoon!).

Hi,

I support and approve the revisions to change to "Foundations" and selecting two foundations courses with one outside the student's degree granting unit.

Thanks,

kiel

--

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

Director
SLATE Doctoral Concentration Program
College of Liberal Arts and Sciences

Co-Director
Illinois Language & Literature Initiative (ILLI)
Beckman Institute for Advanced Science & Technology

Director
EdPsych Psycholinguistics Lab
Beckman Institute
https://epl.beckman.illinois.edu/

From: Fuller, Lori A <harvey1@illinois.edu>

Date: Friday, June 14, 2024 at 10:04 AM

To: Lambert, Matt <matt5@illinois.edu>, Christianson, Kiel <kiel@illinois.edu>, Pak, Yoon <yoonpak@illinois.edu>, Ostrosky, Michaelene <ostrosky@illinois.edu>

Cc: Moller, Karla <kjmoller@illinois.edu>, Zarate, Kary <kzarat2@illinois.edu>, Davila, Liv T. <livtd@illinois.edu>

Subject: FW: Letter of Support for the revision of the College of Education Master's Degree programs

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Select two of the following courses, taken for four credit hours each. At least one of the two foundations courses must be a course from outside the degree granting department.	**8**

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EPOL 401	History of American Education
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EPOL 412	Politics of Education
EPOL 413	Economics of Education
EPOL 480	Technology and Educational Reform
EPOL 552	Foundation of Higher Education
CI 446	Culture in the Classroom
CI 501	Curriculum Development for the 21st Century

Please indicate your support for this revision by replying to this email.

Thank you,

Lori Fuller
Assistant to the Associate Dean for Graduate Programs
College of Education
University of Illinois at Urbana-Champaign
1310 S. Sixth Street, Room 142
Champaign, IL 61820
http://education.illinois.edu

From: Fuller, Lori A
Sent: Monday, July 17, 2023 8:57 AM
To: Pak, Yoon <yoonpak@illinois.edu>; Christianson, Kiel <kiel@illinois.edu>; Perry, Michelle <mperry@illinois.edu>; McCarthey, Sarah Jane <mccarthe@illinois.edu>
Subject: Letter of Support for the revision of the College of Education Master's Degree programs

Dear Sarah, Yoon, Kiel, and Michelle,

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Thank you,

Lori Fuller
Assistant to the Associate Dean for Graduate Programs
College of Education
University of Illinois at Urbana-Champaign
1310 S. Sixth Street, Room 142
Champaign, IL 61820
http://education.illinois.edu

Hi Lori,

I approve the proposed changes. Thanks.

ML

MATT LAMBERT | Professor & Department Head | Special Education | University of Illinois Urbana-Champaign
1310 South Sixth Street | 288E Education Building | Champaign, IL 61820 | 217.244.5293 | matt5@illinois.edu
<mailto:matt5@illinois.edu>

 <http://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: Fuller, Lori A <harvey1@illinois.edu>
Sent: Friday, June 14, 2024 10:04 AM
To: Lambert, Matt <matt5@illinois.edu>; Christianson, Kiel <kiel@illinois.edu>; Pak, Yoon
<yoonpak@illinois.edu>; Ostrosky, Michaelene <ostrosky@illinois.edu>
Cc: Moller, Karla <kjmoller@illinois.edu>; Zarate, Kary <kzarat2@illinois.edu>; Davila, Liv T.
<livtd@illinois.edu>
Subject: FW: Letter of Support for the revision of the College of Education Master's Degree programs

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Foundations Courses in Education Policy, Organization and Leadership and Curriculum & Instruction and include
all of the foundation courses under one heading of "Foundation Courses" with the message that states, "Select two
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Curriculum & Instruction, MS,

Early Childhood Education, EdM

Education Policy, Organization & Leadership, CAS

Education Policy, Organization & Leadership, EdM,

Education Policy, Organization & Leadership, MA,

Educational Psychology, EdM,

Educational Psychology, MA,

Educational Psychology, MS,

Elementary Education, EdM,

Secondary Education, EdM,

Special Education, EdM,

The new degree requirements for the foundation courses will appear as follows. Please note, each program has additional requirements that will follow this section.

Foundation courses

Select two of the following courses, taken for four credit hours each. At least one of the two foundations courses must be a course from outside the degree granting department.

Any 400 level EPSY course

EPSY 553 <http://catalog.illinois.edu/search/?P=EPSY%20553>

Global Issues in Learning

EPOL 401 <http://catalog.illinois.edu/search/?P=EPOL%20401>

History of American Education

EPOL 402 <http://catalog.illinois.edu/search/?P=EPOL%20402>

Asian American Education

EPOL 403 <http://catalog.illinois.edu/search/?P=EPOL%20403>

Historical and Social Barriers

EPOL 405 <http://catalog.illinois.edu/search/?P=EPOL%20405>

School and Society

EPOL 406 <http://catalog.illinois.edu/search/?P=EPOL%20406>

Professional Ethics in Education

EPOL 407 <http://catalog.illinois.edu/search/?P=EPOL%20407>

Critical Thinking in Education

EPOL 408 <http://catalog.illinois.edu/search/?P=EPOL%20408>

Aesthetic Education

EPOL 409 <http://catalog.illinois.edu/search/?P=EPOL%20409>

Sociology of Education

EPOL 410 <http://catalog.illinois.edu/search/?P=EPOL%20410>

Racial and Ethnic Families

EPOL 412 <http://catalog.illinois.edu/search/?P=EPOL%20412>

Politics of Education

EPOL 413 <http://catalog.illinois.edu/search/?P=EPOL%20413>

Economics of Education

EPOL 480 <http://catalog.illinois.edu/search/?P=EPOL%20480>

Technology and Educational Reform

EPOL 552 <http://catalog.illinois.edu/search/?P=EPOL%20552>

Foundation of Higher Education

CI 446 <http://catalog.illinois.edu/search/?P=CI%20446>

Culture in the Classroom

CI 501

Curriculum Development for the 21st Century

Please indicate your support for this revision by replying to this email.

Thank you,

Lori Fuller

Assistant to the Associate Dean for Graduate Programs

College of Education

University of Illinois at Urbana-Champaign

1310 S. Sixth Street, Room 142

Champaign, IL 61820

http://education.illinois.edu <http://education.illinois.edu>

Dear Sarah, Yoon, Kiel, and Michelle,

I am writing on behalf of the college to request a letter of support for the revision of the master's degree programs housed in the College of Education. The revision will request to remove the specific EPSY courses listed in the section: Psychological Foundations Courses in Educational Psychology and replace the courses with any 400 level EPSY course or EPSY 553. We are also requesting your support to add CI 446, CI 415, and CI 501 as optional courses listed under the new heading: Philosophical and Social Foundations Courses in Education Policy, Organization and Leadership and Curriculum & Instruction. These revisions are consistent with the discussion with the Executive Officers and Departmental DGS from EPSY, CI and EPOL during spring 2023. The revision will affect all master's degree programs housed in the College of Education (see below). Please indicate your support for this revision by replying to this email.

Curriculum & Instruction, CAS,

Curriculum & Instruction, EdM,

Curriculum & Instruction, MA,

Curriculum & Instruction, MS,

Early Childhood Education, EdM

Education Policy, Organization & Leadership, CAS

Education Policy, Organization & Leadership, EdM,

Education Policy, Organization & Leadership, MA,

Educational Psychology, EdM,

Educational Psychology, MA,

Educational Psychology, MS,

Elementary Education, EdM,

Secondary Education, EdM,

Special Education, EdM,

Special Education, MS,

Thank you,

Lori Fuller

Assistant to the Associate Dean for Graduate Programs

College of Education

University of Illinois at Urbana-Champaign

1310 S. Sixth Street, Room 142

Champaign, IL 61820

http://education.illinois.edu <http://education.illinois.edu>

OLD

Psychological Foundations Courses in Educational Psychology		**4**
Select any 400 level EPSY course		
OR		
EPSY 553	Global Issues in Learning	
Philosophical and Social Foundations Courses in Education Policy, Organization and Leadership and Curriculum & Instruction		**4**
Select one of the following:		
EPOL 401	History of American Education	
EPOL 402	Asian American Education	
EPOL 403	Historical and Social Barriers	
EPOL 405	School and Society	
EPOL 406	Professional Ethics in Education	
EPOL 407	Critical Thinking in Education	
EPOL 408	Aesthetic Education	
EPOL 409	Sociology of Education	
EPOL 410	Racial and Ethnic Families	
EPOL 412	Politics of Education	
EPOL 413	Economics of Education	
EPOL 480	Technology and Educational Reform	
EPOL 552	Foundation of Higher Education	
CI 446	Culture in the Classroom	
CI 501	Curriculum Development for the 21st Century	
EPSY 599	Thesis Research (min/max applied toward degree)	2-8
Elective Hours:		22-24
Students pursuing the Concentration in African American Studies are required to take 24 hours of Concentration courses, for a total of 56 hours.		
Research/Project/Independent Study Hours (min/max applied toward degree): 0-8		
Total Hours		**32**
Other Requirements		

Masters degree students must take a graduate level College of Education course outside their degree granting department.

Human Subjects Approval	
Minimum GPA	3
500-Level Hours Required in Education	12 hours

Proposed Requirements Showing Changes

Foundation courses		**8**
Select two of the following foundations courses, taken for four credit hours each. At least one of these two courses must be a course from outside the degree granting department.		
Select any 400 level EPSY course		
EPSY 553	Global Issues in Learning	
EPOL 401	History of American Education	
EPOL 402	Asian American Education	
EPOL 403	Historical and Social Barriers	
EPOL 405	School and Society	
EPOL 406	Professional Ethics in Education	
EPOL 407	Critical Thinking in Education	
EPOL 408	Aesthetic Education	
EPOL 409	Sociology of Education	
EPOL 410	Racial and Ethnic Families	
EPOL 412	Politics of Education	
EPOL 413	Economics of Education	
EPOL 480	Technology and Educational Reform	
EPOL 552	Foundation of Higher Education	
CI 446	Culture in the Classroom	
CI 501	Curriculum Development for the 21st Century	
EPSY 599	Thesis Research (min/max applied toward degree)	2-8
Elective Hours:		16-22
Students pursuing the Concentration in African American Studies are required to take 24 hours of Concentration courses, for a total of 56 hours.		
Research/Project/Independent Study Hours (min/max applied toward degree): 0-8		
Total Hours		**32**
Other Requirements		

Human Subjects Approval	
Minimum GPA	3
500-Level Hours Required in Education	12 hours

Proposed Requirements Final

Foundations courses		**8**
Select two of the following foundations courses, taken for four credit hours each. At least one of these two courses must be a course from outside the degree granting department.		
CI 446	Culture in the Classroom	
CI 501	Curriculum Development for the 21st Century	
EPOL 401	History of American Education	
EPOL 402	Asian American Education	
EPOL 403	Historical and Social Barriers	
EPOL 405	School and Society	
EPOL 406	Professional Ethics in Education	
EPOL 407	Critical Thinking in Education	
EPOL 408	Aesthetic Education	
EPOL 409	Sociology of Education	
EPOL 410	Racial and Ethnic Families	
EPOL 412	Politics of Education	
EPOL 413	Economics of Education	
EPOL 480	Technology and Educational Reform	
EPOL 552	Foundation of Higher Education	
Any 400 level EPSY course		
EPSY 553	Global Issues in Learning	
EPSY 599	Thesis Research (min/max applied toward degree)	2-8
Elective Hours:		16-22
Students pursuing the Concentration in African American Studies are required to take 24 hours of Concentration courses, for a total of 56 hours.		
Research/Project/Independent Study Hours (min/max applied toward degree): 0-8		
Total Hours		**32**

Other Requirements

Human Subjects Approval	
Minimum GPA	3
500-Level Hours Required in Education	12 hours

Any 400 level EPSY co

EPSY 553   Global Issues in Learning

U Program Review Comments 8-13-2024

Educational Psychology, MA, Key 215

1. Consider revising Justification #1 to be consistent with using either 'four' or '4'
2. Justification #3, brief description - for reviewer clarity, include where change is occurring in the POS table.
3. Side by Side,
    a. Either indent the Foundations courses or leave a blank line between EPSY 553 and 599 to show the 599 requirement is separate.
    b. In the left and middle columns, courses should be in the same row in both columns. Insert blanks where needed.
    c. If these changes are made, please add points about them to both the Justification and Why sections.
4. POS Table,
    a. The Elective range of hours should be 16-22.
       8 foundations+2 Thesis=10; 32-10=22.
       8 foundations+8 theses =16; 32-16 = 16
    b. If these changes are made, please add points about them to both the Justification and Why sections.

Program Change Request

Date Submitted: 08/01/24 12:23 pm

Viewing: **10KR4080NONE : Theatre, BFA**

Last approved: 02/26/20 5:52 pm

Last edit: 08/29/24 9:42 am

Changes proposed by: Nicole Turner

Catalog Pages Using this Program

Theatre: Acting, BFA
Theatre: Arts & Entertainment Technology, BFA
Theatre: Costume Design & Technology, BFA
Theatre: Lighting Design & Technology, BFA
Theatre: Scenic Design, BFA
Theatre: Scenic Technology, BFA
Theatre: Sound Design & Technology, BFA
Theatre: Stage Management, BFA
Theatre: Theatre Studies, BFA

Proposal Type:

In Workflow

1. **U Program Review**
2. **1883 Committee Chair**
3. **1883 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. 08/14/24 12:11 pm Donna Butler (dbutler): Approved for U Program Review
2. 08/17/24 9:32 pm Jeffrey Jenkins (jej): Approved for 1883 Committee Chair
3. 08/18/24 3:16 am Valleri Robinson (valleri2): Approved for 1883 Head
4. 08/19/24 9:09 am Nicole Turner (nicturn): Approved for KR Dean
5. 08/27/24 12:45 pm

History

1. Mar 21, 2019 by
Deb Forgacs
(dforgacs)
2. May 9, 2019 by
Linda Robbennolt
(weasel)
3. Dec 9, 2019 by
Nicole Turner
(nicturn)
4. Feb 26, 2020 by
Cynthia Kocher
(ckocher)

Major (ex. Special Education)

This proposal is
for a:
Revision

Administration Details

Official Program
Name

Theatre, BFA

Diploma Title

Sponsor College

Fine & Applied Arts

Sponsor
Department

Theatre

Sponsor Name

Cindy Kocher

Sponsor Email	ckocher@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 2024

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 Fine Arts in Theatre 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)."

The BFA Theatre is being revised (key 146), along with the 9 BFA Theatre concentrations (keys 679, 680, 681, 682, 683, 684, 685, 686, 950).

Program Justification

Provide a brief description of what changes are being made to the program.	(1) The formatting of the POS and additional text (e.g., graduation requirements, university requirements, and general education requirements) has been modified to adhere to the campus General Education Template; (2) Move General, Non-Theatre Electives to its own table and further toward bottom; (3) Delete footnote; (4) Create concentration table; (5) In summary of credits table: Update title and remove credit hours from Gen Ed and open electives; remove Language; remove parentheses about concentration requirements.

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/)

Why are these changes necessary?

1. Inputting new campus gen ed requirement template per office of the provost initiative for transparency and accessibility.
2. The General, Non-Theatre electives requirement was previously part of the Gen Ed table and since that was reformatted, it needed its own table and is more sensible towards the bottom.
3. Deleting footnotes for accessibility purpose.
4. Concentration table links directly to all concentrations for this major.
5. Minor updates to summary of credits table for standardization.

Note: Question from office of the provost regarding General Non-Theatre Electives is that they are anything outside of the THEA rubric, which is correct.

No changes to total major or degree hours.

Advanced Hours in Theatre Core = 7 hours
THEA 304 (3 hrs)
THEA 364 (3 hrs)
THEA 404 (1 hrs)

Concentration = range from 18 - 36 hours of 300/400 level
Acting- 36 hrs
Arts & Entertainment Tech - 18 hrs with 15 remaining from 'select 12 credits category' or general non-theatre electives (9 hrs) or free electives (est. up to 18 hrs within degree)
Costume Design - 33 hrs
Lighting Design & Tech - 29 hrs with 4 remaining from free electives (this concentration estimates 11 hours of free electives available) or General Non-Theatre electives (9 hrs required)
Scenic Design - 29 hrs with 4 remaining from 'choose 3 credit hours category' or free electives (this concentration estimates 8 hours of free electives available) or General Non-Theatre Electives (9 hours required)
Scenic Tech - 30 hrs with 3 remaining from '6 credits category' or general non-theatre electives (9 hrs) or free electives (10 hrs estimated for this concentration)
Sound Design & Tech- 26 hrs with 7 remaining from up to 6 hours in 1st 'choose 9 credits from category' or general non-theatre electives (9 hrs) or free electives (this concentration estimates 8 hours of free electives available)
Stage Mngmt - 34 hours
Theatre Studies - 25 hours with 8 remaining from supporting professional electives (9 hrs) or general non-theatre electives (9 hrs) or free electives (this concentration estimates 11 hours of free electives available)

Regarding feedback from UProgramReview:
The 40 hour upper division breakouts were reviewed for each concentration and aligned here in the major program.

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.

For the BFA in Theatre we have established the following Learning Objectives:
- Demonstrates a mature, effective ability to analyze, interpret, write critically and creatively, and discuss thoughtfully in the field of theatre.
- Demonstrates the practical application of learned methodologies including the ability to communicate ideas, concepts, and requirements in order to successfully fulfill the work of a theatre artist.
- Demonstrates necessary skills and knowledge to acquire an entry-level position in the theatre field (with additional training for area-specific tracks) showing the capacity to work and solve problems independently and with initiative.
- Demonstrates practical application of learned methodologies including the ability to communicate ideas, concepts, and outcomes of creative research.

Learning Objectives specific to the BFA Core Curriculum will be assessed in the following ways:
- Instructors of BFA Core Classes will review the progress of each BFA student through semester evaluations of course achievements and the assignment of grades as established by each of the core course syllabi.
- The Departmental Area Heads will annually review the BFA Core curriculum courses evaluating the progress and standing of each of their area students.
- Departmental Administration (Head, Associate Head, Producer) will annually review feedback from students regarding the BFA Core Curriculum as well as annually solicit feedback from instructors of the BFA Core Curriculum classes.
- The Departmental Curriculum Committee will annually review the progression and success rate (via grades, student feedback, faculty feedback and reports from the Area Heads and Administration Team) for evaluation of the BFA Core Curriculum.

Metrics Used for Assessment will include:
- Student grades from each semester
- Review of semester ICES forms
- Formal feedback from Area Heads, Departmental Administration, and the Departmental Curriculum Committee (process mentioned above)
- Formal feedback from each specific BFA Track's semester reviews (please see BFA Track Learning Outcomes and Evaluations included below)
- Evaluation of student progress towards degree completion and graduation rates.
- A longer-term evaluation of graduates two and five years post-graduation via departmental alumni survey.

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   Theatre BFA sample schedule FA 24 no changes.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.

All students must audition (if Acting) or present a portfolio (all other concentrations) to be admitted to the major.

Statement for Programs of Study Catalog

Graduation Requirements

Minimum hours required for graduation: 128 hours.
~~A minimum of 128 hours of credit is required for thedegree.~~Twelve hours of 300 and 400-level courses in the major must be taken on this campus.

University Requirements

Minimum of 40 hours of upper-division coursework, generally at the 300- or 400-level. These hours can be drawn from all elements of the degree. Students should consult their academic advisor for additional guidance in fulfilling this requirement.
The university and residency requirements can be found in the Student Code (§ 3-801) and in the Academic Catalog.

General Education Requirements

Follows the campus General Education (Gen Ed) requirements. Some Gen Ed requirements may be met by courses required and/or electives in the program.

Course List

Code	Title	Hours
Composition I		4-6
Advanced Composition		3
fulfilled by THEA 304		
Humanities & the Arts (6 hours)		6
fulfilled by THEA 122 & THEA 208		
Natural Sciences & Technology (6 hours)		6
Social & Behavioral Sciences (6 hours)		6
Cultural Studies: Non-Western Cultures (1 course)		3
Cultural Studies: US Minority Cultures (1 course)		3
Cultural Studies: Western/Comparative Cultures (1 course)		3
Quantitative Reasoning (2 courses, at least one course must be Quantitative Reasoning I)		6-10
Language Requirement (Completion of the third semester or equivalent of a language other than English is required)		0-15

40 credits hours in degree required in 300-400 level coursework to meet IBHErequirements. General Education Requirements for all University Students **Core Requirements for all Theatre Majors**

Summary of Credits for BFA in Theatre

1

General Education Language Requirement: Options to satisfy this requirement are noted in the Course Explorer.

Course List

Code	Title	Hours
General Education Requirements: (40 hrs with Language requirements fulfilled)		
Composition I		4
Advanced Composition		3
Cultural Studies: Western Comparative Cultures		3
Cultural Studies: U.S. Minority Culture(s)		3
Cultural Studies: Non-Western Cultures		3
Quantitative Reasoning I		3
Quantitative Reasoning II		3
Humanities and the Arts		6
Natural Sciences and Technology		6
Social and Behavioral Sciences		6
Language Requirement 1		0-12
Electives		
General, Non-Theatre Electives		9
Open Electives (as needed to total a minimum of 128 hours to earn the degree)		

Course List

Code	Title	Hours
FAA 101	Arts at Illinois	1
THEA 100	Practicum I	2
THEA 200	Practicum II	2
THEA 121	Theatre Foundations: Performance	3
THEA 122	Theatre Foundations: Theory and Practice	3
THEA 123	Theatre Foundations: Production	3
THEA 208	21st Century Dramaturgy	3
THEA 304	Global Theatre Performance	3

Code	Title	Hours
THEA 364	Topics in Theatre History	3
THEA 404	Professional Career Development	1
Total Hours		24

Required Concentration

Course List

Code	Title	Hours
Choose one below:		
Acting		
Arts & Entertainment Technology		
Costume Design & Technology		
Lighting Design & Technology		
Scenic Design		
Scenic Technology		
Sound Design & Technology		
Stage Management		
Theatre Studies		
Total Hours		49-52

General Non-Theatre Electives

Course List

Code	Title	Hours
General Non-Theatre Electives		9

Summary of Credits for Bachelor of Fine Arts in Theatre

Course List

Code	Title	Hours
General Education Requirements		
Language Requirements, if needed		0-12
Core Requirements for All Theatre Majors		24
Concentration Requirements		49-52
General Non-Theatre Electives		9
Open Electives as needed to total 128 hours		0-18
Free Electives as needed to total 128 hours		
Total Credits for BFA in Theatre		128

Corresponding Degree	BFA Bachelor of Fine Arts

Program Features

Academic Level	Undergraduate
Does this major have transcripted concentrations?	Yes
Will you admit to the concentration directly?	Yes
Is a concentration	Yes

required for
graduation?

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

What are the minimum Total Credit Hours required for this program?
  128

CIP Code   500501 - Drama and Dramatics/Theatre
                       Arts, General.

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   Fall 2024
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.

  No changes.

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   Fall
matriculation
term for this
program?

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 changes to current operations. The BFA is a professional training program in theatre, and as such it generally includes a mix of small, hands-on courses and larger courses offering history and theory, as well as quite large courses for non-majors. Most of the courses submitted for new consideration or revisions in this set of course revisions are of the smaller nature. We have worked extensively with the College of Fine and Applied to assure a responsible use of departmental resources, to allow us to maintain the integrity of degree programs and at the same time operate sustainably. The department has specifically worked with the college and determined that the AET new concentration will allow us to recruit additional new undergraduates with current staffing as part of a comprehensive strategic plan for responsible growth.

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)

FAA Differential

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 program revision.

EP Documentation

EP Control Number	EP.25.001
Attach Rollback/Approval Notices	
This proposal requires HLC inquiry	No

DMI Documentation

Attach Final Approval Notices	U Program Review Comments KEY 146 8_14_2024.docx
Banner/Codebook Name	NONE:Theatre:Theatr Fndtn-UIUC
Program Code:	10KR4080NONE

Minor Code		Conc Code	4080	Degree Code	BFA	Major Code
0162						

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) (07/30/24 8:06 am):** Rollback: Email sent to Nicole **Brooke Newell (bsnewell) (08/14/24 11:42 am):** U Program Review comments are attached in the DMI Documentation section.

Theatre, BFA

First Year

First Semester	Hours	Second Semester	Hours
THEA 100	1	THEA 100	1
THEA 121	3	THEA 122	3
FAA 101	1	Concentration requirement	3
Composition I or Language Other than English (3rd level)	4	Composition I or Language Other than English (3rd level)	4
General Education course	3	General Education course	3
General Education course	3	General Education course	3
	15		17

Second Year

First Semester	Hours	Second Semester	Hours
THEA 200	1	THEA 200	1
THEA 123	3	THEA 208	3
Concentration requirement	3	Concentration requirement	3
Concentration requirement	2	Concentration requirement	2
General Education course	3	General Education course	3
General Education course	3	General Education course	3
	15		15

Third Year

First Semester	Hours	Second Semester	Hours
Concentration requirement	1	Concentration requirement	1
THEA 304	3	THEA 364	3
Concentration requirement	1	Concentration requirement	1
Concentration requirement	2	Concentration requirement	2
Concentration requirement	2	Concentration requirement	2
Concentration requirement	3	Concentration requirement	3
General Education course	3	Free Elective course	3
Free Elective course	3	Free Elective course	3
	18		18

Fourth Year

First Semester	Hours	Second Semester	Hours
Concentration requirement	1	Concentration requirement	1
Concentration requirement	1	Concentration requirement	1
Concentration requirement	2	Concentration requirement	2
Concentration requirement	2	Concentration requirement	2
Concentration requirement	3	Concentration requirement	3
THEA 404	1	Concentration requirement	2
General Non-Theatre Elective	3	General Non-Theatre Elective	3
General Non-Theatre Elective	3		
	16		14

Total Hours 128

1. Review the justification, 40 hour breakout of upper division coursework for the concentrations to ensure it aligns with the concentration breakouts. For example, in the Scenic Design concentration, the 40 hour upper division breakout in the justification doesn't align with the summarized breakout for that concentration in the major CIM-P record.

Program Change Request

Date Submitted: 08/01/24 12:44 pm

Viewing: **10KR3980BFA : Theatre: Stage Management, BFA**

Last approved: 02/26/20 5:55 pm

Last edit: 08/29/24 9:42 am

Changes proposed by: Nicole Turner

[Theatre: Stage Management, BFA](#)

Catalog Pages Using this Program

Proposal Type:

Approval Path

1. 08/14/24 12:10 pm Donna Butler (dbutler): Approved for U Program Review
2. 08/17/24 9:31 pm Jeffrey Jenkins (jej): Approved for 1883 Committee Chair
3. 08/18/24 3:15 am Valleri Robinson (valleri2): Approved for 1883 Head
4. 08/19/24 9:09 am Nicole Turner (nicturn): Approved for KR Dean
5. 08/27/24 12:44 pm

Claire Stewart
(clairest):
Approved for
University
Librarian
6. 08/27/24 6:54 pm
Suzanne Lee
(suzannel):
Approved for
COTE Programs
7. 08/28/24 3:37 pm
Brooke Newell
(bsnewell):
Approved for
Provost

History

1. Mar 21, 2019 by
   Deb Forgacs
   (dforgacs)
2. Dec 9, 2019 by
   Nicole Turner
   (nicturn)
3. Feb 26, 2020 by
   Cynthia Kocher
   (ckocher)

Concentration (ex. Dietetics)

This proposal is
for a:
  Revision

Administration Details

Official Program Name	Theatre: Stage Management, BFA
Diploma Title	
Sponsor College	Fine & Applied Arts
Sponsor Department	Theatre
Sponsor Name	Cindy Kocher
Sponsor Email	ckocher@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 2024 |

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 Stage Management in the Bachelor of Fine Arts in Theatre 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)."

The BFA Theatre major is being revised (key 146), along with the 9 BFA Theatre concentrations (keys 679, 680, 681, 682, 683, 684, 685, 686, 950).

Program Justification

| Provide a brief description of what changes are being made to the program. | 1. The formatting of the POS and additional text (e.g., graduation requirements, university requirements, and general education requirements) has been modified to adhere to the campus General Education Template.
2. Adding in THEA core, General Non-THEA electives, and summary of credits table to POS.
3. Changes to major that are also reflected here include
3a. Move General, Non-Theatre Electives to its own table and further toward bottom;
3b. Delete footnote
3c. In summary of credits table: Update title and remove credit hours from Gen Ed and open elective
3d. Remove Language
3e. remove parentheses about concentration requirements. |

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. Per Office of the Provost General Education initiative for transparency and accessibility.
2. Previously the concentration page only listed the concentration requirements and it will now list all requirements to earn a degree with the concentration.
3. The office of the provost requested that all changes to the major be reflected here. Deleting footnotes for accessibility purpose. Minor updates to summary of credits table for standardization.

Note: Question from office of the provost regarding General Non-Theatre Electives is that they are anything outside of the THEA rubric, which is correct.

No change to concentration or major or degree hours or requirements.

Advanced Hours in Theatre Core = 7 hours
THEA 304 (3 hrs)
THEA 364 (3 hrs)
THEA 404 (1 hrs)

Stage Management Concentration = 34 hours of 300/400 level
THEA 300 (6 hrs)
THEA 359 (8 hours)
THEA 400 (4 hrs)
THEA 406 (3 hrs)
THEA 408 (3 hrs)
THEA 450 (4 hrs)
THEA 451 (3 hrs)
THEA 452 (3 hrs)

Regarding feedback from UProgramReview:
1. All major requirements are now included in description and justification of changes.
2. Sample sequence was corrected

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.

~~See BFA Theatre, key146.~~Student Learning Outcomes
o Demonstrates the ability to analyze, interpret, write critically and creatively, and discuss thoughtfully in the field of theatre and performance.
o Demonstrates an understanding of general professional production practices in rehearsal, design, construction and performance across the theatre, musical theatre, opera and <u>dance.</u> ~~dance.\ o Demonstrates practical application of learned methodologies including the ability to communicate ideas, concepts and requirements in order to successfully fulfill a role related to stage management of a stage production.~~
<u>o Demonstrates practical application of learned methodologies including the ability to communicate ideas, concepts and requirements in order to successfully fulfill a role related to stage management of a stage production.</u>
o Demonstrates necessary skills and knowledge to acquire an entry-level position in professional stage management.

Assessment
o Instructors in each curricular area review the progress of undergraduate students majoring in the areas annually. As part of this review, faculty assess the effectiveness of the curriculum to meet the department's mission, the needs of the field, and to maintain rigor.
o Semester reviews with each studio student.
o Annual reviews of progression towards graduation (including course grade reviews.)

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   Theatre BFA Stage Mngmt Conc sample
                        schedule FA 24.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.

Level 21 reflects the design, technology and management disciplines in theatre arts. It has seven unique yet inter-related concentrations in: Arts + Entertainment Technology, Costume Design + Technology, Lighting Design + Technology, Scene Design, Scenic Technology, Sound Design + Technology, and Stage Management. Freshman and sophomore students learn the foundations of theatrical production with a focus on acquiring practical skills for application in advanced course work and in theatre productions. Junior and senior students participate in advanced study in their chosen discipline supported by one-on-one faculty mentoring of assigned projects. Students in this area are the designers, technicians, managers, artisans and crew for over a dozen theater, musical theater, dance and opera productions at Krannert Center for the Performing Arts and work on these shows in various roles throughout their entire course of study.

Statement for Programs of Study Catalog

Graduation Requirements
Minimum hours required for graduation: 128 hours.
Twelve hours of 300 and 400-level courses in the major must be taken on this campus.
University Requirements
Minimum of 40 hours of upper-division coursework, generally at the 300- or 400-level. These hours can be drawn from all elements of the degree. Students should consult their academic advisor for additional guidance in fulfilling this requirement.
The university and residency requirements can be found in the Student Code (§ 3-801) and in the Academic Catalog.
General Education Requirements
Follows the campus General Education (Gen Ed) requirements. Some Gen Ed requirements may be met by courses required and/or electives in the program.

Course List

Code	Title	Hours
Composition I		4-6
Advanced Composition		3

Code	Title	Hours
fulfilled by THEA 304		
Humanities & the Arts (6 hours)		6
fulfilled by THEA 122 & THEA 208		
Natural Sciences & Technology (6 hours)		6
Social & Behavioral Sciences (6 hours)		6
Cultural Studies: Non-Western Cultures (1 course)		3
Cultural Studies: US Minority Cultures (1 course)		3
Cultural Studies: Western/Comparative Cultures (1 course)		3
Quantitative Reasoning (2 courses, at least one course must be Quantitative Reasoning I)		6-10
Language Requirement (Completion of the third semester or equivalent of a language other than English is required)		0-15

Core Requirements for all Theatre Majors

Course List

Code	Title	Hours
FAA 101	Arts at Illinois	1
THEA 100	Practicum I	2
THEA 200	Practicum II	2
THEA 121	Theatre Foundations: Performance	3
THEA 122	Theatre Foundations: Theory and Practice	3
THEA 123	Theatre Foundations: Production	3
THEA 208	21st Century Dramaturgy	3
THEA 304	Global Theatre Performance	3
THEA 364	Topics in Theatre History	3
THEA 404	Professional Career Development	1
Total Hours		24

Stage Management Concentration

Course List

Code	Title	Hours
THEA 100	Practicum I (in addition to the THEA 100 credits required in the theatre core)	1
THEA 126	Stagecraft	3
THEA 153	Introduction to Theatre Sound	3
THEA 212	Introduction to Directing	3
THEA 220	Survey of Theatrical Design	3
THEA 231	Intro to Lighting Design	3
THEA 300	Practicum III	6
THEA 359	Professional Stage Management	8
THEA 400	Practicum IV	4
THEA 406	Opera/Dance Stage Management	3
THEA 408	AEA Union Stage Management	3
THEA 450	Management Seminar	4
THEA 451	Principles of Stage Management	3
THEA 452	Principles of Arts Management	3
Total Hours		50

General Non-Theatre Electives

Course List

Code	Title	Hours
General Non-Theatre Electives		9

Summary of Credits for Bachelor of Fine Arts in Theatre, concentration in Stage Management

Course List

Code	Title	Hours
General Education Requirements		
Core Requirements for All Theatre Majors		24
Stage Management Concentration Requirements		50
General Non-Theatre Electives		9
Free Electives as needed to total 128 hours		
Total Credits for BFA in Theatre, concentration in Stage Management		128

Program Relationships

Corresponding
Program(s):

Corresponding Program(s)
Theatre, BFA

Program Features

Academic Level   Undergraduate

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

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   No
budgetary
implications for
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?

No changes to currentoperations.The BFA is a professional training program in theatre, and as such it generally includes a mix of small, hands-on courses and larger courses offering history and theory, as well as quite large courses fornon-majors.Most of the courses submitted for new consideration or revisions in this set of course revisions are of the smallernature.We have worked extensively with the College of Fine and Applied to assure a responsible use of departmental resources, to allow us to maintain the integrity of degree programs and, at the same time, operatesustainably.

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

No

Attach letters of
support

Faculty Resources

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

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 concentration revision.

EP Documentation

EP Control
Number
EP.25.001

Attach
Rollback/Approval
Notices

This proposal
No

requires HLC
inquiry

DMI Documentation

Attach Final Approval Notices	U Program Review Comments KEY 685 8_14_2024.docx
Banner/Codebook Name	BFA:Theatre:Stage Mngmnt -UIUC
Program Code:	10KR3980BFA

Minor Code		Conc Code	3980		Degree Code	BFA		Major Code
0162								

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) (07/30/24 1:36 pm):** Rollback: Email sent to Nicole **Brooke Newell (bsnewell) (08/14/24 11:44 am):** U Program Review comments are attached in the DMI Documentation section.

Key: 685

Theatre: Stage Management, BFA Sample Sequence

First Year

First Semester	Hours	Second Semester	Hours
FAA 101	1	THEA 100	1
THEA 121	3	THEA 122	3
THEA 200	2	THEA 300	1
Composition I or Language Other than English (3rd level)	4	Composition I or Language Other than English (3rd level)	4
General Education course	3	General Education course	3
General Education course	3	General Education course	3
	16		15

Second Year

First Semester	Hours	Second Semester	Hours
THEA 100	1	THEA 100	1
THEA 123	3	THEA 208	3
THEA 126	3	THEA 212	3
THEA 300	1	THEA 300	2
THEA 359	2	THEA 406	3
THEA 451	3	THEA 450	1
General Education course	3	General Education course	3
	16		16

Third Year

First Semester	Hours	Second Semester	Hours
THEA 153	3	THEA 408	3
THEA 220	3	THEA 359	2
THEA 300	1	THEA 364	3
THEA 304	3	THEA 400	2
THEA 359	2	THEA 450	1
Free Elective	1	General Non-Theatre Elective	3
General Non-Theatre Elective	3	General Education course	3
	16		17

Fourth Year

First Semester	Hours	Second Semester	Hours
THEA 300	1	THEA 231	3
THEA 359	2	THEA 400	2
THEA 404	1	THEA 452	3
THEA 450	1	THEA 450	1
General Non-Theatre Elective	3	Free Elective course	3
General Education course	3	Free Elective course	3
General Education course	3		
Free Elective course	3		
	17		15

Total Hours 128

U Program Review Comments KEY 685 8_14_2024

1. In the justification prompts, include the revisions that you are making to the major as well. Senate EPC has previously asked for those to be included when the major and the concentration records are moving through workflow together.
2. Sample sequence has additional 3 hours of General Non-Theatre Elective. The POS table only has 9 hours but this sequence shows 12 hours. Please review and revise accordingly.

Program Change Request

Date Submitted: 08/01/24 12:06 pm

Viewing: **10KR3985BFA : Theatre: Theatre Studies, BFA**

Last approved: 02/26/20 5:54 pm

Last edit: 08/29/24 9:42 am

Changes proposed by: Nicole Turner

Catalog Pages Using this Program

Theatre: Theatre Studies, BFA

Proposal Type:

In Workflow

1. **U Program Review**
2. **1883 Committee Chair**
3. **1883 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. 08/14/24 12:10 pm
   Donna Butler (dbutler): Approved for U Program Review
2. 08/17/24 9:32 pm
   Jeffrey Jenkins (jej): Approved for 1883 Committee Chair
3. 08/18/24 3:18 am
   Valleri Robinson (valleri2): Approved for 1883 Head
4. 08/19/24 9:09 am
   Nicole Turner (nicturn): Approved for KR Dean
5. 08/27/24 12:45 pm

Claire Stewart (clairest): Approved for University Librarian
6. 08/27/24 6:54 pm Suzanne Lee (suzannel): Approved for COTE Programs
7. 08/28/24 3:37 pm Brooke Newell (bsnewell): Approved for Provost

History

1. Mar 21, 2019 by Deb Forgacs (dforgacs)
2. Dec 11, 2019 by Nicole Turner (nicturn)
3. Feb 26, 2020 by Cynthia Kocher (ckocher)

Concentration (ex. Dietetics)

This proposal is for a:
Revision

Administration Details

Official Program Name	Theatre: Theatre Studies, BFA
Diploma Title	
Sponsor College	Fine & Applied Arts
Sponsor Department	Theatre
Sponsor Name	Cindy Kocher
Sponsor Email	ckocher@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 2024

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 Theatre Studies in the Bachelor of Fine Arts in Theatre 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)."

The BFA Theatre major is being revised (key 146), along with the 9 BFA Theatre concentrations (keys 679, 680, 681, 682, 683, 684, 685, 686, 950).

Program Justification

Provide a brief description of what changes are being made to the program.	1. The formatting of the POS and additional text (e.g., graduation requirements, university requirements, and general education requirements) has been modified to adhere to the campus General Education Template.
	2. Adding in THEA core, General Non-THEA electives, and summary of credits table to POS.
	3. Changes to major that are also reflected here include
	3a. Move General, Non-Theatre Electives to its own table and further toward bottom;
	3b. Delete footnote
	3c. In summary of credits table: Update title and remove credit hours from Gen Ed and open elective
	3d. Remove Language
	3e. remove parentheses about concentration requirements.

4. Fixed THEA 200-level course requirement issue with linking to THEA 200 and standardized description
5. Adding THEA rubric to any 300 or 400-level theatre course requirement
6. Adding THEA, DANC, and MUS/MUSC rubrics to supporting professional electives requirement

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. Per Office of the Provost General Education initiative for transparency and accessibility.
2. Previously the concentration page only listed the concentration requirements and it will now list all requirements to earn a degree with the concentration.
3. The office of the provost requested that all changes to the major be reflected here. Deleting footnotes for accessibility purpose. Minor updates to summary of credits table for standardization.
4. Removing the link so that THEA 200 is not linked when the requirement is any 200-level and also standardizing it to say theatre course (THEA) to identify the department and rubric.
5 and 6. To identify the department and rubric.

Note: Question from office of the provost regarding General Non-Theatre Electives is that they are anything outside of the THEA rubric, which is correct.

No change to concentration or major or degree hours or requirements.

Advanced Hours in Theatre Core = 7 hours
THEA 304 (3 hrs)
THEA 364 (3 hrs)
THEA 404 (1 hrs)

Theatre Studies Concentration = 25 hours of 300/400 level
THEA 391 (2 hrs)
THEA 392 (2 hrs)
THEA 400 (3 hrs)
Choose 6 credits from (6 hrs)
Choose 12 credits from (12 hrs)

Supporting professional electives (9 hrs) or General non-theatre electives (9 hours)
Free electives (11 hrs estimated for this concentration) = 8 hours of 300/400 level

---
Regarding feedback from UProgramReview:
1. All major requirements are now included in description and justification of changes.
2. Free electives number specified
3a and 3b. These changes were made

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.

~~See BFA Theatre, key 146~~ Student Learning Outcomes

o Demonstrates a mature, effective ability to analyze, interpret, write critically and creatively, and discuss thoughtfully in the field of theatre and performance.
o Demonstrates ability to actively engage in the collaborative process in preparation, construction, and performance of works for the stage.
o Demonstrates comprehension of theory and application of practices in areas of emphasis through production related activities.
o Demonstrates necessary skills and knowledge to acquire an entry-level position in the theatre showing the capacity to work and solve problems independently and with initiative (demonstrated through participation in a professional internship.)
o Demonstrates practical application of learned methodologies including the ability to communicate ideas, concepts, and outcomes of creative research (demonstrated in public presentation of a senior thesis project.)

Assessment
o Instructors in each curricular area review the progress of undergraduate students majoring in the areas annually. As part of this review, faculty assess the effectiveness of the curriculum to meet the department's mission, the needs of the field, and to maintain rigor.
o Semester reviews with each studio student.
o Annual reviews of progression towards graduation (including course grade reviews.)

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   Theatre BFA sample schedule Thea
                     studies no changes.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 theatre studies concentration focuses on the practical applications of theatre and explores theatrical productions as a collaborative art form that is grounded in practice, theory, criticism, history, research and writing. The theatre studies concentration is intended to lay the foundation for students planning to pursue professional careers in the areas of theatre for which advanced training or specialization at the graduate level is normally required. These areas include, but are not limited to: directing, dramaturgy, playwriting, arts management, social issues theatre and theatre history and criticism. Emphasis is given to a comprehensive study of theatre practices of the past, participation in theatre practices of the present and the discovery and development of theatre practices for the future.

Statement for
Programs of
Study Catalog

Graduation Requirements
Minimum hours required for graduation: 128 hours.
Twelve hours of 300 and 400-level courses in the major must be taken on this campus.
University Requirements
Minimum of 40 hours of upper-division coursework, generally at the 300- or 400-level. These hours can be drawn from all elements of the degree. Students should consult their academic advisor for additional

General Education Requirements

Follows the campus General Education (Gen Ed) requirements. Some Gen Ed requirements may be met by courses required and/or electives in the program.

Course List

Code	Title	Hours
Composition I		4-6
Advanced Composition		3
fulfilled by THEA 304		
Humanities & the Arts (6 hours)		6
fulfilled by THEA 122 & THEA 208		
Natural Sciences & Technology (6 hours)		6
Social & Behavioral Sciences (6 hours)		6
Cultural Studies: Non-Western Cultures (1 course)		3
Cultural Studies: US Minority Cultures (1 course)		3
Cultural Studies: Western/Comparative Cultures (1 course)		3
Quantitative Reasoning (2 courses, at least one course must be Quantitative Reasoning I)		6-10
Language Requirement (Completion of the third semester or equivalent of a language other than English is required)		0-15

Core Requirements for all Theatre Majors

Course List

Code	Title	Hours
FAA 101	Arts at Illinois	1
THEA 100	Practicum I	2
THEA 200	Practicum II	2
THEA 121	Theatre Foundations: Performance	3
THEA 122	Theatre Foundations: Theory and Practice	3
THEA 123	Theatre Foundations: Production	3
THEA 208	21st Century Dramaturgy	3
THEA 304	Global Theatre Performance	3
THEA 364	Topics in Theatre History	3
THEA 404	Professional Career Development	1
Total Hours		24

Theatre Studies Concentration

Course List

Code	Title	Hours
THEA 175	Fundamentals of Acting II	3
THEA 211	Introduction to Playwriting	3
THEA 212	Introduction to Directing	3
THEA 220	Survey of Theatrical Design	3
THEA 391	Individual Topics	2
THEA 392	Individual Topics	2
THEA 400	Practicum IV	3
Choose 3 credit hours:		3
THEA 218	Intro to Social Issues Theatre	
THEA 270	Relationships in Acting I	

Code	Title	Hours
	Other 200-level Theatre course (THEA)	
Choose 6 credit hours:		6
THEA 410	Dramaturgs Workshop	
THEA 411	Playwrights' Workshop	
THEA 412	Directors Workshop	
Choose 12 credit hours:		12
	Any 300 or 400 level Theatre courses (THEA)	
Supporting Professional Electives: theatre (THEA), dance (DANC) or music (MUS, MUSC) courses, or other courses as approved by Theatre advisor		9
Total Hours		49

General Non-Theatre Electives

Course List

Code	Title	Hours
General Non-Theatre Electives		9

Summary of Credits for Bachelor of Fine Arts in Theatre, concentration in Theatre Studies

Course List

Code	Title	Hours
General Education Requirements		
Core Requirements for All Theatre Majors		24
Theatre Studies Concentration Requirements		49
General Non-Theatre Electives		9
Free Electives as needed to total 128 hours		
Total Credits for BFA in Theatre, concentration in Theatre Studies		128

Program Relationships

Corresponding Program(s):

Corresponding Program(s)
Theatre, BFA

Program Features

Academic Level   Undergraduate

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

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   No
budgetary
implications for
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?
                No changes to current operations. The BFA is a professional training program in
                theatre, and as such it generally includes a mix of small, hands-on courses and larger
                courses offering history and theory, as well as quite large courses for non-majors. Most
                of the courses submitted for new consideration or revisions in this set of course
                revisions are of the smaller nature. We have worked extensively with the College of
                Fine and Applied to assure a responsible use of departmental resources, to allow us to
                maintain the integrity of degree programs and, at the same time, operate sustainably.

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

Attach letters of
support

Faculty Resources

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

  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 concentration revision.

EP Documentation

EP Control Number	EP.25.001
Attach Rollback/Approval Notices	
This proposal requires HLC inquiry	No

DMI Documentation

Attach Final Approval Notices	U Program Review Comments KEY 686 8_14_2024.docx
Banner/Codebook Name	BFA:Theatre:Theatre Stud-UIUC
Program Code:	10KR3985BFA

Minor Code		Conc Code	3985	Degree Code	BFA	Major Code
0162						

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) (08/14/24 11:44 am):** U Program Review comments are attached in the DMI Documentation section.

Theatre: Theatre Studies, BFA - no changes

First Year			
First Semester	**Hours**	**Second Semester**	**Hours**
THEA 100	1	THEA 100	1
THEA 121	3	THEA 122	3
Composition I or Language Other than English (3rd level)	4	Composition I or Language Other than English (3rd level)	4
FAA 101	1	General Education course	3
General Education course	3	General Education course	3
General Education course	3	Free Elective course	3
	15		**17**

Second Year			
First Semester	**Hours**	**Second Semester**	**Hours**
THEA 200	1	THEA 200	1
THEA 123	3	THEA 218 (or THEA 270 or other 200-level THEA course)	3
THEA 175	3	Supporting Professional Elective	3
THEA 208	3	General Non-Theatre Elective	3
General Education course	3	General Education course	3
General Education course	3	General Education course	3
	16		**16**

Third Year			
First Semester	**Hours**	**Second Semester**	**Hours**
THEA 211	3	THEA 364	3
THEA 304	3	Supporting Professional Elective	3
300 or 400 level Theatre course	3	THEA 212	3
Supporting Professional Elective	3	THEA 400	1
General Non-Theatre Elective	3	300 or 400 level Theatre course	3
Free Elective course	2	General Non-Theatre Elective	3
	17		**16**

Fourth Year			

First Year			
First Semester	**Hours**	**Second Semester**	**Hours**
First Semester	**Hours**	**Second Semester**	**Hours**
THEA 404	1	300 or 400 level Theatre course	3
300 or 400 level Theatre course	3	THEA 400	1
THEA 400	1	THEA 410 (or THEA 411 or THEA 412)	3
THEA 220	3	THEA 392	2
THEA 391	2	General Education course	3
THEA 410 (or THEA 411 or THEA 412)	3	Free Elective course	3
Free Elective course	3		
	16		**15**

Total Hours 128

U Program Review Comments KEY 686 8_14_2024

1. In the justification prompts, include the revisions that you are making to the major as well. Senate EPC has previously asked for those to be included when the major and the concentration records are moving through workflow together.
2. Justification, 40 hour upper division coursework – consider including the total amount of free electives available to students in your statement where you note that Free electives could count towards this
3. Program of Study –
   a. for student transparency, consider including the rubrics in the statement "Any 300 or 400 level Theatre courses" and "Supporting Professional Electives: theatre, dance or music courses..'. If you do this, include a numbered item in the Justification prompts to note that you made this addition, and the reasoning could be for student transparency/clarity.
   b. Should THEA 200 be linked in the statement 'Other THEA 200-level course'? If not, connect with the Office of the Registrar (cmss-catalog@illinois.edu) to discuss removing that hyperlink if needed.

Program Change Request

Date Submitted: 08/01/24 12:05 pm

Viewing: **10KR4081BFA : Theatre: Acting, BFA**

Last approved: 02/26/20 5:51 pm

Last edit: 08/29/24 9:43 am

Changes proposed by: Nicole Turner

Catalog Pages
Using this
Program

[Theatre: Acting, BFA]

Proposal Type:

In Workflow

1. **U Program Review**
2. **1883 Committee Chair**
3. **1883 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. 08/14/24 12:11 pm
   Donna Butler (dbutler): Approved for U Program Review
2. 08/17/24 9:32 pm
   Jeffrey Jenkins (jej): Approved for 1883 Committee Chair
3. 08/18/24 3:18 am
   Valleri Robinson (valleri2): Approved for 1883 Head
4. 08/19/24 9:09 am
   Nicole Turner (nicturn): Approved for KR Dean
5. 08/27/24 12:45 pm

History

1. Mar 21, 2019 by Deb Forgacs (dforgacs)
2. Dec 11, 2019 by Nicole Turner (nicturn)
3. Feb 26, 2020 by Cynthia Kocher (ckocher)

Concentration (ex. Dietetics)

This proposal is for a:
   Revision

Administration Details

Official Program Name	Theatre: Acting, BFA
Diploma Title	
Sponsor College	Fine & Applied Arts
Sponsor Department	Theatre
Sponsor Name	Cindy Kocher
Sponsor Email	ckocher@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 2024 |

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 Acting in the Bachelor of Fine Arts in Theatre 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)."

The BFA Theatre major is being revised (key 146), along with the 9 BFA Theatre concentrations (keys 679, 680, 681, 682, 683, 684, 685, 686, 950).

Program Justification

| Provide a brief description of what changes are being made to the program. | 1. The formatting of the POS and additional text (e.g., graduation requirements, university requirements, and general education requirements) has been modified to adhere to the campus General Education Template.
2. Adding in THEA core, General Non-THEA electives, and summary of credits table to POS.
3. Changes to major that are also reflected here include
3a. Move General, Non-Theatre Electives to its own table and further toward bottom;
3b. Delete footnote
3c. In summary of credits table: Update title and remove credit hours from Gen Ed and open elective
3d. Remove Language
3e. remove parentheses about concentration requirements. |

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. Per Office of the Provost General Education initiative for transparency and accessibility.

2. Previously the concentration page only listed the concentration requirements and it will now list all requirements to earn a degree with the concentration.

3. The office of the provost requested that all changes to the major be reflected here. Deleting footnotes for accessibility purpose. Minor updates to summary of credits table for standardization.

Note: Question from office of the provost regarding General Non-Theatre Electives is that they are anything outside of the THEA rubric, which is correct.

No change to concentration or major or degree hours or requirements.

Advanced Hours in Theatre Core = 7 hours
THEA 304 (3 hrs)
THEA 364 (3 hrs)
THEA 404 (1 hrs)

Acting Concentration = 36 hours of 300/400 level
THEA 371 (1 hr)
THEA 372 (2 hrs)
THEA 323 (2 hrs)
THEA 374 (3 hrs)
THEA 375 (1 hr)
THEA 376 (2 hrs)
THEA 377 (2 hrs)
THEA 378 (3 hrs)
THEA 400 (4 hrs)
THEA 471 (1 hr)
THEA 472 (2 hrs)
THEA 473 (2 hrs)
THEA 474 (3 hrs)
THEA 475 (1 hr)
THEA 476 (2 hrs)
THEA 477 (2 hrs)
THEA 478 (3 hrs)

Regarding feedback from UProgramReview:
1. All major requirements are now included in description and justification of changes.
2. All 40 hours of upper division now accounted for.
3. Sample sequence is corrected.

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.

~~See BFA Theatre, key146.~~Student Learning Outcomes
o Demonstrates a mature, effective ability to analyze, interpret, write critically and creatively, and discuss thoughtfully in the field of theatre and performance.
o Demonstrates ability to creatively engage in the collaborative process in rehearsal, construction, and performance of works for the stage.
o Demonstrates an ability to analyze, prepare, and perform in dramatic material including works from contemporary theatre, modern classics, Shakespeare, musical theatre, and film.
o Demonstrates increasing ability to recognize and adjust voice, speech, and movement skills (including stage combat techniques) in application to performance for the stage.
o Demonstrates an understanding of the expectations of auditioning for and working in professional theatre, film and television.

Assessment
o Instructors in each curricular area review the progress of undergraduate students majoring in the areas annually. As part of this review, faculty assess the effectiveness of the curriculum to meet the department's mission, the needs of the field, and to maintain rigor.
o Semester reviews with each studio student.
o Annual reviews of progression towards graduation (including course grade reviews.)

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   Theatre BFA sample schedule Acting FA 24.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 acting concentration provides intensive training in a wide variety of performing media. In the first and second years, students take introductory courses in movement, voice and acting. In their second year of study in this concentration, students must audition for acceptance into the studio in acting. In addition to successful completion of all classes in their first and second years, acceptance will be based on an evaluation of each student's potential for professional-caliber performance, commitment to theatre and the necessary discipline for intensive study. Third and fourth year students meet in daily four-hour sessions, each of which includes sections in dynamics, voice and speech, movement and acting. Semester-long acting sections include advanced scene study, musical theatre, Shakespeare and acting for the camera. Students in the professional studio in acting must audition for department productions and perform as cast.

Statement for
Programs of
Study Catalog

Graduation Requirements
Minimum hours required for graduation: 128 hours.
Twelve hours of 300 and 400-level courses in the major must be taken on this campus.
University Requirements

Minimum of 40 hours of upper-division coursework, generally at the 300- or 400-level. These hours can be drawn from all elements of the degree. Students should consult their academic advisor for additional guidance in fulfilling this requirement.

The university and residency requirements can be found in the Student Code (§ 3-801) and in the Academic Catalog.

General Education Requirements

Follows the campus General Education (Gen Ed) requirements. Some Gen Ed requirements may be met by courses required and/or electives in the program.

Course List

Code	Title	Hours
Composition I		4-6
Advanced Composition		3
fulfilled by THEA 304		
Humanities & the Arts (6 hours)		6
fulfilled by THEA 122 & THEA 208		
Natural Sciences & Technology (6 hours)		6
Social & Behavioral Sciences (6 hours)		6
Cultural Studies: Non-Western Cultures (1 course)		3
Cultural Studies: US Minority Cultures (1 course)		3
Cultural Studies: Western/Comparative Cultures (1 course)		3
Quantitative Reasoning (2 courses, at least one course must be Quantitative Reasoning I)		6-10
Language Requirement (Completion of the third semester or equivalent of a language other than English is required)		0-15

Core Requirements for all Theatre Majors

Course List

Code	Title	Hours
FAA 101	Arts at Illinois	1
THEA 100	Practicum I	2
THEA 200	Practicum II	2
THEA 121	Theatre Foundations: Performance	3
THEA 122	Theatre Foundations: Theory and Practice	3
THEA 123	Theatre Foundations: Production	3
THEA 208	21st Century Dramaturgy	3
THEA 304	Global Theatre Performance	3
THEA 364	Topics in Theatre History	3
THEA 404	Professional Career Development	1
Total Hours		24

Acting Concentration

Course List

Code	Title	Hours
THEA 175	Fundamentals of Acting II	3
THEA 270	Relationships in Acting I	3
THEA 271	Voice and Movement I	2
THEA 275	Relationships in Acting II	3
THEA 276	Voice and Movement II	2
THEA 371	Acting Studio I: Dynamics	1
THEA 372	Acting Studio I: Voice	2
THEA 373	Acting Studio I: Movement	2

Code	Title	Hours
THEA 374	Acting Studio I: Acting	3
THEA 375	Acting Studio II: Dynamics	1
THEA 376	Acting Studio II: Voice	2
THEA 377	Acting Studio II: Movement	2
THEA 378	Acting Studio II: Acting	3
THEA 400	Practicum IV	4
THEA 471	Acting Studio III: Dynamics	1
THEA 472	Acting Studio III: Voice	2
THEA 473	Acting Studio III: Movement	2
THEA 474	Acting Studio III: Acting	3
THEA 475	Acting Studio IV: Dynamics	1
THEA 476	Acting Studio IV: Voice	2
THEA 477	Acting Studio IV: Movement	2
THEA 478	Acting Studio IV: Acting	3
Total Hours		49

General Non-Theatre Electives

Course List

Code	Title	Hours
General Non-Theatre Electives		9

Summary of Credits for Bachelor of Fine Arts in Theatre, concentration in Acting

Course List

Code	Title	Hours
General Education Requirements		
Core Requirements for All Theatre Majors		24
Acting Concentration Requirements		49
General Non-Theatre Electives		9
Free Electives as needed to total 128 hours		
Total Credits for BFA in Theatre, concentration in Acting		128

Program Relationships

Corresponding Program(s):

Corresponding Program(s)
Theatre, BFA

Program Features

Academic Level   Undergraduate

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

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   No
budgetary
implications for
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?
   No changes to current operations. The BFA is a professional training program in
   theatre, and as such it generally includes a mix of small, hands-on courses and larger
   courses offering history and theory, as well as quite large courses for non-majors. Most
   of the courses submitted for new consideration or revisions in this set of course
   revisions are of the smaller nature. We have worked extensively with the College of
   Fine and Applied to assure a responsible use of departmental resources, to allow us to
   maintain the integrity of degree programs and, at the same time, operate sustainably.

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

Attach letters of
support

Faculty Resources

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

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 concentration revision.

EP Documentation

EP Control Number	EP.25.001
Attach Rollback/Approval Notices	
This proposal requires HLC inquiry	No

DMI Documentation

Attach Final Approval Notices	[U Program Review Comments KEY 679 8_14_2024.docx](#)
Banner/Codebook Name	BFA:Theatre: Acting -UIUC
Program Code:	10KR4081BFA

Minor Code		Conc Code	4081	Degree Code	BFA	Major Code
0162						

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) (08/14/24 11:42 am):** U Program Review comments
Comments   are attached in the DMI Documentation section.

Key: 679

Theatre: Acting, BFA

First Year

First Semester	Hours	Second Semester	Hours
THEA 100	1	THEA 100	1
THEA 121	3	THEA 122	3
FAA 101	1	THEA 175	3
Composition I or Language Other than English (3rd level)	4	Composition I or Language Other than English (3rd level)	4
General Education course	3	General Education course	3
General Education course	3	General Education course	3
	15		17

Second Year

First Semester	Hours	Second Semester	Hours
THEA 200	1	THEA 200	1
THEA 123	3	THEA 208	3
THEA 270	3	THEA 275	3
THEA 271	2	THEA 276	2
General Education course	3	General Education course	3
General Education course	3	General Education course	3
	15		15

Third Year

First Semester	Hours	Second Semester	Hours
THEA 400	1	THEA 400	1
THEA 304	3	THEA 364	3
THEA 371	1	THEA 375	1
THEA 372	2	THEA 376	2
THEA 373	2	THEA 377	2
THEA 374	3	THEA 378	3
General Education course	3	Free Elective course	3
Free Elective course	3	Free Elective course	3
	18		18

Fourth Year

First Semester	Hours	Second Semester	Hours
THEA 400	1	THEA 400	1
THEA 471	1	THEA 475	1
THEA 472	2	THEA 476	2
THEA 473	2	THEA 477	2
THEA 474	3	THEA 478	3
THEA 404	1	Free Elective course	2
General Non-Theatre Elective	3	General Non-Theatre Elective	3
General Non-Theatre Elective	3		
	16		14

Total Hours 128

U Program Review Comments KEY 679 8_14_2024

1. In the justification prompts, include the revisions that you are making to the major as well. Senate EPC has previously asked for those to be included when the major and the concentration records are moving through workflow together.
2. Justification, 40 hour upper division coursework – The total included from the concentration adds up to 31 hours. Please review and revise to ensure that you have information that would equal at least 40 hours.
3. Sample Sequence
   a. Please review to ensure the coursework and requirements match the Program of Study table. For example, THEA 479 is not in your POS table but it appears in your Sample Sequence.

Program Change Request

Date Submitted: 08/01/24 12:12 pm

Viewing: **10KR4082BFA : Theatre: Costume Design & Technology, BFA**

Last approved: 05/05/22 11:53 am

Last edit: 08/29/24 9:43 am

Changes proposed by: Nicole Turner

Theatre: Costume Design & Technology, BFA

Catalog Pages
Using this
Program

Proposal Type:

In Workflow

1. **U Program Review**
2. **1883 Committee Chair**
3. **1883 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. 08/14/24 12:11 pm
Donna Butler
(dbutler):
Approved for U
Program Review
2. 08/17/24 9:32 pm
Jeffrey Jenkins
(jej): Approved for
1883 Committee
Chair
3. 08/18/24 3:16 am
Valleri Robinson
(valleri2):
Approved for 1883
Head
4. 08/19/24 9:09 am
Nicole Turner
(nicturn):
Approved for KR
Dean
5. 08/27/24 12:46
pm

History

1. Mar 21, 2019 by Deb Forgacs (dforgacs)
2. Dec 11, 2019 by Nicole Turner (nicturn)
3. Feb 26, 2020 by Cynthia Kocher (ckocher)
4. May 5, 2022 by Nicole Turner (nicturn)

Concentration (ex. Dietetics)

This proposal is for a:
Revision

Administration Details

Official Program Name	Theatre: Costume Design & Technology, BFA
Diploma Title	
Sponsor College	Fine & Applied Arts
Sponsor Department	Theatre
Sponsor Name	Cindy Kocher

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   Fall 2024
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 Concentration in Costume Design & Technology in the Bachelor of Fine Arts
  in Theatre 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)."

  The BFA Theatre major is being revised (key 146), along with the 9 BFA Theatre
  concentrations (keys 679, 680, 681, 682, 683, 684, 685, 686, 950).

Program Justification

| Provide a brief description of what changes are being made to the program. | 1. The formatting of the POS and additional text (e.g., graduation requirements, university requirements, and general education requirements) has been modified to adhere to the campus General Education Template.
2. Adding in THEA core, General Non-THEA electives, and summary of credits table to POS.
3. Changes to major that are also reflected here include
3a. Move General, Non-Theatre Electives to its own table and further toward bottom;
3b. Delete footnote |

3c. In summary of credits table: Update title and remove credit hours from Gen Ed and open elective

3d. Remove Language

3e. remove parentheses about concentration requirements.

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. Per Office of the Provost General Education initiative for transparency and accessibility.

2. Previously the concentration page only listed the concentration requirements and it will now list all requirements to earn a degree with the concentration.

3. The office of the provost requested that all changes to the major be reflected here. Deleting footnotes for accessibility purpose. Minor updates to summary of credits table for standardization.

Note: Question from office of the provost regarding General Non-Theatre Electives is that they are anything outside of the THEA rubric, which is correct.

No change to concentration or major or degree hours or requirements.

Advanced Hours in Theatre Core = 7 hours
THEA 304 (3 hrs)
THEA 364 (3 hrs)
THEA 404 (1 hrs)

Costume Design & Tech Concentration = 33 hours of 300/400 level
THEA 300 (4 hrs)
THEA 400 (4 hrs)
THEA 414 (3 hrs)
THEA 442 (3 hrs)
THEA 445 (3 hrs)
THEA 446 (3 hrs)
THEA 447 (4 hrs)
THEA 448 (3 hrs)
Choose 6 credits from (6 hrs)

Regarding feedback from UProgramReview:

1. All major requirements are now included in description and justification of changes.

2. Sample sequence is corrected.

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.

~~See BFA Theatre, key146.~~Student Learning Outcomes
o Demonstrates a mature, effective ability to analyze, interpret, write critically and creatively, and discuss thoughtfully in the field of theatre and performance
o Demonstrates ability to actively engage in the collaborative process in preparation, construction, and performance of works for the stage.
o Demonstrates practical application of learned methodologies including the ability to communicate ideas, concepts, and requirements in order to successfully fulfill a role related to costume design and technology for a stage production
o Demonstrates working knowledge of professional practices across genres of theatre, musical theatre, opera and dance.
o Demonstrates necessary skills and knowledge to acquire an entry-level position in the field of costume design and technology including significant technical mastery, showing the capacity to produce work and solve problems independently.

Assessment
o Instructors in each curricular area review the progress of undergraduate students majoring in the areas annually. As part of this review, faculty assess the effectiveness of the curriculum to meet the department's mission, the needs of the field, and to maintain rigor.
o Semester reviews with each studio student.
o Annual reviews of progression towards graduation (including course grade reviews.)

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   Theatre BFA Costume Design &
                      Technology sample sched FA 24.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   **Graduation Requirements**
                  Minimum hours required for graduation: 128 hours.
Twelve hours of 300 and 400-level courses in the major must be taken on this campus.
University Requirements
Minimum of 40 hours of upper-division coursework, generally at the 300- or 400-level. These hours can be drawn from all elements of the degree. Students should consult their academic advisor for additional guidance in fulfilling this requirement.
The university and residency requirements can be found in the Student Code (§ 3-801) and in the Academic Catalog.
General Education Requirements
Follows the campus General Education (Gen Ed) requirements. Some Gen Ed requirements may be met by courses required and/or electives in the program.

Course List

Code	Title	Hours
Composition I		4-6
Advanced Composition		3
fulfilled by THEA 304		
Humanities & the Arts (6 hours)		6
fulfilled by THEA 122 & THEA 208		
Natural Sciences & Technology (6 hours)		6

Code	Title	Hours
Social & Behavioral Sciences (6 hours)		6
Cultural Studies: Non-Western Cultures (1 course)		3
Cultural Studies: US Minority Cultures (1 course)		3
Cultural Studies: Western/Comparative Cultures (1 course)		3
Quantitative Reasoning (2 courses, at least one course must be Quantitative Reasoning I)		6-10
Language Requirement (Completion of the third semester or equivalent of a language other than English is required)		0-15

Core Requirements for all Theatre Majors

Course List

Code	Title	Hours
FAA 101	Arts at Illinois	1
THEA 100	Practicum I	2
THEA 200	Practicum II	2
THEA 121	Theatre Foundations: Performance	3
THEA 122	Theatre Foundations: Theory and Practice	3
THEA 123	Theatre Foundations: Production	3
THEA 208	21st Century Dramaturgy	3
THEA 304	Global Theatre Performance	3
THEA 364	Topics in Theatre History	3
THEA 404	Professional Career Development	1
Total Hours		24

Costume Design & Technology Concentration

Course List

Code	Title	Hours
THEA 100	Practicum I (must be repeated in addition to the THEA 100 Practicum I required in the core)	1
THEA 119	BFA Production Seminar (repeated for 4 total hours)	4
THEA 222	Introduction to Scenic Design	3
THEA 231	Intro to Lighting Design	3
THEA 242	Introduction to Costume Production	3
THEA 243	Introduction to Costume Design	3
THEA 300	Practicum III (repeated for 4 total hours)	4
THEA 400	Practicum IV (repeated for 4 total hours)	4
THEA 414	Figure Drawing for Theatre Design	3
THEA 442	Introduction to Costume Patterning and Draping	3
THEA 445	Costume History I	3
THEA 446	Costume History II	3
THEA 447	Costume Rendering	4
THEA 448	Costume Crafts	3
Choose 6 credits:		6
	THEA 413 Advanced Costume Design	
	THEA 426 History of Decor	
	THEA 433 Business of Entertainment Design	
	THEA 441 Advanced Costume Construction	
	THEA 443 Flat Pattern Drafting	
	THEA 444 Costume Draping	
	THEA 449 Technology and Costume Crafts	

Code	Title	Hours
THEA 456	Properties Design	
THEA 482	Content Creation 2: Motion Graphics & VFX for Media Design	
Total Hours		50

General Non-Theatre Electives

Course List

Code	Title	Hours
General Non-Theatre Electives		9

Summary of Credits for Bachelor of Fine Arts in Theatre, concentration in Costume Design & Technology

Course List

Code	Title	Hours
General Education Requirements		
Core Requirements for All Theatre Majors		24
Costume Design & Technology Concentration Requirements		50
General Non-Theatre Electives		9
Free Electives as needed to total 128 hours		
Total Credits for BFA in Theatre, concentration in Costume Design & Technology		128

Program Relationships

Corresponding Program(s):

Corresponding Program(s)
Theatre, BFA

Program Features

Academic Level   Undergraduate

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

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 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 changes to current operations. The BFA is a professional training program in theatre, and as such it generally includes a mix of small, hands-on courses and larger courses offering history and theory, as well as quite large courses for non-majors. Most of the courses submitted for new consideration or revisions in this set of course revisions are of the smaller nature. We have worked extensively with the College of Fine and Applied to assure a responsible use of departmental resources, to allow us to maintain the integrity of degree programs and, at the same time, operate sustainably.

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

No

Attach letters of support

Faculty Resources

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

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 concentration revision.

EP Documentation

EP Control Number	EP.25.001
Attach Rollback/Approval Notices	
This proposal requires HLC inquiry	No

DMI Documentation

Attach Final Approval Notices	U Program Review Comments KEY 680 8_14_2024.docx
Banner/Codebook Name	BFA:Thtre:CostumDsgn&Tech-UIUC
Program Code:	10KR4082BFA

Minor Code		Conc Code	4082	Degree Code	BFA	Major Code
0162						

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) (08/14/24 11:43 am):** U Program Review comments
Comments   are attached in the DMI Documentation section.

Theatre: Costume Design & Technology, BFA

First Year			
First Semester	**Hours**	**Second Semester**	**Hours**
THEA 121	3	THEA 100	1
THEA 100	1	THEA 100	1
THEA 119	1	THEA 119	1
THEA 242	3	THEA 122	3
Composition I or Language Other than English (3rd level)	4	Composition I or Language Other than English (3rd level)	4
General Education course	3	General Education course	3
FAA 101	1	General Education course	3
	16		**16**

Second Year			
First Semester	**Hours**	**Second Semester**	**Hours**
THEA 200	1	THEA 200	1
THEA 119	1	THEA 119	1
THEA 123	3	THEA 208	3
THEA 243	3	THEA 222	3
THEA 414	3	General Education course	3
General Education course	3	General Education course	3
General Education course	3		
	17		**14**

Third Year			
First Semester	**Hours**	**Second Semester**	**Hours**
THEA 300	2	THEA 300	2
THEA 304	3	THEA 447	4
THEA 442	3	THEA 364	3
THEA 445	3	THEA 446	3
General Education course	3	General Non-Theatre Elective	3
Free Elective course	3		
	17		**15**

Fourth Year			
First Semester	**Hours**	**Second Semester**	**Hours**
THEA 400	2	THEA 400	2
THEA 404	1	THEA 231	3
THEA 448	3	General Non-Theatre Elective	3
Free Elective course	4	General Education course	3
'Choose 6 credits' course	3	'Choose 6 credits' course	3
General Non-Theatre Elective	3	Free Elective course	3
	16		**17**

Total Hours 128

U Program Review Comments KEY 680 8_14_2024

1. In the justification prompts, include the revisions that you are making to the major as well. Senate EPC has previously asked for those to be included when the major and the concentration records are moving through workflow together.
2. Sample Sequence
   a. has THEA 100 in what appears to be repeated in the same term. Is it that students would take THEA 100 for 2 credit hours? Is the placement of the THEA 100 requirements in the correct terms? Or is it that they would take it twice in the same term, two different sections? Also, in looking at the CIM-C record for THEA 100, I am not sure that the repeatability information is accurate/updated since it has that the course is repeatable but then has 'no' responses in both if the student can register more than once in the same term and repeated in separate terms. Consider reviewing and revising the CIM-C as needed for the course repeatability information.
   b. Includes THEA 444 called out specifically but I don't see that course in the POS table other than in the Choose 6 credits course, which already is accounted for in the sequence.

Program Change Request

Date Submitted: 08/01/24 12:35 pm

Viewing: **10KR4083BFA : Theatre: Scenic Technology, BFA**

Last approved: 05/05/22 11:54 am

Last edit: 08/29/24 9:43 am

Changes proposed by: Nicole Turner

Theatre: Scenic Technology, BFA

Catalog Pages
Using this
Program

Proposal Type:

In Workflow

1. **U Program Review**
2. **1883 Committee Chair**
3. **1883 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. 08/14/24 12:10 pm
Donna Butler (dbutler): Approved for U Program Review
2. 08/17/24 9:32 pm
Jeffrey Jenkins (jej): Approved for 1883 Committee Chair
3. 08/18/24 3:18 am
Valleri Robinson (valleri2): Approved for 1883 Head
4. 08/19/24 9:09 am
Nicole Turner (nicturn): Approved for KR Dean
5. 08/27/24 12:46 pm

History

1. Mar 21, 2019 by
   Deb Forgacs
   (dforgacs)
2. Dec 9, 2019 by
   Nicole Turner
   (nicturn)
3. Feb 26, 2020 by
   Cynthia Kocher
   (ckocher)
4. May 5, 2022 by
   Nicole Turner
   (nicturn)

Concentration (ex. Dietetics)

This proposal is
for a:
  Revision

Administration Details

Official Program Name	Theatre: Scenic Technology, BFA
Diploma Title	
Sponsor College	Fine & Applied Arts
Sponsor Department	Theatre
Sponsor Name	Cindy Kocher

Sponsor Email	ckocher@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 2024

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 Scenic Technology in the Bachelor of Fine Arts in Theatre 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)."

The BFA Theatre major is being revised (key 146), along with the 9 BFA Theatre concentrations (keys 679, 680, 681, 682, 683, 684, 685, 686, 950).

Program Justification

Provide a brief description of what changes are being made to the program.	1. The formatting of the POS and additional text (e.g., graduation requirements, university requirements, and general education requirements) has been modified to adhere to the campus General Education Template.
	2. Adding in THEA core, General Non-THEA electives, and summary of credits table to POS.
	3. Changes to major that are also reflected here include
	3a. Move General, Non-Theatre Electives to its own table and further toward bottom;
	3b. Delete footnote

3c. In summary of credits table: Update title and remove credit hours from Gen Ed and open elective

3d. Remove Language

3e. remove parentheses about concentration requirements.

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. Per Office of the Provost General Education initiative for transparency and accessibility.
2. Previously the concentration page only listed the concentration requirements and it will now list all requirements to earn a degree with the concentration.
3. The office of the provost requested that all changes to the major be reflected here. Deleting footnotes for accessibility purpose. Minor updates to summary of credits table for standardization.

Note: Question from office of the provost regarding General Non-Theatre Electives is that they are anything outside of the THEA rubric, which is correct.

No change to concentration or major or degree hours or requirements.

Advanced Hours in Theatre Core = 7 hours
THEA 304 (3 hrs)
THEA 364 (3 hrs)
THEA 404 (1 hrs)

Scenic Tech Concentration = 33 hours of 300/400 level
THEA 300 (4 hrs)
THEA 400 (4 hrs)
THEA 419 (4 hrs)
THEA 421 (4 hrs)
THEA 422 (3 hrs)
THEA 426 (3 hrs)
THEA 427 (3 hrs)
THEA 430 (3 hrs)
THEA 495 (2 hrs)
Remaining 3 hours: Choose 6 credits category (6 hrs) or general non-theatre electives (9 hrs) Free electives (estimated 10 hours for this concentration)

Regarding feedback from UProgramReview:
1. All major requirements are now included in description and justification of changes.
2. Free electives number specified

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.

~~See BFA Theatre, key146.~~Student Learning Outcomes
o Demonstrates practical application of learned methodologies to successfully fulfill a leadership role for a stage production.
o Demonstrate proficiency in technical, managerial and leadership skills required to attain professional, entry-level positions in the live entertainment industry.
o Demonstrate the ability to effectively communicate ideas, concepts and outcomes through the build, load in, tech and performance of a stage production.
o Demonstrate the ability to synthesize independently acquired knowledge through the successful execution of a capstone project.
o Demonstrates the ability to analyze and interpret creative, critical and theoretical works in the field of theatre and performance, both past and present.

Assessment
o Instructors in each curricular area review the progress of undergraduate students majoring in the areas annually. As part of this review, faculty assess the effectiveness of the curriculum to meet the department's mission, the needs of the field, and to maintain rigor.
o Semester reviews with each studio student.
o Annual reviews of progression towards graduation (including course grade reviews.)

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   Theatre BFA Scenic Technology sample
sched no changes.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.

Level 21: Design, Technology and Management Concentrations
Level 21 reflects the design, technology and management disciplines in theatre arts. It has seven unique yet inter-related concentrations in: Arts + Entertainment Technology, Costume Design + Technology, Lighting Design + Technology, Scene Design, Scenic Technology, Sound Design + Technology, and Stage Management. Freshman and sophomore students learn the foundations of theatrical production with a focus on acquiring practical skills for application in advanced course work and in theatre productions. Junior and senior students participate in advanced study in their chosen discipline supported by one-on-one faculty mentoring of assigned projects. Students in this area are the designers, technicians, managers, artisans and crew for over a dozen theater, musical theater, dance and opera productions at Krannert Center for the Performing Arts and work on these shows in various roles throughout their entire course of study.

Statement for
Programs of
Study Catalog

Graduation Requirements
Minimum hours required for graduation: 128 hours.
Twelve hours of 300 and 400-level courses in the major must be taken on this campus.
University Requirements
Minimum of 40 hours of upper-division coursework, generally at the 300- or 400-level. These hours can be drawn from all elements of the degree. Students should consult their academic advisor for additional guidance in fulfilling this requirement.
The university and residency requirements can be found in the Student Code (§ 3-801) and in

the Academic Catalog.

General Education Requirements

Follows the campus General Education (Gen Ed) requirements. Some Gen Ed requirements may be met by courses required and/or electives in the program.

Course List

Code	Title	Hours
Composition I		4-6
Advanced Composition		3
fulfilled by THEA 304		
Humanities & the Arts (6 hours)		6
fulfilled by THEA 122 & THEA 208		
Natural Sciences & Technology (6 hours)		6
Social & Behavioral Sciences (6 hours)		6
Cultural Studies: Non-Western Cultures (1 course)		3
Cultural Studies: US Minority Cultures (1 course)		3
Cultural Studies: Western/Comparative Cultures (1 course)		3
Quantitative Reasoning (2 courses, at least one course must be Quantitative Reasoning I)		6-10
Language Requirement (Completion of the third semester or equivalent of a language other than English is required)		0-15

Core Requirements for all Theatre Majors

Course List

Code	Title	Hours
FAA 101	Arts at Illinois	1
THEA 100	Practicum I	2
THEA 200	Practicum II	2
THEA 121	Theatre Foundations: Performance	3
THEA 122	Theatre Foundations: Theory and Practice	3
THEA 123	Theatre Foundations: Production	3
THEA 208	21st Century Dramaturgy	3
THEA 304	Global Theatre Performance	3
THEA 364	Topics in Theatre History	3
THEA 404	Professional Career Development	1
Total Hours		24

Scenic Technology Concentration

Course List

Code	Title	Hours
THEA 100	Practicum I (in addition to the THEA 100 credits required in the theatre core)	1
THEA 119	BFA Production Seminar (repeated for 4 total hours)	4
THEA 126	Stagecraft	3
THEA 220	Survey of Theatrical Design	3
THEA 223	Introduction to Stage Rigging	3
THEA 300	Practicum III (repeated for 4 total hours)	4
THEA 400	Practicum IV (repeated for 4 total hours)	4
THEA 419	Theatrical CAD Drafting (repeated for 4 total hours)	4
THEA 421	Welding for the Stage	4
THEA 422	Structures for the Stage	3
THEA 426	History of Decor	3
THEA 427	Scenic Painting I	3

Code	Title	Hours
THEA 430	Technical Direction I	3
THEA 495	Capstone Project (repeated for 2 total hours)	2
Choose 6 credits:		6
THEA 222	Introduction to Scenic Design	
THEA 231	Intro to Lighting Design	
THEA 242	Introduction to Costume Production	
THEA 243	Introduction to Costume Design	
THEA 451	Principles of Stage Management	
THEA 452	Principles of Arts Management	
THEA 453	Introduction to Theatre Sound	
THEA 456	Properties Design	
THEA 461	Introduction to Media Design	
Total Hours		50

General Non-Theatre Electives

Course List

Code	Title	Hours
General Non-Theatre Electives		9

Summary of Credits for Bachelor of Fine Arts in Theatre, concentration in Scenic Technology

Course List

Code	Title	Hours
General Education Requirements		
Core Requirements for All Theatre Majors		24
Scenic Technology Concentration Requirements		50
General Non-Theatre Electives		9
Free Electives as needed to total 128 hours		
Total Credits for BFA in Theatre, concentration in Scenic Technology		128

Program Relationships

Corresponding Program(s):

Corresponding Program(s)
Theatre, BFA

Program Features

Academic Level   Undergraduate

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

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   No
budgetary
implications for
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?
                No changes to current operations. The BFA is a professional training program in
                theatre, and as such it generally includes a mix of small, hands-on courses and larger
                courses offering history and theory, as well as quite large courses for non-majors. Most
                of the courses submitted for new consideration or revisions in this set of course
                revisions are of the smaller nature. We have worked extensively with the College of
                Fine and Applied to assure a responsible use of departmental resources, to allow us to
                maintain the integrity of degree programs and, at the same time, operate sustainably.

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

Attach letters of
support

Faculty Resources

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

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 concentration revision.

EP Documentation

EP Control Number	EP.25.001
Attach Rollback/Approval Notices	
This proposal requires HLC inquiry	No

DMI Documentation

Attach Final Approval Notices	U Program Review Comments KEY 683 8_14_2024.docx
Banner/Codebook Name	BFA:Theatre:ScenicTchnlgy-UIUC
Program Code:	10KR4083BFA

Minor Code		Conc Code	4083	Degree Code	BFA	Major Code
0162						

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) (08/14/24 11:43 am):** U Program Review comments
Comments   are attached in the DMI Documentation section.

Theatre: Scenic Technology, BFA   no changes

First Year

First Semester	Hours	Second Semester	Hours
THEA 100	1	THEA 100	1
THEA 121	3	THEA 122	3
THEA 126	3	THEA 223	3
Composition I or Language Other than English (3rd level)	4	Composition I or Language Other than English (3rd level)	4
General Education course	3	General Education course	3
FAA 101	1	General Education course	3
	15		**17**

Second Year

First Semester	Hours	Second Semester	Hours
THEA 123	3	THEA 100	1
THEA 200	1	THEA 200	1
THEA 220	3	THEA 208	3
THEA 419	2	THEA 421	4
THEA 419	2	General Education course	3
General Education course	3	General Education course	3
General Education course	3		
	17		**15**

Third Year

First Semester	Hours	Second Semester	Hours
THEA 119	1	THEA 119	1
THEA 300	2	THEA 300	2
THEA 304	3	THEA 364	3
THEA 422	3	General Non-Theatre Elective	3
THEA 430	3	Scenic Tech 'choose 6 credits from' course	3
General Education course	3	General Education course	3
Free Elective course	3	Free Elective course	1
	18		**16**

Fourth Year

First Semester	Hours	Second Semester	Hours
THEA 119	1	THEA 119	1
THEA 400	2	THEA 400	2
THEA 404	1	THEA 426	3
THEA 427	3	THEA 495	1
THEA 495	1	General Non-Theatre Elective	3
Scenic Tech 'choose 6 credits from' course	3	Free Elective course	3
General Non-Theatre Elective	3	Free Elective course	3
	14		**16**

Total Hours 128

U Program Review Comments KEY 683 8_14_2024

1. In the justification prompts, include the revisions that you are making to the major as well. Senate EPC has previously asked for those to be included when the major and the concentration records are moving through workflow together.
2. Justification, 40 hour upper division coursework – consider including the total amount of free electives available to students in your statement where you note that Free electives could count towards this

Program Change Request

Date Submitted: 08/01/24 12:21 pm

Viewing: **10KR4084BFA : Theatre: Lighting Design & Technology, BFA**

Last approved: 05/05/22 11:54 am

Last edit: 08/29/24 9:43 am

Changes proposed by: Nicole Turner

Theatre: Lighting Design & Technology, BFA
Catalog Pages Using this Program

Proposal Type:

In Workflow

1. **U Program Review**
2. **1883 Committee Chair**
3. **1883 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. 08/14/24 12:10 pm Donna Butler (dbutler): Approved for U Program Review
2. 08/17/24 9:32 pm Jeffrey Jenkins (jej): Approved for 1883 Committee Chair
3. 08/18/24 3:17 am Valleri Robinson (valleri2): Approved for 1883 Head
4. 08/19/24 9:09 am Nicole Turner (nicturn): Approved for KR Dean
5. 08/27/24 12:46 pm

History

1. Mar 21, 2019 by Deb Forgacs (dforgacs)
2. Dec 9, 2019 by Nicole Turner (nicturn)
3. Feb 26, 2020 by Cynthia Kocher (ckocher)
4. May 5, 2022 by Nicole Turner (nicturn)

Concentration (ex. Dietetics)

This proposal is for a:
  Revision

Administration Details

Official Program Name	Theatre: Lighting Design & Technology, BFA
Diploma Title	
Sponsor College	Fine & Applied Arts
Sponsor Department	Theatre
Sponsor Name	Cindy Kocher

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   Fall 2024
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 Concentration in Lighting Design & Technology in the Bachelor of Fine Arts
  in Theatre 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)."

  The BFA Theatre major is being revised (key 146), along with the 9 BFA Theatre
  concentrations (keys 679, 680, 681, 682, 683, 684, 685, 686, 950).

Program Justification

Provide a brief   1. The formatting of the POS and additional text (e.g., graduation requirements,
description of   university requirements, and general education requirements) has been modified to
what changes are   adhere to the campus General Education Template.
being made to the   2. Adding in THEA core, General Non-THEA electives, and summary of credits table to
program.   POS.
                         3. Changes to major that are also reflected here include
                         3a. Move General, Non-Theatre Electives to its own table and further toward bottom;
                         3b. Delete footnote

3c. In summary of credits table: Update title and remove credit hours from Gen Ed and open elective

3d. Remove Language

3e. remove parentheses about concentration requirements.

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. Per Office of the Provost General Education initiative for transparency and accessibility.

2. Previously the concentration page only listed the concentration requirements and it will now list all requirements to earn a degree with the concentration.

3. The office of the provost requested that all changes to the major be reflected here. Deleting footnotes for accessibility purpose. Minor updates to summary of credits table for standardization.

Note: Question from office of the provost regarding General Non-Theatre Electives is that they are anything outside of the THEA rubric, which is correct.

No change to concentration or major or degree hours or requirements.

Advanced Hours in Theatre Core = 7 hours
THEA 304 (3 hrs)
THEA 364 (3 hrs)
THEA 404 (1 hrs)

Lighting Design & Tech Concentration = 29 hours of 300/400 level
THEA 300 (4 hrs)
THEA 400 (4 hrs)
THEA 423 (3 hrs)
THEA 426 (3 hrs)
THEA 431 (3 hrs)
THEA 433 (2 hrs)
THEA 435 (2 hrs)
THEA 437 (2 hrs)
THEA 451 (3 hrs)
Choose 3 credits from (3 hrs)

4 remaining hours at 300/400 level: Free electives (11 estimated for this concentration) or General Non-Theatre electives (9 hrs required)

Regarding feedback from UProgramReview:
1. All major requirements are now included in description and justification of changes.
2. Free electives number specified
3. Sample schedule revised.

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.

~~See BFA Theatre, key146.~~Student Learning Outcomes
o Demonstrates working knowledge of professional practices across genres of theatre, musical theatre, opera, dance and non-traditional venues and styles of design.
o Gain the practical ability to see their designs come to life from concept through realization by collaborating on current productions with peers, faculty, staff and guest artists.
o Demonstrates necessary skills and knowledge to acquire an entry-level position in the field of lighting design and technology including significant technical mastery, showing the capacity to produce work and solve problems independently.
o Communicate design and production ideas to collaborators through graphic skills, language and research and the ability to analyze and interpret creative, critical and theoretical works.
o Demonstrates the practical application of learned methodologies including the ability to communicate ideas, concepts, and requirements in order to successfully fulfill a role related to lighting design for a stage production.

Assessment
o Instructors in each curricular area review the progress of undergraduate students majoring in the areas annually. As part of this review, faculty assess the effectiveness of the curriculum to meet the department's mission, the needs of the field, and to maintain rigor.
o Semester reviews with each studio student.
o Annual reviews of progression towards graduation (including course grade reviews.)

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   [Theatre BFA Lighting Design & Technology sample sched FA 24.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.

Level 21: Design, Technology and Management Concentrations
Level 21 reflects the design, technology and management disciplines in theatre arts. It has seven unique yet inter-related concentrations in: Arts + Entertainment Technology, Costume Design + Technology, Lighting Design + Technology, Scene Design, Scenic Technology, Sound Design + Technology, and Stage Management. Freshman and sophomore students learn the foundations of theatrical production with a focus on acquiring practical skills for application in advanced course work and in theatre productions. Junior and senior students participate in advanced study in their chosen discipline supported by one-on-one faculty mentoring of assigned projects. Students in this area are the designers, technicians, managers, artisans and crew for over a dozen theater, musical theater, dance and opera productions at Krannert Center for the Performing Arts and work on these shows in various roles throughout their entire course of study.

Statement for
Programs of   **Graduation Requirements**

Study Catalog   Minimum hours required for graduation: 128 hours.

Twelve hours of 300 and 400-level courses in the major must be taken on this campus.

University Requirements

Minimum of 40 hours of upper-division coursework, generally at the 300- or 400-level. These hours can be drawn from all elements of the degree. Students should consult their academic advisor for additional guidance in fulfilling this requirement.

The university and residency requirements can be found in the Student Code (§ 3-801) and in the Academic Catalog.

General Education Requirements

Follows the campus General Education (Gen Ed) requirements. Some Gen Ed requirements may be met by courses required and/or electives in the program.

Course List

Code	Title	Hours
Composition I		4-6
Advanced Composition		3
fulfilled by THEA 304		
Humanities & the Arts (6 hours)		6
fulfilled by THEA 122 & THEA 208		
Natural Sciences & Technology (6 hours)		6
Social & Behavioral Sciences (6 hours)		6
Cultural Studies: Non-Western Cultures (1 course)		3
Cultural Studies: US Minority Cultures (1 course)		3
Cultural Studies: Western/Comparative Cultures (1 course)		3
Quantitative Reasoning (2 courses, at least one course must be Quantitative Reasoning I)		6-10
Language Requirement (Completion of the third semester or equivalent of a language other than English is required)		0-15

Core Requirements for all Theatre Majors

Course List

Code	Title	Hours
FAA 101	Arts at Illinois	1
THEA 100	Practicum I	2
THEA 200	Practicum II	2
THEA 121	Theatre Foundations: Performance	3
THEA 122	Theatre Foundations: Theory and Practice	3
THEA 123	Theatre Foundations: Production	3
THEA 208	21st Century Dramaturgy	3
THEA 304	Global Theatre Performance	3
THEA 364	Topics in Theatre History	3
THEA 404	Professional Career Development	1
Total Hours		24

Lighting Design & Technology Concentration

Course List

Code	Title	Hours
THEA 100	Practicum I (in addition to the THEA 100 credits required in the theatre core)	1
THEA 119	BFA Production Seminar (repeated for 4 total hours)	4
THEA 126	Stagecraft	3
THEA 153	Introduction to Theatre Sound	3
THEA 222	Introduction to Scenic Design	3

Code	Title	Hours
THEA 231	Intro to Lighting Design	3
THEA 300	Practicum III (repeated for 4 total hours)	4
THEA 400	Practicum IV (repeated for 4 total hours)	4
THEA 423	Advanced Lighting Design	3
THEA 426	History of Decor	3
THEA 431	The Lighting Laboratory	3
THEA 433	Business of Entertainment Design	2
THEA 435	Professional Lighting Systems	2
THEA 437	Software for Lighting Design	2
THEA 451	Principles of Stage Management	3
Choose 3 credit hours:		3
THEA 242	Introduction to Costume Production	
THEA 243	Introduction to Costume Design	
Choose 3 credit hours:		3
THEA 432	Lighting for Non-Theatrical Spaces and Styles	
THEA 491	Advanced CAD Drafting for Lighting Designers	
THEA 492	Digital Rendering for Lighting	
THEA 493	Lighting Opera & Musicals	
THEA 494	Advanced Problem Solving for Lighting Designers	
Total Hours		49

General Non-Theatre Electives

Course List

Code	Title	Hours
General Non-Theatre Electives		9

Summary of Credits for Bachelor of Fine Arts in Theatre, concentration in Lighting Design & Technology

Course List

Code	Title	Hours
General Education Requirements		
Core Requirements for All Theatre Majors		24
Lighting Design & Technology Concentration Requirements		49
General Non-Theatre Electives		9
Free Electives as needed to total 128 hours		
Total Credits for BFA in Theatre, concentration in Lighting Design & Technology		128

Program Relationships

Corresponding Program(s):

Corresponding Program(s)
Theatre, BFA

Program Features

Academic Level	Undergraduate

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

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   No
budgetary
implications for
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?
No changes to current operations. The BFA is a professional training program in
theatre, and as such it generally includes a mix of small, hands-on courses and larger
courses offering history and theory, as well as quite large courses for non-majors. Most
of the courses submitted for new consideration or revisions in this set of course
revisions are of the smaller nature. We have worked extensively with the College of
Fine and Applied to assure a responsible use of departmental resources, to allow us to
maintain the integrity of degree programs and, at the same time, operate sustainably.

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

Attach letters of
support

Faculty Resources

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

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 concentration revision.

EP Documentation

EP Control Number	EP.25.001
Attach Rollback/Approval Notices	
This proposal requires HLC inquiry	No

DMI Documentation

Attach Final Approval Notices	U Program Review Comments KEY 681 8_14_2024.docx
Banner/Codebook Name	BFA:Theatre:LightingDesgn-UIUC
Program Code:	10KR4084BFA

Minor Code		Conc Code	4084		Degree Code	BFA		Major Code
0162								

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) (08/14/24 11:43 am):** U Program Review comments are attached in the DMI Documentation section.

Key: 681

Theatre: Lighting Design & Technology, BFA

First Year			
First Semester	**Hours**	**Second Semester**	**Hours**
FAA 101	1	Composition I or Language Other than English (3rd level)	4
Composition I or Language Other than English (3rd level)	4	THEA 100	1
THEA 100	1	THEA 122	3
THEA 121	3	THEA 231	3
General Education course	3	General Education course	3
General Education course	3		
	15		**14**

Second Year			
First Semester	**Hours**	**Second Semester**	**Hours**
THEA 200	1	THEA 200	1
THEA 100	1	THEA 208	3
THEA 123	3	THEA 222	3
THEA 126	3	THEA 426	3
THEA 435	2	General Education course	3
THEA 437	2	General Education course	3
General Education course	3		
General Education course	3		
	18		**16**

Third Year			
First Semester	**Hours**	**Second Semester**	**Hours**
THEA 119	1	THEA 119	1
THEA 300	2	THEA 300	2
THEA 304	3	THEA 364	3
THEA 423	3	THEA 431	3
THEA 153	3	General Non-Theatre Elective	3
General Education course	3	General Education course	3
		Free Elective course	3
	15		**18**

Fourth Year			
First Semester	**Hours**	**Second Semester**	**Hours**
THEA 119	1	THEA 119	1
THEA 400	2	THEA 400	2
THEA 404	1	THEA 433	2
THEA 451	3	General Non-Theatre Elective	3
THEA 242 or 243	3	Free Elective course	3
General Non-Theatre Elective	3	Free Elective course	3
THEA 432 or THEA 491 or THEA 492 or THEA 493 or THEA 494	3	Free Elective course	2
	16		**16**

Total Hours 128

U Program Review Comments KEY 681 8_14_2024

1. In the justification prompts, include the revisions that you are making to the major as well. Senate EPC has previously asked for those to be included when the major and the concentration records are moving through workflow together.
2. Justification, 40 hour upper division coursework – consider including the total amount of free electives available to students in your statement where you note that Free electives could count towards this
3. Sample Sequence
   a. First Year, Second Semester has missing credit hour amount with General Education Course, which affects the semester total.
   b. Consider revising the list of courses that is longer than 3 to something like 'Choose 3 credit hours from list"

Program Change Request

Date Submitted: 08/01/24 12:43 pm

Viewing: **10KR4085BFA : Theatre: Sound Design & Technology, BFA**

Last approved: 05/05/22 11:55 am

Last edit: 08/29/24 9:44 am

Changes proposed by: Nicole Turner

Theatre: Sound Design & Technology, BFA

Catalog Pages
Using this
Program

Proposal Type:

In Workflow

1. **U Program Review**
2. **1883 Committee Chair**
3. **1883 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. 08/14/24 12:10 pm
Donna Butler (dbutler): Approved for U Program Review
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History

1. Mar 21, 2019 by Deb Forgacs (dforgacs)
2. Dec 9, 2019 by Nicole Turner (nicturn)
3. Feb 26, 2020 by Cynthia Kocher (ckocher)
4. May 5, 2022 by Nicole Turner (nicturn)

Concentration (ex. Dietetics)

This proposal is for a:
  Revision

Administration Details

Official Program Name	Theatre: Sound Design & Technology, BFA
Diploma Title	
Sponsor College	Fine & Applied Arts
Sponsor Department	Theatre
Sponsor Name	Cindy Kocher

Sponsor Email	ckocher@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 2024

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 Sound Design & Technology in the Bachelor of Fine Arts in Theatre 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)."

The BFA Theatre major is being revised (key 146), along with the 9 BFA Theatre concentrations (keys 679, 680, 681, 682, 683, 684, 685, 686, 950).

Program Justification

Provide a brief description of what changes are being made to the program.	1. The formatting of the POS and additional text (e.g., graduation requirements, university requirements, and general education requirements) has been modified to adhere to the campus General Education Template.
	2. Adding in THEA core, General Non-THEA electives, and summary of credits table to POS.
	3. Changes to major that are also reflected here include
	3a. Move General, Non-Theatre Electives to its own table and further toward bottom;
	3b. Delete footnote

3c. In summary of credits table: Update title and remove credit hours from Gen Ed and open elective

3d. Remove Language

3e. remove parentheses about concentration requirements.

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. Per Office of the Provost General Education initiative for transparency and accessibility.

2. Previously the concentration page only listed the concentration requirements and it will now list all requirements to earn a degree with the concentration.

3. The office of the provost requested that all changes to the major be reflected here. Deleting footnotes for accessibility purpose. Minor updates to summary of credits table for standardization.

Note: Question from office of the provost regarding General Non-Theatre Electives is that they are anything outside of the THEA rubric, which is correct.

No change to concentration or major or degree hours or requirements.

Advanced Hours in Theatre Core = 7 hours
THEA 304 (3 hrs)
THEA 364 (3 hrs)
THEA 404 (1 hrs)

Sound Design & Tech Concentration = 26 hours of 300/400 level
THEA 300 (4 hrs)
THEA 400 (4 hrs)
THEA 451 (3 hrs)
THEA 454 (3 hrs)
THEA 497 (3 hrs)
2nd 'Choose 9 credits from' (9 hrs)

7 remaining 300/400 level courses will come from:
A. Up to 6 hours in 1st 'choose 9 credits from category'
B. Free electives (this concentration estimates 8 hours of free electives available)
C. General Non-Theatre electives (9 hrs required)

Regarding feedback from UProgramReview:
1. All major requirements are now included in description and justification of changes.
2. Free electives number specified
3. Sample schedule did not need to be revised. THEA 100 embedded properly based on currently approved repeatability and longer list that specifies requirements is desired.

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.

~~See BFA Theatre, key146.~~Student Learning Outcomes
o Demonstrates a mature, effective ability to analyze, interpret, write critically and creatively, and discuss thoughtfully in the field of theatre and performance.
o Demonstrates ability to actively engage in the collaborative process in preparation, construction, and performance of works for the stage.
o Demonstrates practical application of learned methodologies including the ability to communicate ideas, concepts, and requirements in order to successfully fulfill a role related to sound design for a stage production.
o Demonstrates working knowledge of professional practices across genres of theatre, musical theatre, opera and dance.
o Demonstrates necessary skills and knowledge to acquire an entry-level position in the field of sound design and technology including significant technical mastery, showing the capacity to produce work and solve problems independently.

Assessment
o Instructors in each curricular area review the progress of undergraduate students majoring in the areas annually. As part of this review, faculty assess the effectiveness of the curriculum to meet the department's mission, the needs of the field, and to maintain rigor.
o Semester reviews with each studio student.
o Annual reviews of progression towards graduation (including course grade reviews.)

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   Theatre BFA sound Design & Technology sample sched no changes.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

Graduation Requirements
Minimum hours required for graduation: 128 hours.
Twelve hours of 300 and 400-level courses in the major must be taken on this campus.
University Requirements
Minimum of 40 hours of upper-division coursework, generally at the 300- or 400-level. These hours can be drawn from all elements of the degree. Students should consult their academic advisor for additional guidance in fulfilling this requirement.
The university and residency requirements can be found in the Student Code (§ 3-801) and in the Academic Catalog.
General Education Requirements
Follows the campus General Education (Gen Ed) requirements. Some Gen Ed requirements may be met by courses required and/or electives in the program.

Course List

Code	Title	Hours
Composition I		4-6

Code	Title	Hours
Advanced Composition		3
fulfilled by THEA 304		
Humanities & the Arts (6 hours)		6
fulfilled by THEA 122 & THEA 208		
Natural Sciences & Technology (6 hours)		6
Social & Behavioral Sciences (6 hours)		6
Cultural Studies: Non-Western Cultures (1 course)		3
Cultural Studies: US Minority Cultures (1 course)		3
Cultural Studies: Western/Comparative Cultures (1 course)		3
Quantitative Reasoning (2 courses, at least one course must be Quantitative Reasoning I)		6-10
Language Requirement (Completion of the third semester or equivalent of a language other than English is required)		0-15

Core Requirements for all Theatre Majors

Course List

Code	Title	Hours
FAA 101	Arts at Illinois	1
THEA 100	Practicum I	2
THEA 200	Practicum II	2
THEA 121	Theatre Foundations: Performance	3
THEA 122	Theatre Foundations: Theory and Practice	3
THEA 123	Theatre Foundations: Production	3
THEA 208	21st Century Dramaturgy	3
THEA 304	Global Theatre Performance	3
THEA 364	Topics in Theatre History	3
THEA 404	Professional Career Development	1
Total Hours		24

Sound Design & Technology Concentration

Course List

Code	Title	Hours
Concentration Requirements		
THEA 100	Practicum I (in addition to the THEA 100 credits required in the theatre core)	1
THEA 119	BFA Production Seminar (repeated for 4 total hours)	4
THEA 126	Stagecraft	3
THEA 151	Introduction to Digital Audio Workstations	3
THEA 153	Introduction to Theatre Sound	3
THEA 225	Scenographic Drafting	3
THEA 300	Practicum III (repeated for 4 total hours)	4
THEA 400	Practicum IV (repeated for 4 total hours)	4
THEA 451	Principles of Stage Management	3
THEA 454	Sound Design I	3
THEA 497	Audio Engineering I	3
Choose 9 credits from:		9
THEA 222	Introduction to Scenic Design	
THEA 223	Introduction to Stage Rigging	
THEA 231	Intro to Lighting Design	
THEA 242	Introduction to Costume Production	
THEA 243	Introduction to Costume Design	

Code	Title	Hours
THEA 426	History of Decor	
THEA 456	Properties Design	
Choose 9 credits from:		9
THEA 455	Sound Design II (can be repeated)	
THEA 498	Audio Engineering II (can be repeated)	
Total Hours		52

General Non-Theatre Electives

Course List

Code	Title	Hours
General Non-Theatre Electives		9

Summary of Credits for Bachelor of Fine Arts in Theatre, concentration in Sound Design & Technology

Course List

Code	Title	Hours
General Education Requirements		
Core Requirements for All Theatre Majors		24
Sound Design & Technology Concentration Requirements		52
General Non-Theatre Electives		9
Free Electives as needed to total 128 hours		
Total Credits for BFA in Theatre, concentration in Sound Design & Technology		128

Program Relationships

Corresponding
Program(s):

Corresponding Program(s)
Theatre, BFA

Program Features

Academic Level   Undergraduate

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

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 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 changes to current operations. The BFA is a professional training program in theatre, and as such it generally includes a mix of small, hands-on courses and larger courses offering history and theory, as well as quite large courses for non-majors. Most of the courses submitted for new consideration or revisions in this set of course revisions are of the smaller nature. We have worked extensively with the College of Fine and Applied to assure a responsible use of departmental resources, to allow us to maintain the integrity of degree programs and, at the same time, operate sustainably.

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

No

Attach letters of support

Faculty Resources

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

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 concentration revision.

EP Documentation

EP Control Number	EP.25.001
Attach Rollback/Approval Notices	
This proposal requires HLC inquiry	No

DMI Documentation

Attach Final Approval Notices	U Program Review Comments KEY 684 8_14_2024.docx
Banner/Codebook Name	BFA:Theat:SoundDsgn&Tchnl-UIUC
Program Code:	10KR4085BFA

Minor Code		Conc Code	4085	Degree Code	BFA	Major Code
0162						

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) (08/14/24 11:44 am):** U Program Review comments are attached in the DMI Documentation section.

<div align="right">Key: 684</div>

Theatre: Sound Design & Technology, BFA   **no changes**

First Year			
First Semester	**Hours**	**Second Semester**	**Hours**
THEA 121	3	THEA 122	3
THEA 153	3	THEA 151	3
THEA 200	1	THEA 200	1
Composition I or Language Other than English (3rd level)	4	Composition I or Language Other than English (3rd level)	4
General Education course	3	General Education course	3
FAA 101	1	General Education course	3
	15		**17**

Second Year			
First Semester	**Hours**	**Second Semester**	**Hours**
THEA 100	1	THEA 100	1
THEA 100	1	THEA 119	1
THEA 123	3	THEA 208	3
THEA 222 or THEA 223 or THEA 231 or THEA 242 or THEA 243 or THEA 426 or THEA 456	3	THEA 222 or THEA 223 or THEA 231 or THEA 242 or THEA 243 or THEA 426 or THEA 456	3
THEA 126	3	THEA 454	3
THEA 497	3	General Education course	3
General Education course	3	General Education course	3
	17		**17**

Third Year			
First Semester	**Hours**	**Second Semester**	**Hours**
THEA 222 or THEA 223 or THEA 231 or THEA 242 or THEA 243 or THEA 426 or THEA 456	3	THEA 119	1
THEA 300	2	THEA 300	2
THEA 304	3	THEA 364	3
THEA 451	3	THEA 455 or 498	3
General Education course	3	General Education course	3
Free Elective course	2	General Education course	3
	16		**15**

Fourth Year			
First Semester	**Hours**	**Second Semester**	**Hours**
THEA 119	1	THEA 119	1
THEA 225	3	THEA 400	2
THEA 400	2	THEA 455 or THEA 498	3
THEA 404	1	General Non-Theatre Elective	3
THEA 455 or THEA 498	3	General Non-Theatre Elective	3
General Non-Theatre Elective	3	Free Elective course	3
Free Elective course	3		
	16		**15**

Total Hours 128

U Program Review Comments KEY 684 8_14_2024

1. In the justification prompts, include the revisions that you are making to the major as well. Senate EPC has previously asked for those to be included when the major and the concentration records are moving through workflow together.
2. Justification, 40 hour upper division coursework – consider including the total amount of free electives available to students in your statement where you note that Free electives could count towards this
3. Sample Sequence
    a. Consider revising the list of courses that is longer than 3 to match the requirement text in the Program of Study table.
    b. has THEA 100 in what appears to be repeated in the same term. Is it that students would take THEA 100 for 2 credit hours? Is the placement of the THEA 100 requirements in the correct terms? Or is it that they would take it twice in the same term, two different sections? Also, in looking at the CIM-C record for THEA 100, I am not sure that the repeatability information is accurate/updated since it has that the course is repeatable but then has 'no' responses in both if the student can register more than once in the same term and repeated in separate terms. Consider reviewing and revising the CIM-C as needed for the course repeatability information.

Program Change Request

Date Submitted: 08/01/24 12:39 pm

Viewing: **10KR4086BFA : Theatre: Scenic Design, BFA**

Last approved: 05/05/22 11:55 am

Last edit: 08/29/24 9:44 am

Changes proposed by: Nicole Turner

<u>Theatre: Scenic Design, BFA</u>

Catalog Pages
Using this
Program

Proposal Type:

In Workflow

1. **U Program Review**
2. **1883 Committee Chair**
3. **1883 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. 08/14/24 12:10 pm
Donna Butler
(dbutler):
Approved for U
Program Review
2. 08/17/24 9:32 pm
Jeffrey Jenkins
(jej): Approved for
1883 Committee
Chair
3. 08/18/24 3:17 am
Valleri Robinson
(valleri2):
Approved for 1883
Head
4. 08/19/24 9:09 am
Nicole Turner
(nicturn):
Approved for KR
Dean
5. 08/27/24 12:49
pm

History

1. Mar 21, 2019 by
Deb Forgacs
(dforgacs)

2. Dec 11, 2019 by
Nicole Turner
(nicturn)

3. Feb 26, 2020 by
Cynthia Kocher
(ckocher)

4. May 5, 2022 by
Nicole Turner
(nicturn)

Concentration (ex. Dietetics)

This proposal is
for a:
Revision

Administration Details

Official Program Name	Theatre: Scenic Design, BFA
Diploma Title	
Sponsor College	Fine & Applied Arts
Sponsor Department	Theatre
Sponsor Name	Cindy Kocher

Sponsor Email	ckocher@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 2024

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 Scenic Design in the Bachelor of Fine Arts in Theatre 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)."

The BFA Theatre major is being revised (key 146), along with the 9 BFA Theatre concentrations (keys 679, 680, 681, 682, 683, 684, 685, 686, 950).

Program Justification

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

1. The formatting of the POS and additional text (e.g., graduation requirements, university requirements, and general education requirements) has been modified to adhere to the campus General Education Template.
2. Adding in THEA core, General Non-THEA electives, and summary of credits table to POS.
3. Changes to major that are also reflected here include
3a. Move General, Non-Theatre Electives to its own table and further toward bottom;
3b. Delete footnote

3c. In summary of credits table: Update title and remove credit hours from Gen Ed and
open elective

3d. Remove Language

3e. remove parentheses about concentration requirements.

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. Per Office of the Provost General Education initiative for transparency and
accessibility.

2. Previously the concentration page only listed the concentration requirements and it
will now list all requirements to earn a degree with the concentration.

3. The office of the provost requested that all changes to the major be reflected here.
Deleting footnotes for accessibility purpose. Minor updates to summary of credits table
for standardization.

Note: Question from office of the provost regarding General Non-Theatre Electives is
that they are anything outside of the THEA rubric, which is correct.

No change to concentration or major or degree hours or requirements.

Advanced Hours in Theatre Core = 7 hours
THEA 304 (3 hrs)
THEA 364 (3 hrs)
THEA 404 (1 hrs)

Scenic Design Concentration = 29 hours of 300/400 level
THEA 300 (4 hrs)
THEA 400 (4 hrs)
THEA 415 (3 hrs)
THEA 416 (3 hrs)
THEA 426 (6 hrs)
THEA 427 (3 hrs)
THEA 438 (3 hrs)
THEA 458 (3 hrs)

2nd 'Choose 3 credits from' category or Free electives (this concentration estimates 8
hours) or General Non-Theatre Electives (9 hrs required) = 4 hours of 300/400 level
---
Regarding feedback from UProgramReview:
1. Comma removed
2. All major requirements are now included in description and justification of changes.
3. Free electives number specified/corrected and advanced hours corrected
4. Sample sequence updated

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.

~~See BFA Theatre, key146.~~Student Learning Outcomes
o Demonstrates a mature, effective ability to analyze, interpret, and discuss creative and theoretical works.
o Demonstrates necessary knowledge of materials, tools, techniques, methodologies, and safe working habits of all essential theatrical production environments.
o Demonstrates practical application of learned methodologies including the ability to communicate ideas, concepts, and requirements in order to successfully fulfill a collaborative role related to scenic design for a stage production.
o Demonstrates working knowledge of professional practices across genres of theatre, musical theatre, and opera.
o Demonstrates necessary skills and knowledge to acquire an entry-level position in the field of scenic design including significant technical mastery, showing the capacity to produce work and solve problems independently.

Assessment
o Instructors in each curricular area review the progress of undergraduate students majoring in the areas annually. As part of this review, faculty assess the effectiveness of the curriculum to meet the department's mission, the needs of the field, and to maintain rigor.
o Semester reviews with each studio student.
o Annual reviews of progression towards graduation (including course grade reviews.)

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   Theatre BFA sample schedule Scenic
                     Design FA 24.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.

Level 21: Design, Technology and Management Concentrations
Level 21 reflects the design, technology and management disciplines in theatre arts. It has seven unique yet inter-related concentrations in: Arts + Entertainment Technology, Costume Design + Technology, Lighting Design + Technology, Scene Design, Scenic Technology, Sound Design + Technology, and Stage Management. Freshman and sophomore students learn the foundations of theatrical production with a focus on acquiring practical skills for application in advanced course work and in theatre productions. Junior and senior students participate in advanced study in their chosen discipline supported by one-on-one faculty mentoring of assigned projects. Students in this area are the designers, technicians, managers, artisans and crew for over a dozen theater, musical theater, dance and opera productions at Krannert Center for the Performing Arts and work on these shows in various roles throughout their entire course of study.

Statement for
Programs of   **Graduation Requirements**
Study Catalog   Minimum hours required for graduation: 128 hours.
Twelve hours of 300 and 400-level courses in the major must be taken on this campus.

University Requirements

Minimum of 40 hours of upper-division coursework, generally at the 300- or 400-level. These hours can be drawn from all elements of the degree. Students should consult their academic advisor for additional guidance in fulfilling this requirement.

The university and residency requirements can be found in the Student Code (§ 3-801) and in the Academic Catalog.

General Education Requirements

Follows the campus General Education (Gen Ed) requirements. Some Gen Ed requirements may be met by courses required and/or electives in the program.

Course List

Code	Title	Hours
Composition I		4-6
Advanced Composition		3
fulfilled by THEA 304		
Humanities & the Arts (6 hours)		6
fulfilled by THEA 122 & THEA 208		
Natural Sciences & Technology (6 hours)		6
Social & Behavioral Sciences (6 hours)		6
Cultural Studies: Non-Western Cultures (1 course)		3
Cultural Studies: US Minority Cultures (1 course)		3
Cultural Studies: Western/Comparative Cultures (1 course)		3
Quantitative Reasoning (2 courses, at least one course must be Quantitative Reasoning I)		6-10
Language Requirement (Completion of the third semester or equivalent of a language other than English is required)		0-15

Core Requirements for all Theatre Majors

Course List

Code	Title	Hours
FAA 101	Arts at Illinois	1
THEA 100	Practicum I	2
THEA 200	Practicum II	2
THEA 121	Theatre Foundations: Performance	3
THEA 122	Theatre Foundations: Theory and Practice	3
THEA 123	Theatre Foundations: Production	3
THEA 208	21st Century Dramaturgy	3
THEA 304	Global Theatre Performance	3
THEA 364	Topics in Theatre History	3
THEA 404	Professional Career Development	1
Total Hours		24

Scenic Design Concentration

Course List

Code	Title	Hours
THEA 100	Practicum I (must be repeated in addition to the THEA 100 practicum I required in the core)	1
THEA 119	BFA Production Seminar (repeated for 4 total hours)	4
THEA 126	Stagecraft	3
THEA 222	Introduction to Scenic Design	3
THEA 225	Scenographic Drafting	3
THEA 231	Intro to Lighting Design	3

Code	Title	Hours
THEA 300	Practicum III (repeated for 4 total hours)	4
THEA 400	Practicum IV (repeated for 4 total hours)	4
THEA 415	Scenic Design I	3
THEA 416	Scenic Design II	3
THEA 426	History of Decor (repeated for 6 total hours)	6
THEA 427	Scenic Painting I	3
THEA 438	Traditional Rendering Techniques	3
THEA 458	Digital Rendering Techniques	3
Choose 3 credit hours:		3
	THEA 242 Introduction to Costume Production	
	THEA 243 Introduction to Costume Design	
Choose 3 credit hours:		3
	THEA 223 Introduction to Stage Rigging	
	THEA 453 Introduction to Theatre Sound	
	THEA 456 Properties Design	
	THEA 461 Introduction to Media Design	
Total Hours		52

General Non-Theatre Electives

Course List

Code	Title	Hours
General Non-Theatre Electives		9

Summary of Credits for Bachelor of Fine Arts in Theatre, concentration in Scenic Design

Course List

Code	Title	Hours
General Education Requirements		
Core Requirements for All Theatre Majors		24
Scenic Design Concentration Requirements		52
General Non-Theatre Electives		9
Free Electives as needed to total 128 hours		
Total Credits for BFA in Theatre, concentration in Scenic Design		128

Program Relationships

Corresponding Program(s):

Corresponding Program(s)
Theatre, BFA

Program Features

Academic Level   Undergraduate

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

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   No
budgetary
implications for
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?
                No changes to current operations. The BFA is a professional training program in theatre, and as such it generally includes a mix of small, hands-on courses and larger courses offering history and theory, as well as quite large courses for non-majors. Most of the courses submitted for new consideration or revisions in this set of course revisions are of the smaller nature. We have worked extensively with the College of Fine and Applied to assure a responsible use of departmental resources, to allow us to maintain the integrity of degree programs and, at the same time, operate sustainably.

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

Attach letters of
support

Faculty Resources

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

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 concentration revision.

EP Documentation

EP Control Number	EP.25.001
Attach Rollback/Approval Notices	
This proposal requires HLC inquiry	No

DMI Documentation

Attach Final Approval Notices	U Program Review Comments KEY 682 8_14_2024.docx
Banner/Codebook Name	BFA:Theatre:Scenic Design-UIUC
Program Code:	10KR4086BFA

Minor Code		Conc Code	4086		Degree Code	BFA		Major Code
0162								

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) (08/14/24 11:43 am):** U Program Review comments are attached in the DMI Documentation section.

Key: 682

Theatre: Scenic Design, BFA   **FA 24**

First Year

First Semester	Hours	Second Semester	Hours
THEA 100	1	THEA 100	1
THEA 121	3	THEA 122	3
THEA 126	3	General Education course	3
Composition I or Language Other than English (3rd level)	4	Composition I or Language Other than English (3rd level)	4
General Education course	3	General Education course	3
FAA 101	1	General Education course	3
	15		**17**

Second Year

First Semester	Hours	Second Semester	Hours
THEA 100	1	THEA 200	2
THEA 123	3	General Education course	3
THEA 208	3	THEA 222	3
THEA 225	3	THEA 438	3
THEA 427	3	General Education course	3
General Education course	3	Free Elective course	3
	16		**17**

Third Year

First Semester	Hours	Second Semester	Hours
THEA 119	1	THEA 119	1
THEA 231	3	THEA 300	2
THEA 300	2	THEA 364	3
THEA 304	3	THEA 426	3
THEA 415	3	THEA 458	3
THEA 426	3	General Education course	3
THEA 223 or THEA 453 or THEA 456 or THEA 461	3	Free Elective course	2
	18		**17**

Fourth Year

First Semester	Hours	Second Semester	Hours
THEA 119	1	THEA 119	1
THEA 400	2	THEA 242 or 243	3
THEA 404	1	THEA 400	2
THEA 416	3	General Non-Theatre Elective	3
General Non-Theatre Elective	3	General Non-Theatre Elective	3
General Education course	3	Free Elective course	3
	13		**15**

Total Hours 128

U Program Review Comments KEY 682 8_14_2024

1. In the Proposal Title, remove the comma after 'Scenic Design'
2. In the justification prompts, include the revisions that you are making to the major as well. Senate EPC has previously asked for those to be included when the major and the concentration records are moving through workflow together.
1. Review the 40 hour upper division breakout in the justification to ensure that it is accurate regarding free electives available. Also, consider including the total amount of free electives available to students in your statement where you note that Free electives could count towards this
3. Sample Sequence
    a. Consider revising the list of courses that is longer than 3 to match the requirement text in the Program of Study table.
    b. THEA 125 and THEA 204 are in the sample sequence but not in the Program of Study table. Please review and revise.

Date Submitted: 08/01/24 12:17 pm

Viewing: **10KR5896BFA : Theatre: Arts & Entertainment Technology, BFA**

Last approved: 05/05/22 11:55 am

Last edit: 08/29/24 9:44 am

Changes proposed by: Nicole Turner

[Theatre: Arts & Entertainment Technology, BFA](#)

Catalog Pages
Using this
Program

Proposal Type:

In Workflow

1. **U Program Review**
2. **1883 Committee Chair**
3. **1883 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. 08/14/24 12:09 pm
Donna Butler (dbutler): Approved for U Program Review
2. 08/17/24 9:32 pm
Jeffrey Jenkins (jej): Approved for 1883 Committee Chair
3. 08/18/24 3:17 am
Valleri Robinson (valleri2): Approved for 1883 Head
4. 08/19/24 9:09 am
Nicole Turner (nicturn): Approved for KR Dean
5. 08/27/24 12:53 pm

Claire Stewart (clairest): Approved for University Librarian

6. 08/27/24 6:55 pm
Suzanne Lee (suzannel): Approved for COTE Programs

7. 08/28/24 9:44 am
Brooke Newell (bsnewell): Rollback to KR Dean for Provost

8. 08/28/24 10:31 am
Nicole Turner (nicturn): Approved for KR Dean

9. 08/28/24 10:58 am
Claire Stewart (clairest): Approved for University Librarian

10. 08/28/24 12:18 pm
Suzanne Lee (suzannel): Approved for COTE Programs

11. 08/28/24 3:37 pm
Brooke Newell (bsnewell): Approved for Provost

History

1. Jun 10, 2020 by Cynthia Kocher (ckocher)
2. Jun 19, 2020 by Kathy Martensen (kmartens)

Concentration (ex. Dietetics)

This proposal is
for a:
  Revision

Administration Details

Official Program Name	Theatre: Arts & Entertainment Technology, BFA
Diploma Title	
Sponsor College	Fine & Applied Arts
Sponsor Department	Theatre
Sponsor Name	Cindy Kocher
Sponsor Email	ckocher@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 2024

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 Arts & Entertainment Technology in the Bachelor of Fine
  Arts in Theatre 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)."

The BFA Theatre major is being revised (key 146), along with the 9 BFA Theatre concentrations (keys 679, 680, 681, 682, 683, 684, 685, 686, 950).

Program Justification

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

1. The formatting of the POS and additional text (e.g., graduation requirements, university requirements, and general education requirements) has been modified to adhere to the campus General Education Template.
2. Adding in THEA core, General Non-THEA electives, and summary of credits table to POS.
3. Changes to major that are also reflected here include
3a. Move General, Non-Theatre Electives to its own table and further toward bottom;
3b. Delete footnote
3c. In summary of credits table: Update title and remove credit hours from Gen Ed and open elective
3d. Remove Language
3e. remove parentheses about concentration requirements.
4. Removed general education notes from POS in 'choose 12 credits' elective list

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. Per Office of the Provost General Education initiative for transparency and accessibility.
2. Previously the concentration page only listed the concentration requirements and it will now list all requirements to earn a degree with the concentration.
3. The office of the provost requested that all changes to the major be reflected here. Deleting footnotes for accessibility purpose. Minor updates to summary of credits table for standardization.
4. This change was requested by the office of the provost.

No change to concentration or major or degree hours or requirements.

Advanced Hours in Theatre Core = 7 hours
THEA 304 (3 hrs)
THEA 364 (3 hrs)
THEA 404 (1 hrs)

AET Concentration = 33 hours of 300/400 level
THEA 300 (4 hrs)
THEA 400 (4 hrs)
THEA 495 (2 hrs)
THEA 496 (2 hrs)
Choose 6 credits from (6 hrs)

Remaining 15 hours from:
A. 'Choose 12 credits from' category
B. Free electives (15 hours estimated for this concentration)
C. Non-Theatre Electives (9 hours required)

Regarding feedback from UProgramReview:
1. All major requirements are now included in description and justification of changes.
2. Free electives listed.
3. Removed general education notes from POS.

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.

~~See BFA Theatre, key146.~~Art and Entertainment Technology concentration
- Student Learning Outcomes
o Demonstrates the ability to analyze, interpret, write critically and creatively, and discuss thoughtfully in the field of theatre, performance and other genres of live entertainment.
o Demonstrates an understanding of professional practices in project conception, technical design, construction, equipment specification, programming and show control and run protocols in the performing arts and live entertainment.
o Demonstrates the ability to synthesize independently acquired knowledge through the successful execution of a capstone project.
o Demonstrates proficiency and practical application of learned methodologies including the ability to communicate ideas, articulate concepts and project requirements, and execute problem-solving strategies in order to successfully fulfill a skilled technology role in a stage production.
o Demonstrates necessary skills and knowledge including significant technical mastery to acquire an entry-level skilled technologist position in professional live entertainment.

- Assessment
o Instructors in each curricular area review the progress of undergraduate students majoring in the areas annually. As part of this review, faculty assess the effectiveness of the curriculum to meet the department's mission, the needs of the field, and to maintain rigor.
o Semester reviews with each studio student.
o Annual reviews of progression towards graduation (including course grade reviews.)

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   Theatre BFA sample schedule AET no changes.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.

Level 21 reflects the design, technology and management disciplines in theatre arts. It has seven unique yet inter-related concentrations in: Arts + Entertainment Technology, Costume Design + Technology, Lighting Design + Technology, Scene Design, Scenic Technology, Sound Design + Technology, and Stage Management. Freshman and sophomore students learn the foundations of theatrical production with a focus on acquiring practical skills for application in advanced course work and in theatre productions. Junior and senior students participate in advanced study in their chosen discipline supported by one-on-one faculty mentoring of assigned projects. Students in this area are the designers, technicians, managers, artisans and crew for over a dozen theater, musical theater, dance and opera productions at Krannert Center for the Performing Arts and work on these shows in various roles throughout their entire course of study.

Statement for Programs of Study Catalog

Graduation Requirements
Minimum hours required for graduation: 128 hours.
Twelve hours of 300 and 400-level courses in the major must be taken on this campus.
University Requirements
Minimum of 40 hours of upper-division coursework, generally at the 300- or 400-level. These hours can be drawn from all elements of the degree. Students should consult their academic advisor for additional guidance in fulfilling this requirement.
The university and residency requirements can be found in the Student Code (§ 3-801) and in the Academic Catalog.
General Education Requirements
Follows the campus General Education (Gen Ed) requirements. Some Gen Ed requirements may be met by courses required and/or electives in the program.

Course List

Code	Title	Hours
Composition I		4-6

Code	Title	Hours
Advanced Composition		3
fulfilled by THEA 304		
Humanities & the Arts (6 hours)		6
fulfilled by THEA 122 & THEA 208		
Natural Sciences & Technology (6 hours)		6
Social & Behavioral Sciences (6 hours)		6
Cultural Studies: Non-Western Cultures (1 course)		3
Cultural Studies: US Minority Cultures (1 course)		3
Cultural Studies: Western/Comparative Cultures (1 course)		3
Quantitative Reasoning (2 courses, at least one course must be Quantitative Reasoning I)		6-10
Language Requirement (Completion of the third semester or equivalent of a language other than English is required)		0-15

Core Requirements for all Theatre Majors

Course List

Code	Title	Hours
FAA 101	Arts at Illinois	1
THEA 100	Practicum I	2
THEA 200	Practicum II	2
THEA 121	Theatre Foundations: Performance	3
THEA 122	Theatre Foundations: Theory and Practice	3
THEA 123	Theatre Foundations: Production	3
THEA 208	21st Century Dramaturgy	3
THEA 304	Global Theatre Performance	3
THEA 364	Topics in Theatre History	3
THEA 404	Professional Career Development	1
Total Hours		24

Arts & Entertainment Technology Concentration

Course List

Code	Title	Hours
Required Courses:		32
THEA 100	Practicum I (in addition to the THEA 100 credits required in the theatre core)	1
THEA 119	BFA Production Seminar (repeated for 4 total hours)	4
THEA 126	Stagecraft	3
THEA 153	Introduction to Theatre Sound	3
THEA 220	Survey of Theatrical Design	3
THEA 223	Introduction to Stage Rigging	3
THEA 231	Intro to Lighting Design	3
THEA 300	Practicum III (repeated for 4 total hours)	4
THEA 400	Practicum IV (repeated for 4 total hours)	4
THEA 495	Capstone Project (repeated for 2 total hours)	2
THEA 496	Professional Exploration (repeated for 2 total hours)	2
Choose 6 credits from the following courses:		6
THEA 419	Theatrical CAD Drafting	2
THEA 421	Welding for the Stage	4
THEA 424	Automation for the Stage	3
THEA 429	Scenic Technology Topics	2
THEA 435	Professional Lighting Systems	2

Code	Title	Hours
THEA 497	Audio Engineering I	3
Choose 12 credits from the following courses:		12
THEA 151	Introduction to Digital Audio Workstations	3
THEA 419	Theatrical CAD Drafting (in addition to 6 cr requirement)	2
THEA 420	Shop Practice	4
THEA 421	Welding for the Stage (in addition to 6 cr requirement)	4
THEA 422	Structures for the Stage	3
THEA 424	Automation for the Stage (in addition to 6 cr requirement)	3
THEA 429	Scenic Technology Topics (may be repeated for various topics)	2
THEA 430	Technical Direction I	3
THEA 435	Professional Lighting Systems (in addition to 6 cr requirement)	2
THEA 437	Software for Lighting Design	2
THEA 461	Introduction to Media Design	3
THEA 492	Digital Rendering for Lighting	3
THEA 494	Advanced Problem Solving for Lighting Designers	3
THEA 497	Audio Engineering I (in addition to 6 cr requirement)	3
THEA 498	Audio Engineering II	3
RST 460	Event Management in Recreation, Sport and Tourism	3
RST 465	Event Implementation and Evaluation in Recreation, Sport and Tourism	3
PHYS 102	College Physics: E&M & Modern	5
PHYS 193	Physics of Music	2
PHYS 211	University Physics: Mechanics	4
PHYS 212	University Physics: Elec & Mag	4
Total Credits for Arts and Entertainment Technology Concentration		50

General Non-Theatre Electives

Course List

Code	Title	Hours
General Non-Theatre Electives		9

Summary of Credits for Bachelor of Fine Arts in Theatre, concentration in Arts & Entertainment Technology

Course List

Code	Title	Hours
General Education Requirements		
Core Requirements for All Theatre Majors		24
Arts & Entertainment Technology Concentration Requirements		50
General Non-Theatre Electives		9
Free Electives as needed to total 128 hours		
Total Credits for BFA in Theatre, concentration in Arts & Entertainment Technology		128

Program Relationships

Corresponding
Program(s):

Corresponding Program(s)
Theatre, BFA

Program Features

Academic Level   Undergraduate

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.)

  ~~We anticipate to initially role 2-3 students in the first year and enroll 4-6 students in subsequent years.Advising will continue to be offered by Theatre office staff and a designated Chair of Art & Entertainment Technology.~~

Delivery Method

This program is
available:
  On Campus - Students are required to be on campus, they may take some online courses.

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   No
budgetary
implications for
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?

No additional financial resources are required beyond what has already been planned by the unit and college to pursue growth within the theatre department.

The BFA is a professional training program in theatre, and as such it generally includes a mix of small, hands-on courses and larger courses offering history and theory, as well as quite large courses for non-majors. Most of the courses submitted for new consideration or revisions in this set of course revisions are of the smaller nature. We have worked extensively with the College of Fine and Applied to assure a responsible use of departmental resources, to allow us to maintain the integrity of degree programs and, at the same time, operate sustainably. The department has specifically worked with the college and determined that the AET program will allow us to recruit additional new undergraduates with current staffing as part of a comprehensive strategic plan for responsible growth.

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

No

Attach letters of support

Faculty Resources

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

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 concentration revision.

EP Documentation

EP Control Number	EP.25.001
Attach Rollback/Approval Notices	
This proposal requires HLC inquiry	No

DMI Documentation

Attach Final Approval Notices	
Banner/Codebook Name	BFA:Theatre:ArtEntainTech-UIUC
Program Code:	10KR5896BFA

Minor Code		Conc Code	5896	Degree Code	BFA	Major Code
0162						

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) (08/14/24 11:45 am):** U Program Review comments are attached in the DMI Documentation section. **Brooke Newell (bsnewell) (08/28/24 9:44 am):** Rollback: Per discussion with Nicole, to document the changes made to the major.

Key: 950

Theatre: Arts & Entertainment Technology, BFA   **no changes**

First Year

First Semester	Hours	Second Semester	Hours
THEA 100	1	THEA 100	1
THEA 121	3	THEA 122	3
THEA 126	3	THEA 223	3
Comp. I or Language Other than English (3rd level)	4	Comp. I or Language Other than English (3rd level)	4
General Education course	3	General Education course	3
FAA 101	1	General Education course	3
	15		**17**

Second Year

First Semester	Hours	Second Semester	Hours
THEA 200	1	THEA 200	1
THEA 123	3	THEA 208	3
THEA 153	3	THEA 100	1
THEA 220	3	THEA 231	3
General Education course	3	General Education course	3
General Education course	3	General Education course	3
		Free Elective course	3
	16		**17**

Third Year

First Semester	Hours	Second Semester	Hours
THEA 304	3	THEA 364	3
THEA 300	2	THEA 300	2
THEA 119	1	THEA 119	1
THEA 496	1	AET 'choose 6 credits from' course	3
AET 'choose 6 credits from' course	3	General Non-Theatre Elective	3
AET 'choose 12 credits from' course	3	General Education course	3
AET 'choose 12 credits from' course	3	Free Elective course	1
	16		**16**

Fourth Year

First Semester	Hours	Second Semester	Hours
THEA 404	1	THEA 400	2
THEA 400	2	THEA 119	1
THEA 495	1	THEA 495	1
THEA 496	1	General Non-Theatre Elective	3
THEA 119	1	AET 'choose 12 credits from' course	3
General Non-Theatre Elective	3	AET 'choose 12 credits from' course	3
General Education course	3	Free Elective course	3
Free Elective	3		
	15		**16**

Total Hours 128

U Program Review Comments KEY 950 8_14_2024

1. In the justification prompts, include the revisions that you are making to the major as well. Senate EPC has previously asked for those to be included when the major and the concentration records are moving through workflow together.
2. Justification, 40 hour upper division coursework – consider including the total amount of free electives available to students in your statement where you note that Free electives could count towards this
3. Program of Study table
   a. Remove the Gen Ed references that are comments on several courses in the Choose 12 credits elective list. Please include this change in the justification responses as a numbered item.