

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

EP.25.013 Report of Changes in Temporary Admission Status Through September 9, 2024

Listed below are changes in temporary suspensions to admissions status (including adding, removing, or extending such an extension) reported at the September 9, 2024 meeting of the Senate Committee on Educational Policy. Additional information for each proposal is attached.

A. Graduate Programs

- 1. Remove the Temporary Suspension of Admission to the Master of Design in Industrial Design in the College of Fine and Applied Arts and the Graduate College** - The School of Art & Design and Industrial Design program are ready to remove the temporary suspension for Fall 2025 applicants to the MDes. The suspension was intended to be for one year and the unit plans to have the MDes available on the graduate application again for Fall 2025. To update the academic catalog with this information and open up the graduate application, the removal is submitted for fall 2024. Additionally, the specialized accreditation by NASAD (National Association of Schools of Art and Design) sought for the MDes was deferred pending a progress report on a number of issues relating to the industrial design program and culture--one of the reasons we asked for the pause was to give us time to address these issues. NASAD was updated last March, 2024, and the commission officially approved the MDes in May, 2024.
- 2. Extend the Temporary Suspension of Admission to the Master of Science in Information Management in the School of Information Sciences and the Graduate College** – Extends temporary suspension of admissions of the online modality which was set to expire at the end of Spring 2024 to continue through Summer 2025.
- 3. Remove the Temporary Suspension of Admission to the Concentration in Industrial Design in the Master of Fine Arts in Art & Design in the College of Fine and Applied Arts and the Graduate College** - The School of Art & Design and Industrial Design program are ready to remove the temporary suspension for Fall 2025 applicants to the MFA in ID. The suspension was intended to be for one year and the unit plans to have the MFA ID available on the graduate application again for Fall 2025. To update the academic catalog with this information and open up the graduate application, the removal is submitted for fall 2024. Additionally, the specialized accreditation by NASAD (National Association of Schools of Art and Design) sought for the MFA ID was deferred pending a progress report on a number of issues relating to the industrial design program and culture--one of the reasons we asked for the pause was to give us time to address these issues. NASAD was updated last March, 2024, and the commission officially reaccredited all programs in the School, including Industrial Design, in May, 2024. Because the delivery of the program was paused for a year, this program is updated to reflect the re-opening in Fall 2025 of the in-person program.

- 4. Remove the Temporary Suspension of Admission to the Graduate Certificate in Advanced Design Thinking in the College of Fine and Applied Arts and the Graduate College** - The School of Art & Design and Industrial Design program are ready to remove the temporary suspension for Fall 2025 applicants to the graduate certificate. The suspension was intended to be for one year and the unit plans to have the Adv Design Thinking certificate available on the graduate application again for Fall 2025. To update the academic catalog with this information and open up the graduate application, the removal is submitted for fall 2024. Additionally, the specialized accreditation by NASAD (National Association of Schools of Art and Design) sought for the Adv Design Thinking Grad Cert was deferred pending a progress report on a number of issues relating to the industrial design program and culture--one of the reasons we asked for the pause was to give us time to address these issues. NASAD was updated last March, 2024, and the commission officially reaccredited all programs in the School, including Industrial Design, in May, 2024. Because the delivery of the program was paused for a year, this program is updated to reflect the re-opening in Fall 2025 of the in-person program.

Program Change Request

Date Submitted: 07/31/24 6:30 pm

Viewing: **10KS6142MDES : Industrial**

Design, MDes

Last approved: 07/25/24 9:14 am

Last edit: 08/29/24 9:44 am

Changes proposed by: Nicole Turner

[Industrial Design, MDes](#)

Catalog Pages
Using this
Program

Proposal Type:

In Workflow

1. **U Program Review**
2. **1526 Head**
3. **KR Dean**
4. **University Librarian**
5. **Grad_College**
6. **COTE Programs**
7. **Provost**
8. **Senate EPC**
9. Senate
10. DMI

Approval Path

1. 08/07/24 9:31 am
Emily Stuby
(eastuby):
Approved for U
Program Review
2. 08/07/24 2:06 pm
Melissa Pokorny
(mpokorny):
Approved for 1526
Head
3. 08/08/24 8:13 am
Nicole Turner
(nicturn):
Approved for KR
Dean
4. 08/08/24 9:37 am
Claire Stewart
(clairest):
Approved for
University
Librarian
5. 08/26/24 1:36 pm
Allison McKinney
(agrindly):
Approved for
Grad_College
6. 08/26/24 1:43 pm
Suzanne Lee

(suzannel):
Approved for
COTE Programs
7. 08/28/24 3:37 pm
Brooke Newell
(bsnewell):
Approved for
Provost

History

1. Apr 21, 2023 by
Nicole Turner
(nicturn)
2. Jul 25, 2024 by
Brianna Vargas-
Gonzalez (bv4)

Major (ex. Special Education)

This proposal is
for a:

[Revision](#)

Administration Details

Official Program Name	Industrial Design, MDes	
Diploma Title	Master of Design in Industrial Design	
Sponsor College	Fine & Applied Arts	
Sponsor Department	Art and Design	
Sponsor Name	David Weightman	
Sponsor Email	diw@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)

Remove the Temporary Suspension of Admission to the Master of Design in Industrial Design in the College of Fine and Applied Arts and the Graduate College

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

Program Justification

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

Removing temporary suspension to allow for fall 2025 applications.

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 School of Art & Design and Industrial Design program are ready to remove the temporary suspension for Fall 2025 applicants to the MDes. The suspension was intended to be for one year and the unit plans to have the MDes available on the graduate application again for Fall 2025. To update the academic catalog with this information and open up the graduate application, the removal is submitted for fall 2024. Additionally, the specialized accreditation by NASAD (National Association of Schools of Art and Design) sought for the MDes was deferred pending a progress report on a number of issues relating to the industrial design program and culture--one of the reasons we asked for the pause was to give us time to address these issues. NASAD was updated last March, 2024, and the commission officially approved the MDes in May, 2024.

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.

Learning outcomes for the MDes program:

At the end of the program, you should demonstrate the following....

INQUIRY AND INSIGHT...the ability to select and use appropriate research and experimental methods, to access existing data or to generate new data, to analyze and draw insights, with a particular emphasis on user needs.

IDEATION...the ability to produce creative proposals to identified design opportunities, using design thinking, modelling, and prototyping strategies, with an appropriate integration of functional, technical, ergonomic and visual factors.

IMPLEMENTATION...the ability to select and use appropriate making and manufacturing processes with an understanding of the potential of new technologies, and the demands of sustainability.

INFORMING...the ability to use visual and verbal communication, to explain and persuade, as appropriate for different audiences.

CONTEXTUALISATION...the ability to locate your own activity within the multiple contexts of design practice, including the theoretical, professional, cultural, environmental and technological contexts.

SELF DEVELOPMENT...the ability to carry out independent learning and reflexive evaluation of your work, as well as to plan and implement action, effectively managing self and others.

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

Describe here:

Every ten years, the School of Art and Design undergoes a full curriculum review for re-accreditation by the National Association of Schools of Art and Design (NASAD). The NASAD visitor's report is a useful tool for assessing the strengths of the school's programs, determining areas that need improvement, and strategies for growth and improvement. The last NASAD site visit and review was in April 2022.

In addition, as a NASAD member, the School of Art and Design is asked annually to respond to an accreditation audit, and to submit an affirmation statement. NASAD compliance states that:

"Plan Approval is required after institutional approval and before students are admitted into a new degree program. The application for Plan Approval includes information concerning the structure of the new curriculum as well as data concerning the faculty, library, equipment, and/or resources necessary for its support."

The School of Art and Design uses peer-reviewed book chapters, journal article publication, and peer-reviewed conference presentations as means to assess student performance, communicate the impact of programs, and provide students an emerging dissemination record that will prepare them for their future careers.

Other assessment data used to aid the evaluation of the program:

- Admission numbers disaggregated by race, gender, geography, concentration, and academic year
- Student performance data
- Student participation in study abroad programs
- Graduate research opportunities
- Retention rates and average time to complete the degree
- Student and alumni feedback
- Graduate program exit survey
- Student awards and recognition outside the School of Art and Design
- Job placements
- Alumni Surveys

In addition, the design faculty will regularly discuss the progress of the students at bi-weekly program meetings. The School of Art and Design Program Chairs Committee will review program outcomes beginning three years after the degree admits majors, and every three years thereafter. As part of that process the program has a practice of continuous review and improvement based on student feedback, with professional and industrial feedback from public exhibitions and portfolio review events. In the case of this program the biannual involvement of the External critic is an essential element of this evaluation.

The university's annual learning outcomes assessment plan will serve as an additional point to review both the program's learning outcomes and assessment plan, as well as receive feedback from the Office of the Provost.

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.

The major form of student performance assessment will come in grades and feedbacks for assessable components of each course. Those will be clearly articulated in course syllabi and project briefs and discussed with students.

---RATING RUBRIC---

This rubric relates expectations at different performance levels (Excellence/Competence/Developing competence/Base competence).

INQUIRY AND INSIGHT

- Excellence . Comprehensive survey of existing market. Good mix of primary and secondary data sources. Significant number of direct user contacts. Insightful analysis of data and feedback, summarized clearly as a basis for action
- Competence Good survey of existing market. Good use of secondary data, some primary data sources used. Solid attempt to generate primary data. Solid analysis of inquiry data with some useful insights as a basis for future action
- Developing competence Incomplete and narrow study of existing market. Limited use of primary data, mainly secondary data used. Limited or incomplete analysis of inquiry data with few insights as a basis for future action
- Base competence Minimal study of existing market with little primary or secondary data used. Minimal insights with little impact on future actions

IDEATION

- Excellence . Wide range of innovative ideas that directly address insights, well communicated via sketches and models. High level of creativity and originality
- Competence Good range of concept ideas that address insights. Some evidence of creative and innovative approach, communicated in sketches and models
- Developing competence Limited number of design concepts with few illustrations
Some limited evidence of innovation and creativity
- Base competence . Small number of concept designs with little evidence of creativity

IMPLEMENTATION

- Excellence . Excellent development of design concepts into final innovative design proposal, fully resolved in details of implementation, embodied in comprehensive drawings, renderings and models
- Competence. Good development of design concepts into realistic design proposal, with some detail of construction and manufacture, embodied in drawings, renderings and models, showing good level of innovation
- Developing competence Limited evidence of detailed implementation, manufacture and construction
- Base competence . Final proposal is incomplete without much evidence of implementation or innovation

INFORMING

- Excellence . Design proposals and concepts communicated well. Effective use of Powerpoint and video to communicate design outcomes and process. Good oral and written skills evident

- Competence Good use of communication tools to show process and outcomes, including Powerpoint, video, oral and written methods
- Developing competence Design outcomes and process not communicated well using Powerpoint, video, oral and written tools
- Base competence . Rudimentary presentation of outcomes and process, not using the full range of tools available

CONTEXTUALISATION

- Excellence. Comprehensive demonstration of understanding of the social, industrial, professional and cultural contexts in which the design work is located
- Competence. A sound understanding of the contextual location of the design work
- Developing competence. Some understanding of the context of design work
- Base competence. Minimal understanding of the context of design activity

SELF DEVELOPMENT

- Excellence . Active participation in projects, assignments and studio activities. Excellent team working and project organisation skills. Full understanding of professional role and appropriate ethical matters. Excellent learning skills and self reflection
- Developing competence Solid participation in projects and assignments, good team working and organizational skills. Good understanding of professional role and ethical approach. Good learning skills and self reflection
- Competence. Some participation in projects and assignments with some awareness of team working and organizational skills. Some development of learning and self reflection
- Base level Minimal development of team working and organisation skills, with some evidence of learning skills and self reflection

---SYLLABUS EXAMPLE---

Of learning outcomes, their primary or secondary emphasis in course, and projects in which they are demonstrated.

INQUIRY AND INSIGHT: (primary) You will have used a number of research methods to investigate needs and generate insights as a basis for future design work. At least three relevant insights will be required (Project 2 presentation / project report)

IDEATION: (secondary) You will have produced more than 10 initial concept design proposals in response to your insights from research, demonstrating creativity and innovative design thinking, appropriately prototyped and illustrated (presentation / sketches / project report)

IMPLEMENTATION: (secondary) You should demonstrate the ability to select and use appropriate making and manufacturing processes with an understanding of the potential of new technologies, and the demands of sustainability (covered in ARTD 502)

INFORMING: (primary) You will have shown your communication skills in verbal and visual presentations and other communication media (Presentations / project reports)

CONTEXTUALISATION: (primary) In Project 3 your research topic will show how design is located in various professional, historical, market and social contexts (Project 3 presentation / project report)

SELF DEVELOPMENT: (secondary) You will have organized your work on the projects, and written a reflexive self evaluation of your activities (Project 4 journal)

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

ID faculty are committed to making learning outcomes explicit and transparent, communicated in the simplest way possible and these will form part of course syllabi. At the graduate level, faculty organize an event at the end of every semester where all graduate students will present their semesters work in the program to the faculty, their peers and an External Critic in a one or two day event. This enables faculty to reflect on overall performance with the benefit of an external viewpoint. In addition there is an annual Graduate exhibition in the Krannert Art Museum of all graduating MFA students in the School. During the year there are two external portfolio review events where students present their work to professionals from companies or consultancies, giving a broad external perspective. This is in addition to the NSAD accreditation visits every ten years. A number of faculty are members of NASAD review panels to other institutions. Every year the Industrial Design Society of America organizes a Student Merit award competition for Graduate and Undergraduate students which produces winners from Colleges in each of the IDSAs five Districts. This enables comparisons between peer institutions and in the last few years we have been successful in gaining the Undergraduate student award once and the Postgraduate student award twice. It can be seen that there is a broad range of comparisons of student performance across the board in the discipline.

In addition, the design faculty often discuss the progress of the students at bi- weekly program meetings. The School of Art and Design Program Chairs Committee will review program outcomes beginning three years after the degree admits majors, and every three years thereafter. The university's annual learning outcomes assessment plan will serve as an additional point to review both the program's learning outcomes and assessment plan, as well as receive feedback from the Office of the Provost.

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 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 MDes Industrial Design program is a professionally oriented graduate qualification which supports those intending to go into the professional practice of Industrial Design. The program takes a broad view of design practice in this area to embrace all aspects of human centered design including user interface and interaction design, but with a primary focus on industrial and product design. The program involves a high level approach to design thinking and design practice and so fits graduates for work in many sectors of activity. The program is highly project-based with an emphasis on hands on creativity in both the physical and digital realms.

As a graduate qualification it is applicable to students with an undergraduate degree in design, but also those with degrees in Engineering or Business who want to broaden their career options, as well as mid career designers with similar ambitions. It builds on the long standing MFA in Industrial design and involves study alongside students on that program in dedicated studio spaces. The location of the program in the School of Art and Design enables connections with students and faculty in other programs in the School as well as with colleagues and facilities across the University. These connections could include the Business, Medical and Engineering Colleges as well as the new Siebel Center for Design.

Graduates of the program will work in companies and consultancies, as well as in many roles now opening up for designers and design thinkers in business and social sector organizations. Design is now a global function in many organizations.

For additional details and requirements refer to the department's graduate studies requirements and the Graduate College Handbook.

Statement for
Programs of
Study Catalog

Course List

Code	Title	Hours
ARTD 501	Industrial Design I: From Inquiry to Ideation	6
ARTD 502	Industrial Design II: From Ideation to Implementation	6
ARTD 503	Industrial Design III: Design Project Formulation	6
ARTD 504	Industrial Design IV: Thesis Research	6
ARTD 505	Industrial Design V: Thesis Ideation	6
ARTD 506	Industrial Design VI: Thesis Project Implementation	6
ARTD 599	Thesis (Document production)	4
	Design Studio Electives (from Art and Design, Architecture or Engineering, approved by Graduate Coordinator)	8
	Academic Elective (approved by Graduate Coordinator)	4
	Additional Electives, including Seminars (approved by Graduate Coordinator)	12
	Total Hours	64

Grad Other Degree Requirements

Requirement

Description

Requirement	Description
Other requirements may overlap	
Seminar, enrollment varies by program	8 min
Minimum 500-level Hours Required Overall	12
Minimum GPA	2.75

Corresponding Degree MDes Master of Design

Program Features

Academic Level Graduate

Does this major have transcripted concentrations? No

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

What are the minimum Total Credit Hours required for this program?
64

What is the required GPA? 2.75

CIP Code 110105 - Human-Centered Technology Design.

Is This a Teacher Certification Program? No

Will specialized accreditation be sought for this program?
Yes

Describe the plans for seeking specialized accreditation:

The program will need to be ratified by National Association of Schools of Art and Design (NASAD) accreditation will be reviewed in March 2023 and formally sought once institutional approval is granted with Fall 2023 approval expected. NASAD accreditation determines content, learning objectives and program compliance with NASAD standards. NASAD (National (the National Association of Schools of Art and Design) approved, which is the national accreditation body for all Art and design programs. NASAD were informed of the intentions to submit the MDes ID at their recent Accreditation visit and are supportive, particularly as this resolves an issue with us offering two and three years versions of the MFA, without teaching practice in the case of the two year version. NASAD has validated a number of MDes programs around the country in recent years. The document for NASAD consists of the following sections:

1. Degree Title and Statement of Purpose
2. Curricular table in the NASAD format
3. Compliance with NASAD Standards for the new graduate degree
 - a. Competencies required by applicable Standards
 - b. Required levels of achievement
 - c. Common standards and goals for all graduate degrees
 - d. Distance learning
 - e. Multi- or interdisciplinary combination
 - f. Focus on electronic media
 - g. A discussion of the following must be included:
 - (1) Proficiencies required for entrance to the program
 - (2) Research and professional tools required in the program
 - (a) Required undergraduate grade point average in the new graduate curriculum if the applicant has had no previous graduate study (A = 4.0)
 - (b) Required grade point average in previous graduate work for the new graduate curriculum (A = 4.0)
 - (c) Describe the residence requirements for the new graduate curriculum
 - (d) Is credit from other institutions transferable to the new graduate curriculum?
 - (e) Minimum number of credit hours (specify quarter or semester) required beyond the baccalaureate for the new graduate curriculum
 - (3) Comprehensive review at or near the conclusion of degree study
 - (4) Candidacy and final project requirements for the program
 - (5) Preparation for the Professions
 - (6) Breadth of Competence
4. Faculty teaching responsibilities Recent Books by Faculty Current Project Highlights Recent Visiting Design Critics Faculty Research Interests Biography of the director and/or major professors Graduate Faculty
 - (a) How are graduate faculty members selected and designated?
 - (b) Teaching load credit for the direction of graduate dissertations, projects, etc.
 - (c) Qualified faculty
5. Present and projected fiscal resources relevant to the new curriculum.
6. Description of available and/or projected facilities relevant to the new curriculum
7. Physical plant and equipment planning
8. Current and/or projected library holdings and learning resources Key Textbooks Key Journals Expenditures for art/design library acquisitions
9. A rationale for the new curriculum
 - (a) Reasons for adding this degree program
 - (b) Unique aspects of this degree
 - (c) Number of students expected to be served
 - (d) Expectations for placement of graduates
10. Relationship between the new program and ongoing programs
11. Responsibilities for the new graduate degree
12. Context within existing graduate degrees in art/design
 - (a) Community of students and faculty
 - (b) Numbers of graduates and undergraduates
 - (c) Graduate degrees granted in art/design in the 12 months preceding last June 30
 - (1) initial graduate degrees
 - (2) terminal graduate degrees

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 2025

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

Yes ~~No~~

Please describe the admission status change, whether suspension or resumption of the admission status:

We are requesting the removal of a temporary suspension of of admissions to this program.

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.

This program will be administered by the existing admissions structure in the School of Art & Design. Admission requirements would be an undergraduate degree in Industrial design or a related subject. This could include Engineering, Business or Technology subjects as well as other design areas. A portfolio would be required but this could be in a different format from a conventional design portfolio. Other graduate requirements as designated by the Graduate College (proof of English proficiency, etc).

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 0 5th Year Estimate (or when fully implemented) 30

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?

The current institutional funding model encompasses the courses required for this concentration. Therefore, no additional funds are needed for this program.

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 Graduate Differential

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.

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 the removal of the temporary suspension for this program.

EP Documentation

EP Control Number

EP.25.013

Attach
Rollback/Approval

Notices

This proposal requires HLC inquiry No

DMI Documentation

Attach Final Approval Notices [U Program Review Comments Key 1163 8-6-24.pdf](#)

Banner/Codebook Name MDES:Industrial Design - UIUC

Program Code: 10KS6142MDES

Minor Code	Conc Code	Degree Code	MDES	Major Code
6142				

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) (08/06/24 1:44 pm):** U Program Review Comments are attached in DMI Documentation section

Allison McKinney (agrindly) (08/26/24 1:36 pm): Administratively approved by the Graduate College.

Industrial Design, MDES KEY 1163

COMMENTS FROM U PROGRAM REVIEW 8-6-2024

1. With the specialized accreditation response revised, we see the red/green mark-up. Because the section was edited, please include the revision in the Justification responses/why.

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: 08/29/24 11:46 am

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
10. 08/28/24 10:39
am
Barbara Lehman
(bjlehman):
Approved for
Senate EPC

History

1. May 1, 2020 by
Dustin Janes
(djanes3)
2. May 4, 2022 by
Emily Stuby
(eastuby)
3. Sep 7, 2022 by
Mary 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
<u>One of the following two courses:</u>		<u>4</u>
IS 515	Information Modeling	
IS 455	<u>Database Design and Prototyping</u>	
Elective courses (subject to Other Requirements and Conditions below)		28
Research/Independent Study (optional)		max 4
IS 579	<u>Guided Research Experience</u>	
IS 589	<u>Independent Study</u>	
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
<u>Maximum Guided Research/Independent Study</u>	<u>4</u>
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 both formats. 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 Fall 2025

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 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 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 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 and EP.25.013

Attach
Rollback/Approval
Notices

This proposal No
requires HLC
inquiry

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	MS	Major Code
5581				

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.

Program description, **MSIM CURRENT**

Number	Title	Hours
IS 504	Sociotechnical In	4
IS 507	Data, Statistical	4
IS 515	Information Mo	4
Research/Project/Independen max 4		
Elective courses (subject to OI		28
Total hours		40
Other Requirements May Overlap		
Minimum hours in the unit		28
Minimum 500-level hours req		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 Mode	4
one of the following two:		4
IS 515	Information Modeling	
IS 455	Database Design and Prototyping	
Elective Courses (subject to Other Requir		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 overa		12
Maximum hours in guided research / inde		4
Competency in at least one programming language		
Minimum GPA		2.75

Report to the Senate Educational Policy Committee of a Temporary Suspension of Admission 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: 07/31/24 6:28 pm

Viewing: **10KS0255MFA : Art & Design:
Industrial Design, MFA**

Last approved: 09/25/23 12:46 pm

Last edit: 09/10/24 8:19 am

Changes proposed by: Nicole Turner

[Art & Design: Industrial Design, MFA](#)

Catalog Pages
Using this
Program

Proposal Type:

In Workflow

1. U Program Review
2. 1526 Head
3. KR Dean
4. University Librarian
5. Grad_College
6. COTE Programs
7. Provost
8. Senate EPC
9. Senate
10. U Senate Conf
11. Board of Trustees
12. IBHE
13. HLC
14. DOE
15. DMI

Approval Path

1. 08/14/24 12:14 pm
Donna Butler (dbutler):
Approved for U Program Review
2. 08/14/24 2:07 pm
Melissa Pokorny (mpokorny):
Approved for 1526 Head
3. 08/19/24 9:10 am
Nicole Turner (nicturn):
Approved for KR Dean
4. 08/27/24 12:55 pm
Claire Stewart (clairest):
Approved for University Librarian

5. 09/04/24 2:05 pm
Allison McKinney
(agrindly):
Approved for
Grad_College
6. 09/04/24 2:09 pm
Suzanne Lee
(suzannel):
Approved for
COTE Programs
7. 09/05/24 11:04
am
Brooke Newell
(bsnewell):
Approved for
Provost

History

1. Oct 14, 2019 by
Deb Forgacs
(dforgacs)
2. Oct 17, 2019 by
Nicole Turner
(nicturn)
3. Oct 18, 2022 by
Nicole Turner
(nicturn)
4. Sep 25, 2023 by
Kathy Martensen
(kmartens)

Concentration (ex. Dietetics)

This proposal is
for a:
Revision

Administration Details

Official Program Name	Art & Design: Industrial Design, MFA
Diploma Title	Master of Fine Arts in Art and Design
Sponsor College	Fine & Applied Arts
Sponsor Department	Art and Design
Sponsor Name	David Weightman

Sponsor Email diw@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)

Remove the Temporary Suspension of Admission to the Concentration in Industrial Design in the Master of Fine Arts in Art & Design in the College of Fine and Applied Arts and the Graduate College

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

Program Justification

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

1. Removing temporary suspension to allow for fall 2025 applications.
2. Updated Specialized Accreditation response.
3. Updated delivery method to describe intention to enroll Fall 2025 students in-person.

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 School of Art & Design and Industrial Design program are ready to remove the temporary suspension for Fall 2025 applicants to the MFA in ID. The suspension was intended to be for one year and the unit plans to have the MFA ID available on the graduate application again for Fall 2025. To update the academic catalog with this information and open up the graduate application, the removal is submitted for fall 2024.
2. Additionally, the specialized accreditation by NASAD (National Association of Schools of Art and Design) sought for the MFA ID was deferred pending a progress report on a number of issues relating to the industrial design program and culture--one of the reasons we asked for the pause was to give us time to address these issues. NASAD was updated last March, 2024, and the commission officially reaccredited all programs in the School, including Industrial Design, in May, 2024.
3. Because the delivery of the program was paused for a year, this program is updated to reflect the re-opening in Fall 2025 of the in-person 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.

At the end of the program, you should demonstrate....

Inquiry and insight...the ability to select and use appropriate research and experimental methods, to access existing data or to generate new data, to analyze and draw insights, with a particular emphasis on user needs

Ideation...the ability to produce creative proposals to identified design opportunities, using design thinking, modelling, and prototyping strategies, with an appropriate integration of functional, technical, ergonomic and visual factors

Implementation...the ability to select and use appropriate making and manufacturing processes with an understanding of the potential of new technologies, and the demands of sustainability

Informing...the ability to use visual and verbal communication, to explain and persuade, as appropriate for different audiences

Self development...the ability to carry out independent learning and reflexive evaluation of your work, as well as to plan and implement action, individually or in teams, effectively managing self and others.

Contextualisation...the ability to locate your own activity within the multiple contexts of design practice, including the theoretical, professional, cultural, environmental and technological contexts

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

Describe here:

The following is an extract from a typical course syllabus which makes it explicit which learning outcomes are involved in this particular course or project, what the emphasis is between them, what the particular expectations are and where/when they will be demonstrated. We have developed this to be a simpler communication to students than extensive rubrics

The following shows the Learning outcomes of this program and the Primary and secondary labels indicate the emphasis in this particular course. The red text indicates specific outcomes for this course and the brackets indicate where and when the outcomes are demonstrated

Inquiry and insight (primary)

You should demonstrate the ability to select and use appropriate research and experimental methods, to access existing data or to generate new data, to analyze and draw insights, with a particular emphasis on user needs

You will have used a number of research methods to investigate needs and generate insights as a basis for future design work. At least three relevant insights will be required

(Project 2 presentation / project report)

Ideation (secondary)

You should demonstrate the ability to produce creative proposals to identified design opportunities, using design thinking, modelling, and prototyping strategies, with an appropriate integration of functional, technical, ergonomic and visual factors

You will have produced more than 10 initial concept design proposals in response to your insights from research, demonstrating creativity and innovative design thinking, appropriately prototyped and illustrated (presentation / sketches / project report)

Implementation (secondary) covered in ARTD 502

You should demonstrate the ability to select and use appropriate making and manufacturing processes with an understanding of the potential of new technologies, and the demands of sustainability

Informing (primary)

You should demonstrate the ability to use visual and verbal communication, to explain and persuade, as appropriate for different audiences

You will have shown your communication skills in verbal and visual presentations and other communication media (Presentations / project reports)

Self development (secondary)...the ability to carry out independent learning and reflexive evaluation of your work, as well as to plan and implement action, effectively managing self and others.

You will have organized your work on the projects, and written a reflexive self evaluation of your activities (Project 4 journal)

Contextualisation (primary)

You should demonstrate the ability to locate your own activity within the multiple contexts of design practice, including the theoretical, professional, cultural,

environmental and technological contexts

In Project 3 your research topic will show how design is located in various professional, historical, market and social contexts(Project 3 presentation / project report)

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.

This rubric relates expectations at different performance levels to grades. These may vary between faculty members and classes but will be clarified to students

INQUIRY/ INSIGHT

Excellence . Comprehensive survey of existing market. Good mix of primary and secondary data sources. Significant number of direct user contacts. Insightful analysis of data and feedback, summarized clearly as a basis for action

Competence Good survey of existing market. Good use of secondary data, some primary data sources used. Solid attempt to generate primary data. Solid analysis of inquiry data with some useful insights as a basis for future action

Developing competence Incomplete and narrow study of existing market. Limited use of primary data, mainly secondary data used. Limited or incomplete analysis of inquiry data with few insights as a basis for future action

Base competence Minimal study of existing market with little primary or secondary data used. Minimal insights with little impact on future actions

IDEATION

Excellence . Wide range of innovative ideas that directly address insights, well communicated via sketches and models. High level of creativity and originality

Competence Good range of concept ideas that address insights. Some evidence of creative and innovative approach, communicated in sketches and models

Developing competence Limited number of design concepts with few illustrations Some limited evidence of innovation and creativity

Base competence . Small number of concept designs with little evidence of creativity

IMPLEMENTATION

Excellence . Excellent development of design concepts into final innovative design proposal, fully resolved in details of

implementation, embodied in comprehensive drawings, renderings and models

Competence. Good development of design concepts into realistic design proposal, with some detail of construction and

manufacture, embodied in drawings, renderings and models, showing good level of innovation

Developing competence Limited evidence of detailed implementation, manufacture and construction

Base competence . Final proposal is incomplete without much evidence of implementation or innovation

INFORMING

Excellence . Design proposals and concepts communicated well. Effective use of Powerpoint and video to communicate design outcomes and process. Good oral and written skills evident

Competence Good use of communication tools to show process and outcomes, including Powerpoint, video, oral and written methods
Developing competence Design outcomes and process not communicated well using Powerpoint, video, oral and written tools
Base competence . Rudimentary presentation of outcomes and process, not using the full range of tools available

CONTEXTUALISATION

Excellence . Comprehensive demonstration of understanding of the social, industrial , professional and cultural contexts in which the design work is located
Competence A less than complete understanding of the contextual location of the design work
Developing competence. Some understanding of the context of design work
Base competence . Minimal understanding of the context of design activity

SELF DEVELOPMENT

Excellence . Active participation in projects, assignments and studio activities. Excellent team working and project organisation skills. Full understanding of professional role and appropriate ethical matters. Excellent learning skills and self reflection
Developing competence Solid participation in projects and assignments, good team working and organizational skills. Good understanding of professional role and ethical approach. Good learning skills and self reflection
Competence. Some participation in projects and assignments with some awareness of team working and organizational skills.
Some development of learning and self reflection
Base level Minimal development of team working and organisation skills, with some evidence of learning skills and self reflection

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

We are committed to making learning outcomes explicit and transparent, communicated in the simplest way possible and these will form part of course syllabi. At the graduate level we organize an event at the end of every semester where all graduate students will present their semesters work in the program to the faculty, their peers and an External Critic in a one or two day event. This enables faculty to reflect on overall performance with the benefit of an external viewpoint. In addition there is an annual Graduate exhibition in the Krannert Art Museum of all graduating MFA students in the School. During the year there are two external portfolio review events where students present their work to professions from companies or consultancies, giving a broad external perspective. This is in addition to the NSAD accreditation visits every ten years. A number of faculty are members of NASAD review panels to other institutions. Every year the Industrial Design Society of America organizes a Student Merit award competition for Graduate and Undergraduate students which produces winners from Colleges in each of the IDSAs five Districts. It can be seen that there is a broad range of comparisons of student performance across the board in the discipline. The university's annual learning outcomes assessment plan will serve as an additional point to review both the program's learning outcomes and assessment plan, as well as receive feedback from the Office of the Provost.

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 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 ID Graduate Coordinator will advise you from the outset to develop a plan of study including elective and seminar courses.

You must register for at least 12 hours of credit each semester to maintain full-time student status (particularly important for visa status). Requests for part-time status must be made before the semester needed by contacting the School Graduate office.

The two-year program averages out as 16 credits a semester to make up 64 credits required for graduation. The three-year program involves study for 12 credits for five of the semesters, including a 300/400 level Design Elective with credits not counting toward the degree, and only 8 credits for Thesis completion in the final semester.

Statement for
Programs of
Study Catalog

Course List

Code	Title	Hours
ARTD 501	Industrial Design I: From Inquiry to Ideation	6
ARTD 502	Industrial Design II: From Ideation to Implementation	6
ARTD 503	Industrial Design III: Design Project Formulation	6
ARTD 504	Industrial Design IV: Thesis Research	6
ARTD 505	Industrial Design V: Thesis Ideation	6
ARTD 506	Industrial Design VI: Thesis Project Implementation	6
ARTD 599	Thesis	4
	Design Studio Electives (from Art and Design, Architecture or Engineering, approved by Graduate Coordinator)	8
	Academic Elective (approved by Graduate Coordinator)	4
	Additional Electives, including Seminars (approved by Graduate Coordinator)	12
	Total Hours	64

Other Requirements

Grad Other Degree Requirements

Requirement	Description
Other requirements may overlap	
Seminar, enrollment varies by program	8 min
Minimum 500-level Hours Required Overall	12
Minimum GPA	2.75

Program Relationships

Corresponding

Program(s):

Corresponding Program(s)

Art & Design, MFA

Program Features

Academic Level Graduate

Is This a Teacher Certification Program?

No

Will specialized accreditation be sought for this program?

Yes ~~No~~

Describe the plans for seeking specialized accreditation:

[NASAD \(National \(the National Association of Schools of Art and Design\) approved.](#)

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.

The program will re-open for Fall 2025 in-person students.

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?

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

No

Attach letters of
support

Is this program requesting self-supporting status?

No

Faculty Resources

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

No 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 removal of temporary suspension.

EP Documentation

EP Control EP.25.013
Number

Attach
Rollback/Approval
Notices

This proposal No
requires HLC

inquiry

DMI Documentation

Attach Final [U Program Review Comments KEY 916 8-12-24.docx](#)

Approval Notices

Banner/Codebook Name MFA:A&D - Industrial Dsg -UIUC

Program Code: 10KS0255MFA

Minor Code	Conc Code	0255	Degree Code	MFA	Major Code
0252					

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 **Allison McKinney (agrindly) (09/04/24 2:05 pm):** Administratively approved by the Graduate College.

Program Change Request

Date Submitted: 07/31/24 6:38 pm

Viewing: **1PKS6100GCRT : Advanced**

Design Thinking, GCRT

Last approved: 06/12/24 11:20 am

Last edit: 09/10/24 9:02 am

Changes proposed by: Nicole Turner

Catalog Pages
Using this
Program

[Advanced Design Thinking, CERT](#)

Proposal Type:

In Workflow

1. U Program Review
2. 1526 Head
3. KR Dean
4. University Librarian
5. Grad_College
6. COTE Programs
7. Provost
8. Senate EPC
9. Senate
10. U Senate Conf
11. Board of Trustees
12. IBHE
13. HLC
14. DOE
15. DMI

Approval Path

1. 08/14/24 12:14 pm
Donna Butler (dbutler):
Approved for U Program Review
2. 08/14/24 2:07 pm
Melissa Pokorny (mpokorny):
Approved for 1526 Head
3. 08/19/24 9:10 am
Nicole Turner (nicturn):
Approved for KR Dean
4. 08/27/24 3:26 pm
Claire Stewart (clairest):
Approved for University Librarian
5. 09/04/24 2:05 pm

- Allison McKinney
(agrindly):
Approved for
Grad_College
6. 09/04/24 2:10 pm
Suzanne Lee
(suzannel):
Approved for
COTE Programs
7. 09/05/24 11:05
am
Brooke Newell
(bsnewell):
Approved for
Provost

History

1. Apr 20, 2022 by
Nicole Turner
(nicturn)
2. Feb 8, 2024 by
Nicole Turner
(nicturn)
3. Jun 12, 2024 by
Emily Stuby
(eastuby)

Major (ex. Special Education)

This proposal is
for a:
Revision

Administration Details

Official Program Name	Advanced Design Thinking, GCRT	
Diploma Title	Graduate Certificate in Advanced Design Thinking	
Sponsor College	Fine & Applied Arts	
Sponsor Department	Art and Design	
Sponsor Name	Alan Mette	
Sponsor Email	amette@illinois.edu	
College Contact	Nicole Turner	College Contact Email

nicturn@illinois.edu

College Budget Officer [Greg Anderson](#)

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.

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)

Remove the Temporary Suspension of Admission to the Graduate Certificate in Advanced Design Thinking in the College of Fine and Applied Arts and the Graduate College

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

Program Justification

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

1. Removing temporary suspension to allow for fall 2025 applications.
2. Updated Specialized Accreditation response.
3. Updated delivery method to describe intention to enroll Fall 2025 students in-person.

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 School of Art & Design and Industrial Design program are ready to remove the temporary suspension for Fall 2025 applicants to the graduate certificate. The suspension was intended to be for one year and the unit plans to have the Adv Design Thinking certificate available on the graduate application again for Fall 2025. To update the academic catalog with this information and open up the graduate application, the removal is submitted for fall 2024.
2. Additionally, the specialized accreditation by NASAD (National Association of Schools of Art and Design) sought for the Adv Design Thinking Grad Cert was deferred pending a progress report on a number of issues relating to the industrial design program and culture--one of the reasons we asked for the pause was to give us time to address these issues. NASAD was updated last March, 2024, and the commission officially reaccredited all programs in the School, including Industrial Design, in May, 2024.
3. Because the delivery of the program was paused for a year, this program is updated to reflect the re-opening in Fall 2025 of the in-person 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.

At the end of the program, you should demonstrate the following at an initial Postgraduate level

Research...the ability to select and use appropriate research and experimental methods, to access existing data sources or to generate new data, to analyze and draw insights for future work, with particular emphasis on identifying human needs,

Creative synthesis...the ability to produce meaningful creative proposals from investigation, or in response to identified opportunities or requirements, using appropriate design thinking, modelling and making strategies, taking account of users, audience, market needs, makers, producers or exhibitors, reconciling diverse perspectives in coherent design solutions,

Production...the ability to select and use appropriate production processes in the design process with an understanding of the potential of new technologies and the critical importance of sustainability,

Contextualization...the ability to understand the multiple contexts of design practice, including the historical, theoretical, critical, social, professional, cultural, environmental and technological contexts,

Communication...the ability to use various forms of communication as appropriate during and on completion of the work process, to elicit information, to explain, to debate and persuade, adapting to audience and situations,

Organization....the ability to plan and implement action, identifying targets and organizing resources, effectively managing self and others, including team building and team working skills,

Learning...the ability to carry out independent learning as a basis for academic study, lifelong learning and for personal professional development, including the ability to reflect and independently evaluate your own practice, with the aim of improvement.

For our graduate programs we use a model of the human-centered design process which is based on a six step sequence....Inquiry, Insight, Ideation, Involvement, Implementation and Informing. The program is pre-dominantly project based with a mixture of individual and group working. The first two courses in the MFA sequence de-construct the design thinking process for study, making these courses appropriate for both design graduates and students from other disciplines.

ARTD 501 From Inquiry to Ideation

After a short benchmarking exercise to determine your current level of design skills, this course focuses on the first stages of design thinking using research and analysis to determine user needs and going on to ideation and creative thinking strategies to respond to those needs.

ARTD 502 From Involvement to Implementation

This course continues to include user involvement for feedback, and the utilization of prototyping of design proposals to produce resolved design solutions. Due consideration will be given to responsible and sustainable manufacturing. Additionally we will consider communication strategies involving users and other stakeholders.

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 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 Graduate Certificate in Advanced Design Thinking provides an intensive introduction to the use of high-level design thinking in human centered design practice. Design thinking is now widely recognized as having application across a broad spectrum of professional, industrial, business and social sectors.

The Campus Graduate Certificate provides a project based practical experience in the application of design thinking methodologies in researching human needs and generating design proposals in response to identified opportunities. You will use a variety of research, analysis, ideation, prototyping and communication techniques in these projects.

The program involves study alongside students in the Master of Fine Arts in Art + Design, concentration in Industrial Design and forms the bulk of the first semester of that program. This enables students who graduate from the Campus Graduate Certificate in Advanced Design Thinking to use those credits towards an MFA ID or other graduate qualification in Industrial Design.

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

12 hours of required studio coursework for the Master of Fine Arts in Art + Design, concentration in Industrial Design.

Statement for
Programs of
Study Catalog

**Graduation Requirements -
Minimum Cumulative GPA: 2.75**

~~2.75~~

Minimum hours required for certificate completion: 12 hours

~~Students who have successfully completed this certificate may use the certificate courses to satisfy the following degree requirements, provided they apply and are admitted to the degree program:~~

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

12 hours of required studio coursework for the Master of Fine Arts in Art + Design, concentration in Industrial Design.

Course List

Code	Title	Hours
ARTD 501	Industrial Design I: From Inquiry to Ideation	6
ARTD 502	Industrial Design II: From Ideation to Implementation	6
Total Hours		12

Corresponding Degree GCRT Graduate Certificate

Program Features

Academic Level Graduate

Does this major have transcribed concentrations? No

What is the typical time to completion of this program?
16 weeks

What are the minimum Total Credit Hours required for this program?
12

What is the required GPA? 2.75

CIP Code 500404 - Industrial and Product Design.

Is This a Teacher Certification Program?
No

Will specialized accreditation be sought for this program?

Yes ~~No~~

Describe the plans for seeking specialized accreditation:

[NASAD \(National Association of Schools of Art and Design\) approved.](#)

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 2025

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

Yes

Please describe the admission status change, whether suspension or resumption of the admission status:

We are requesting the removal of a temporary suspension of ~~of~~ admissions to this program.

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

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

Admission requirements are an undergraduate degree in Industrial design or a related area. This would include other design areas, Architecture, Engineering, Entrepreneurship, areas of Computer Science and Business. Admissions and student advising would be handled alongside applications to the existing MFA ID graduate program. Some applicants may be re-directed to the Certificate as a more appropriate educational opportunity than the MFA at this point in their careers. There would be an additional advising load for students with appropriate grade performance who wish to transfer into the MFA ID program on completion of the Certificate.

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.

In-person students will be able to enroll in the fall 2025 term.

Estimated Annual Number of Degrees Awarded

Year One Estimate	10	5th Year Estimate (or when fully implemented)	25
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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

A student registered in ARTD 501 and ARTD 502 will be assessed a \$95 facility use fee for the one-semester certificate program (total fees: \$95).

Attach File(s)

Financial Resources

How does the unit intend to financially support this proposal?

Current instructional staff in the School will offer and instruct the courses. Should demand for this Campus Graduate Certificate exceed expectations, new faculty may be recruited to help teach the courses. Funding for these additional faculty will come from the additional financial resources generated by fee paying students in this program.

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?

Yes

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 the removal of this temporary suspension.

EP Documentation

EP Control Number EP.25.013

Attach Rollback/Approval Notices

This proposal requires HLC inquiry No

DMI Documentation

Attach Final [U Program Review Comments KEY 1058 8-12-24.docx](#)

Approval Notices

Banner/Codebook Name GCRT:Adv Design Thinking- UIUC

Program Code: 1PKS6100GCRT

Minor Code	Conc Code	Degree Code	GCRT	Major Code
6100				

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 **Mary Lowry (lowry) (08/12/24 1:52 pm):** Red/green markup in the POS was due to formatting/font changes. No content was revised.

Allison McKinney (agrindly) (09/04/24 2:05 pm): Administratively approved by the Graduate College.

COMMENTS FROM U PROGRAM REVIEW 8-12-2024

1. Justification and Why
 - a. Please add a point to both about the Specialized Accreditation responses that were revised.
 - b. Please add a point to both about the changes to the Admissions Requirements.
2. Admissions Requirements, we would expect a response to the 'describe impact on enrollment' question in this section (not N/A).
3. Specialized Accreditation section, please review and revise the response to add more detail.