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

EP.25.014   Report of Administrative Approvals Through October 7, 2024

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

<u>**Section 1.**</u>   **This Section Approved by EP on September 30, 2024**

A.   <u>Graduate Programs</u>
1. **Revise the Master of Education in Elementary Education in the College of Education and the Graduate College (key 199) –** eliminates the headings of the existing foundations requirement of four hours of Psychological Foundations Courses in Educational Psychology and 4 hours of Philosophical and Social Foundations Courses in Education Policy, Organization and Leadership and Curriculum & Instruction and combines the existing course options into one Foundations category for 8 hours. There will not be any additional course options added**.**; moves the text "Masters degree students must take a graduate level College of Education course outside their degree granting department" listed under the Other Requirements heading to the new Foundations Courses Requirement, Additionally, revises the text to say, "Select two of the following foundations courses, taken for four credit hours each. At least one of these two courses must be a course from outside the degree granting department".; and reorganizes the courses in alphabetical and numerical order. We are not adding existing courses to the program.

2. **Revise the Master of Science in Educational Psychology in the College of Education and the Graduate College (key 217) -** eliminates the headings of the existing foundations requirement of four hours of Psychological Foundations Courses in Educational Psychology and 4 hours of Philosophical and Social Foundations Courses in Education Policy, Organization and Leadership and Curriculum & Instruction and combines the existing course options into one Foundations category for 8 hours. There will not be any additional course options added**.**; moves the text "Masters degree students must take a graduate level College of Education course outside their degree granting department" listed under the Other Requirements heading to the new Foundations Courses Requirement to now say, "Select two of the following foundations courses, taken for four credit hours each. At least one of these two courses must be a course from outside the degree granting department"; reorganizes the courses in alphabetical and numerical order. We are not adding existing courses to the program.; adjusts the elective hours range for accuracy,

given the eight hours of foundations plus the range of 599 (2-8) to equal 32 due to mathematical error.; and updates the "Research/Project/Independent Study Hours (min/max applied toward degree):" under the section of "Elective Hours" to say Research/Project/Independent Study Hours (min/max applied toward degree): 0-8.

3. **Revise the Joint Program in the Bachelor of Science in Sustainable Design and the Concentration in Design for Responsible Innovation in the Master of Fine Arts in Art & Design in the College of Fine and Applied Arts and the Graduate College (key 1057) -** inputs new campus gen ed requirement template per office of the provost initiative; embedding BSSD FA 24 curricular changes; and updates special topics courses in Art & Design to include new permanent courses.

4. **Revise the Joint Program in the Bachelor of Science in Sustainable Design and the Master of Landscape Architecture in Landscape Architecture in the College of Fine and Applied Arts and the Graduate College (key 1166)** - inputs new campus gen ed requirement template per office of the provost initiative; and embeds BSSD FA 24 curricular changes.

5. **Revise the Master of Science in Integrative Biology in the College of Liberal Arts and Sciences and the Graduate College (key 966)** – removes nine recently deactivated courses across core courses and electives from the program of study table. Adds six recently approved core courses, in addition to two new elective courses. The total hours have not changed.; moves two courses from the elective category to the area category of IB core curriculum.; lists blocked course lists line-by-line; revises Other Requirements and Conditions section of the POS; reorganizes and edits POS table by only listing IB 592 once, updating core curriculum category title to decrease long course lists to 'Select from the following three Areas. At least one course must be a lab and the courses must be in at least two different Areas.', revises category title 'Elective hours required 6-8 hrs' to 'Additional electives chosen from the following list to meet the 32-hour minimum' and includes 'Courses from the any of the Areas above that did not fulfill another requirement may also count toward elective credit.', removes 'Minimum 500-level Hours Required' as the 500-level courses in the category are moved for clarity to the elective section; and corrects range of hours of core curriculum from 12-24 to 12 hour minimum; and edits catalog page text.

6. **Revise the Joint Program in the Bachelor of Science in Liberal Arts and Sciences in Integrative Biology and the Master of Science in Integrative Biology in the College of Liberal Arts and Sciences and the Graduate College (key 1159)** – removes six recently deactivated core or elective courses from the program of study tables. Adds six recently approved core courses, in addition to three new elective courses. The total hours have not changed.; moves two courses from the elective category to the area category of IB core curriculum.; updates student learning outcomes; modifies the formatting of the POS and additional text (e.g., graduation requirements, university requirements, and general education requirements) to adhere to the campus General Education Template. Additionally, revises some area headers and adds a statement on the Honors concentration.; reorganizes and edits POS table by only listing IB 592 once, updating core curriculum category title to decrease long course lists to 'Select from the following three Areas. At least one course must be a lab and the courses must be in at least two different Areas.', revises category title 'Elective hours required 6-8 hrs' to 'Additional electives chosen from the following list to meet the 32-hour minimum' and includes 'Courses from the any of the Areas above that did not fulfill another requirement may also count toward elective credit.', removes 'Minimum 500-

level Hours Required' as the 500-level courses in the category are moved for clarity to the elective section; and corrects range of hours of core curriculum from 12-24 to 12 hour minimum, and removes the mention that only 400-level courses may double-count as 500-level approved courses may as well; revises Other Requirements and Conditions section of the graduate POS table; lists blocked course lists line-by-line; and edits catalog page text.

7. **Revise the Master of Fine Arts in Art & Design in the College of Fine and Applied Arts and the Graduate College (key 31)** – updates POS table to remove the New Media specialization and removes the line about the requirements for programs other than Industrial Design.; revises the format of the Concentration names in the tables as requested by campus as part of the Concentration Project; updates the Program Features information, (which isn't a change in practice).; updates the official program name for CIM-P purposes only; removes the 'Seminar, 8 hours min requirement' from the major and replaces it with 'Studio, 6 hours min requirement.'; adds "Thesis hours" to the Research/Project hours row.

B. **Undergraduate Programs**
1. **Revise the Bachelor of Science in Neural Engineering in the Grainger College of Engineering (key 1044) –** modifies the formatting of the POS and additional text (e.g., graduation requirements, university requirements, and general education requirements) to adhere to the campus General Education Template; removes the note on PSYC 100 stating the course does not apply toward social and behavioral sciences general education requirements.; includes 4 additional free elective hours; and replaces 3 BIOE special topics courses in the Bioengineering Technical Electives list with their permanent numbers.

2. **Revise the Bachelor of Music in Musicology in the College of Fine and Applied Arts (key 469)** – adds Gen Ed template and moves coursework that didn't already appear in the major into a newly added subcategory in the major; removes footnotes and embeds into degree tables; adds standard music requirements in college/unit designated space under graduation requirements above degree tables; and creates lists for applied music lesson and ensemble course options, now listed in POS.

3. **Revise the Bachelor of Fine Arts in Art & Art History in the College of Fine and Applied Arts (key 537)** - adds 3 credit hours of an ARTS or ARTD course (any level) to major requirements and clarifies ARTH as rubric for Art History in major requirements

4. **Revise the Bachelor of Science in Computer Science plus Music in the College of Fine and Applied Arts (key 136) –** modifies the formatting of the POS and additional text (e.g., graduation requirements, university requirements, and general education requirements) to adhere to the campus General Education Template; removes MUS 409 as a course requirement - 2 credit hours; adds MUS 209 as a course requirement - 3 credit hours; increases the major required coursework by 1 credit hour; the overall total hours of the degree program remains unchanged; and clarifies that MUS 299 is the thesis/project course.

5. **Revise the Bachelor of Arts in Studio Art in Studio Art in the College of Fine and Applied Arts (key 665)** - adds 3 credit hours of a 200-level ARTS (Studio Art rubric) course from a list to major requirements and changes number of total Studio Art requirements from 16 to 19 credit hours.

6. **Revise the Bachelor of Science in Natural Resources & Environmental Sciences in the College of Agricultural, Consumer and Environmental Sciences (key 86)** - adds ABE 152, ACES 102, ATMS 140, CPSC 113, GEOL 118, MCB 150 and NPRE 101 as electives in our Science requirement.; adds ACE 262 and STAT 107 as an electives in the Statistics requirement.; removes ACE 261 as an elective in the Statistics requirement.; removes RHET 105.; adds ALEC 115 to the Communications requirement.; revises responses to concentration questions in Program Features.; changes the name of the Human Dimensions of the Environment concentration to Environmental Social Sciences.; adds graduation requirements, university requirements, and general education requirements per Office of the Provost General Education Initiative.; moves the coursework required in the Speech Requirement, Quantitative Reasoning, Natural Sciences and Technology, and Social and Behavioral Sciences into a new subheading called Major Requirements. Also, creates additional headings underneath this requirement to appropriately identify the coursework.; lists courses in the POS Table vertically.; revises text in the Program Regulation and Assessment section.; updates course number for NRES 285 to NRES 385.; includes the names of the concentrations in the Program of Study table.; and changes range of hours for concentration prescribed courses from 19-29 to 18 – 22.

7. **Revise the Concentration in Environmental Science & Management in the Bachelor of Science in Natural Resources & Environmental Sciences in the College of Agricultural, Consumer and Environmental Sciences (key 632)** - adds ABE 152, ACES 102, ATMS 140, CPSC 113, GEOL 118, MCB 150 and NPRE 101 as electives in our Science requirement.; adds ACE 262 and STAT 107 as an electives in the Statistics requirement.; removes ACE 261 as an elective in the Statistics requirement.; removes RHET 105.; adds ALEC 115 to the Communications requirement.; adds graduation requirements, university requirements, and general education requirements per Office of the Provost General Education Initiative.; moves the coursework required in the Speech Requirement, Quantitative Reasoning, Natural Sciences and Technology, and Social and Behavioral Sciences into a new subheading called Major Requirements. Also, creates additional headings underneath this requirement to appropriately identify the coursework.; lists courses in the POS Table vertically.; revises text in the Program Regulation and Assessment section.; updates course number for NRES 285 to NRES 385.; adds the major requirements into the Program of Study table as per campus request.; removes NRES 402 as a core requirement in the NRES ESM concentration and replacing it with NRES 401; removes CEE (GGIS) 459, NRES 438, CPSC 336, UP 405 as electives in the NRES ESM concentration.; and adds NRES 482, NRES 455, ESE 445, ESE 482, GGIS 476, and IB 361 to the NRES ESM concentration.

8. **Revise the Concentration in Ecosystem Stewardship & Restoration Ecology in the Bachelor of Science in Natural Resources & Environmental Sciences in the College of Agricultural, Consumer and Environmental Sciences (key 634)** - adds ABE 152, ACES 102, ATMS 140, CPSC 113, GEOL 118, MCB 150 and NPRE 101 as electives in our Science requirement.; adds ACE 262 and STAT 107 as an electives in the Statistics requirement.; removes ACE 261 as an elective in the Statistics requirement.; removes RHET 105.; adds ALEC 115 to the Communications requirement.; adds graduation requirements, university requirements, and general education requirements per Office of the Provost General Education Initiative.; moves the coursework required in the Speech Requirement, Quantitative Reasoning, Natural Sciences and Technology, and Social and

Behavioral Sciences into a new subheading called Major Requirements. Also, creates additional headings underneath this requirement to appropriately identify the coursework.; lists courses in the POS Table vertically.; revises text in the Program Regulation and Assessment section.; updates course number for NRES 285 to NRES 385.; adds the major requirements into the Program of Study table as per campus request.; removes NRES 402, CEE 432, and UP 405 as electives in the NRES ESRE concentration.; adds NRES 407, IB 329, IB 444, NRES 409, NRES 434, NRES 455, NRES 480, NRES 482, and GGIS 476 as electives in the NRES ESRE concentration.; and changes the range of course hours under Concentration Elective Requirements - Two Ecology courses from 6-7 to 6-8 which also shifts the total concentration hours from 19-21 to 19-22.

9. **Revise the Concentration in Fish Wildlife & Conservation Biology in the Bachelor of Science in Natural Resources & Environmental Sciences in the College of Agricultural, Consumer and Environmental Sciences (key 631)** - adds ABE 152, ACES 102, ATMS 140, CPSC 113, GEOL 118, MCB 150 and NPRE 101 as electives in our Science requirement.; adds ACE 262 and STAT 107 as an electives in the Statistics requirement.; removes ACE 261 as an elective in the Statistics requirement.; removes RHET 105.; adds ALEC 115 to the Communications requirement.; adds graduation requirements, university requirements, and general education requirements per Office of the Provost General Education Initiative.; moves the coursework required in the Speech Requirement, Quantitative Reasoning, Natural Sciences and Technology, and Social and Behavioral Sciences into a new subheading called Major Requirements. Also, creates additional headings underneath this requirement to appropriately identify the coursework.; lists courses in the POS Table vertically.; revises text in the Program Regulation and Assessment section.; updates course number for NRES 285 to NRES 385.; adds the major requirements into the Program of Study table as per campus request.; removes IB 335 as an elective in the NRES FWLCB concentration.; and adds NRES 480, IB 361, IB 444, and IB 407 as electives in the NRES FWLCB concentration.

Section 2. This Section Approved by EP on October 7, 2024

A. **Graduate Programs**
1. **Revise the Joint Program in the Bachelor of Arts in Urban Studies & Planning and the Master of Urban Planning in Urban Planning in the College of Fine and Applied Arts and the Graduate College (key 943)** – adds General Education template; embeds BAUSP FA 24 curricular changes; updates headers from header acronyms to typed out names; and creates joint program summary table.

B. **Undergraduate Programs**
1. **Revise the Undergraduate Minor in Social Work in the School of Social Work (key 295) -** adds new course to the choose-from list: SOCW 220: Technology and Social Issues; updates renumbered courses with accurate course numbers in the choose-from list: SOCW 210 was renumbered to SOCW 425 and SOCW 375 was renumbered to SOCW 445; removes course that is not currently offered from the choose-from list: SOCW 436: Intl SW & Development; updates the Program Regulation and Assessment: Student Learning Outcomes; and adds minimum required hours wording to Study Table ("Minimum required hours and supporting coursework: At least six hours of advanced (300-400 level) coursework must be distinct from credit earned for the student's major or another minor. Minimum hours for minor: 18 credit hours.").

2. **Revise the Concentration in Interdisciplinary Practice in the Bachelor of Fine Arts in Studio Art in Studio Art in the College of Fine and Applied Arts (key 645)** - specifies 3 credit hours from the 12 hours of 200-level ARTS (Studio Art rubric) course requirement to be from a set list of 10 course options.

3. **Revise the Bachelor of Science in Chemical Engineering in the College of Liberal Arts and Sciences (key 268)** - updates ENG 100 to the appropriate 1 credit hour. Due to this increase, we are decreasing Technical Electives by 1 credit hour. This decrease is reflected in the currently approved requirement, which states that students can take "Any 400 level course from List 2" and is being revised to say "One additional 400-level course from List 1 or List 2."; adds MATH 257 as alternative course choice for MATH 415.; adds CHBE 411 and STAT 400 as alternative course options to IE 300.; removes the additional 4 hours of Humanities/Social Science elective to be in line with campus standards.; adds list of courses to the technical electives and removes the link to an external department website with the course listings. The 548 tech elective options were edited down to a list of 138 tech elective options.; modifies the formatting of the POS and additional text (e.g., graduation requirements, university requirements, and general education requirements) to adhere to the campus General Education Template. Removes RHET 105 as being a requirement in the POS.; updates the header names to more clearly indicate what is major vs. concentration coursework.; removes footnotes and moved relevant material from footnotes into the POS table.; updates program features and concentration questions for accuracy.; adds text about optional concentration within the POS table.; updates/rewords text in Technical Elective heading to read, "These courses stress the rigorous analysis and design principles practiced in the major subdisciplines of chemical engineering, embodied in the standard chemical engineering program and in the biomolecular engineering concentration."; rewords "total hours" statement for technical core and tech electives.

4. **Revise the Concentration in Biomolecular Engineering in the Bachelor of Science in Chemical Engineering in the College of Liberal Arts and Sciences (key 734) -** updates ENG 100 to the appropriate 1 credit hour. Due to this increase, we are decreasing Technical Electives by 1 credit hour.; adds MATH 257 as alternative course choice for MATH 415.; adds CHBE 411 and STAT 400 as alternative course options to IE 300.; removes the additional 4 hours of Humanities/Social Science elective to be in line with campus standards.; adds list of courses to the technical electives and removes the link to an external department website with the course listings. The 548 tech elective options were edited down to a list of 138 tech elective options.; modifies the formatting of the POS and additional text (e.g., graduation requirements, university requirements, and general education requirements) to adhere to the campus General Education Template. Removes RHET 105 as being a requirement in the POS.; updates the header names to more clearly indicate what is major vs. concentration coursework.; removes footnotes and moved relevant material from footnotes into the POS table.; updates the previous requirement of "Two Courses from Category B" to state, "Two Additional Courses from Category A or Category B".; changes the wording from "Any 400 level course from List" to "One additional 400-level course from List 1 and List 2."; edits text that previously read, "These courses stress the rigorous analysis and design principles practiced in the major subdisciplines of chemical engineering embodied in the chemical engineering and biomolecular engineering concentrations." to now read, "These courses stress the rigorous analysis and design principles practiced in the major subdisciplines of chemical engineering, embodied in the standard chemical engineering program and in the biomolecular engineering concentration."

Program Change Request

Date Submitted: 07/31/24 12:05 pm

Viewing: **10KS0095EDM : Elementary Education, EDM**

Last approved: 03/19/24 2:55 pm

Last edit: 09/27/24 8:07 am

Changes proposed by: Lori Fuller

Elementary Education, EdM

Catalog Pages
Using this
Program

Proposal Type:

In Workflow

1. **U Program Review**
2. **1613 Committee Chair**
3. **1613 Head**
4. **KN Committee Chair**
5. **KN Dean**
6. **University Librarian**
7. **Grad_College**
8. **COTE Programs**
9. **Provost**
10. **Senate EPC**
11. Senate
12. U Senate Conf
13. Board of Trustees
14. IBHE
15. HLC
16. DOE
17. DMI

Approval Path

1. 08/22/24 4:00 pm
   Donna Butler
   (dbutler):
   Approved for U
   Program Review
2. 09/04/24 8:16 am
   Emma Mercier
   (mercier):
   Approved for 1613
   Committee Chair
3. 09/04/24 11:44
   am
   Helen Neville
   (hneville):
   Approved for 1613
   Head
4. 09/05/24 3:24 pm
   Lori Fuller
   (harvey1):

Approved for KN Committee Chair
5. 09/05/24 3:56 pm
Karla Moller (kjmoller):
Approved for KN Dean
6. 09/05/24 4:32 pm
Claire Stewart (clairest):
Approved for University Librarian
7. 09/06/24 11:15 am
Allison McKinney (agrindly):
Approved for Grad_College
8. 09/06/24 1:30 pm
Suzanne Lee (suzannel):
Approved for COTE Programs
9. 09/13/24 10:30 am
Brooke Newell (bsnewell):
Approved for Provost

History

1. Apr 6, 2019 by Deb Forgacs (dforgacs)
2. Jun 21, 2019 by Kathy Stalter (kstalter)
3. Jun 5, 2020 by Kathy Stalter (kstalter)
4. Sep 29, 2021 by Kathy Stalter (kstalter)
5. Mar 15, 2023 by Lori Fuller (harvey1)

Major (ex. Special Education)

This proposal is for a:
  Revision

Administration Details

Official Program Name	Elementary Education, EDM
Diploma Title	Master of Education
Sponsor College	Education
Sponsor Department	Curriculum and Instruction
Sponsor Name	Karla Moller
Sponsor Email	kjmoller@illinois.edu
College Contact	Lori Fuller

College Contact Email

  harvey1@illinois.edu

College Budget Officer	Amanda Brown

College Budget Officer Email

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

Does this program have inter-departmental administration?
                No

Proposal Title

Effective Catalog Term	Fall 2024

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

Revise the Master of Education in Elementary Education in the College of Education and the Graduate College

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

NO

Program Justification

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

1. Revisions will include the elimination of the headings of the existing foundations requirement of four hours of Psychological Foundations Courses in Educational Psychology and 4 hours of Philosophical and Social Foundations Courses in Education Policy, Organization and Leadership and Curriculum & Instruction and combine the existing course options into one Foundations category for 8 hours. There will not be any additional course options added.

2. We have moved the text "Masters degree students must take a graduate level College of Education course outside their degree granting department" listed under the Other Requirements heading to the new Foundations Courses Requirement, Additionally, we have revised the text to say, "Select two of the following foundations courses, taken for four credit hours each. At least one of these two courses must be a course from outside the degree granting department".

3. We have reorganized the courses in alphabetical and numerical order. We are not adding existing courses to the program.

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

No

Why are these changes necessary?

1. Student feedback has resulted in these changes. EPSY Foundations courses were not offered online and thus were not accessible to students. By eliminating the requirement to take specific courses, students will have access to a greater variety of courses.

2. We have revised the statement that originally stated, "Master's degree students must take at least one course outside of their degree-granting department" to encourage critical thinking and consider multiple perspectives through different disciplinary lenses. The statement was moved to be listed under the "Foundations Courses" requirement since we would like graduate students to select at least one foundation course outside of their dept.

3. We have reorganized the existing courses to provide clarity to the viewer.

There will be no change in total hours for the program.

Instructional Resources

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

No

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

No

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

Yes

Courses outside of the sponsoring department/interdisciplinary departments

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

Letter of Dept Support.pdf

Program Regulation and Assessment

Plan to Assess and Improve Student Learning

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

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

1. Students will acquire deep knowledge of content in the field of Education.

2. Students will demonstrate awareness and application of the Illinois Culturally Responsive Teaching and Leading (CRTL) standards in their teacher preparation course work and field experiences.

3. Students will display the expectations of professionalism related to success in the field of education and beyond (fairness, commitment to collaboration, community, reflective practice, and attention to 21st century skills and practices).

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

Describe here:

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

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

Program
Description and
Requirements
Attach Documents

Is the career/profession for graduates of this program regulated by the State of Illinois?
No

Program of Study

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

Revised programs   ELED EDM side by side.xlsx
    Attach a revised Sample Sequence (for undergraduate program)
    or college-level forms.

Catalog Page Text - Overview Tab

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

Field Placement Information http://education.illinois.edu/sce

Statement for Programs of Study Catalog

Course List

Code	Title	Hours
~~Psychological Foundations Courses in Educational Psychology~~		~~4~~
Foundations Courses		8
Select two of the following foundations courses, taken for four credit hours each. At least one of these two courses must be a course from outside the degree granting department.		
CI 446	Culture in the Classroom	
CI 501	Curriculum Development for the 21st Century	
EPOL 401	History of American Education	
EPOL 402	Asian American Education	
EPOL 403	Historical and Social Barriers	
EPOL 405	School and Society	
EPOL 406	Professional Ethics in Education	
EPOL 407	Critical Thinking in Education	
EPOL 408	Aesthetic Education	
EPOL 409	Sociology of Education	
EPOL 410	Racial and Ethnic Families	
EPOL 412	Politics of Education	
EPOL 413	Economics of Education	
EPOL 480	Technology and Educational Reform	
EPOL 552	Foundation of Higher Education	
Any 400 level EPSY course		
~~OR~~		
EPSY 553	Global Issues in Learning	
~~Philosophical and Social Foundations Courses in Education Policy, Organization and Leadership and Curriculum & Instruction~~		~~4~~
Elective Hours:		24
Project/Independent Study Hours (min/max applied toward degree): 0-8		
Total Hours		32

Other Requirements:

Grad Other Degree Requirements

Requirement	Description
Field Placement information is linked above	
Minimum GPA	3.0
500-Level Hours Required in Education	12 hours
~~Masters degree students must take a graduate level College of Education course outside their degree granting department~~	

Corresponding Degree   EdM Master of Education

Program Features

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

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

What are the minimum Total Credit Hours required for this program?
  32

What is the required GPA?	3.0
CIP Code	131202 - Elementary Education and Teaching.

Is This a Teacher Certification Program?
  Yes

Will specialized accreditation be sought for this program?

  No

Delivery Method

This program is available:
  On Campus - Students are required to be on campus, they may take some online courses.

Admission Requirements

Desired Effective Admissions Term

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

  No

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

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

No changes to enrollment are expected.

Estimated Annual Number of Degrees Awarded

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

What is the matriculation term for this program?	Fall

Budget

Are there budgetary implications for this revision?	No

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

No

Additional Budget Information

Attach File(s)

Financial Resources

How does the unit intend to financially support this proposal?

There will not be a financial impact as a result of this revision.

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

No

Attach letters of support

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

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

Is this program requesting self-supporting status?
No

Faculty Resources

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

There will not be an impact as a result of this revision.

Library Resources

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

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

EP Documentation

EP Control Number	EP.25.014
Attach Rollback/Approval Notices	
This proposal requires HLC inquiry	No

DMI Documentation

Attach Final Approval Notices	U Program Review Comments KEY 199 8-19-24.docx
Banner/Codebook Name	EDM:Elementary Education -UIUC
Program Code:	10KS0095EDM

Minor Code	Conc Code	Degree Code	EDM	Major Code
0095				

Senate Approval
Date

Senate
Conference

Approval Date	
BOT Approval Date	
IBHE Approval Date	
HLC Approval Date	
DOE Approval Date	NA
Effective Date:	
Attached Document Justification for this request	
Program Reviewer Comments	**Allison McKinney (agrindly) (09/06/24 11:15 am):** Administratively approved by the Graduate College.

Program Change Request

Date Submitted: 07/31/24 10:00 am

Viewing: **10KS5865MS : Educational Psychology, MS**

Last approved: 03/19/24 2:58 pm

Last edit: 09/27/24 8:06 am

Changes proposed by: Lori Fuller

Catalog Pages
Using this
Program

[Educational Psychology, MS](#)

Proposal Type:

In Workflow

1. **U Program Review**
2. **1616 Committee Chair**
3. **1616 Head**
4. **KN Committee Chair**
5. **KN Dean**
6. **University Librarian**
7. **Grad_College**
8. **COTE Programs**
9. **Provost**
10. **Senate EPC**
11. Senate
12. U Senate Conf
13. Board of Trustees
14. IBHE
15. HLC
16. DOE
17. DMI

Approval Path

1. 08/14/24 12:12 pm
Donna Butler (dbutler): Approved for U Program Review
2. 08/14/24 12:33 pm
H Chad Lane (hclane): Approved for 1616 Committee Chair
3. 08/15/24 12:59 pm
Kiel Christianson (kiel): Approved for 1616 Head
4. 08/15/24 3:17 pm
Lori Fuller

(harvey1): Approved for KN Committee Chair

5. 08/15/24 3:17 pm Karla Moller (kjmoller): Approved for KN Dean

6. 08/27/24 3:25 pm Claire Stewart (clairest): Approved for University Librarian

7. 09/04/24 2:05 pm Allison McKinney (agrindly): Approved for Grad_College

8. 09/04/24 2:10 pm Suzanne Lee (suzannel): Approved for COTE Programs

9. 09/05/24 7:43 am Brooke Newell (bsnewell): Rollback to KN Dean for Provost

10. 09/05/24 7:53 am Lori Fuller (harvey1): Approved for KN Dean

11. 09/05/24 10:27 am
Claire Stewart (clairest): Approved for University Librarian

12. 09/06/24 11:14 am
Allison McKinney (agrindly): Approved for Grad_College

13. 09/06/24 1:30 pm

History

1. Apr 29, 2019 by
   Deb Forgacs
   (dforgacs)
2. May 10, 2019 by
   Kathy Stalter
   (kstalter)
3. Nov 1, 2019 by
   Deb Forgacs
   (dforgacs)
4. Jun 5, 2020 by
   Kathy Stalter
   (kstalter)
5. Sep 29, 2021 by
   Kathy Stalter
   (kstalter)
6. Mar 14, 2022 by
   Mary Lowry
   (lowry)
7. Mar 15, 2023 by
   Lori Fuller
   (harvey1)
8. Mar 19, 2024 by
   Lori Fuller
   (harvey1)

Major (ex. Special Education)

This proposal is
for a:
Revision

Administration Details

Official Program   Educational Psychology, MS
Name

Diploma Title	Master of Science in Educational Psychology
Sponsor College	Education
Sponsor Department	Educational Psychology
Sponsor Name	Karla Moller
Sponsor Email	kjmoller@illinois.edu
College Contact	Lori Fuller

College Contact Email

harvey1@illinois.edu

College Budget Officer	Amanda Brown

College Budget Officer Email

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

Does this program have inter-departmental administration?

No

Proposal Title

Effective Catalog Term	Fall 2024

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

Revise the Master of Science in Educational Psychology in the College of Education and the Graduate College

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

NO

Program Justification

Provide a brief description of	1. Revisions will include the elimination of the headings of the existing foundations requirement of four hours of Psychological Foundations Courses in Educational

what changes are being made to the program.	Psychology and four hours of Philosophical and Social Foundations Courses in Education Policy, Organization and Leadership and Curriculum & Instruction and combine the existing course options into one Foundations category for eight hours. There will not be any additional course options added.

2. We have moved the text "Masters degree students must take a graduate level College of Education course outside their degree granting department" listed under the Other Requirements heading to the new Foundations Courses Requirement to now say, "Select two of the following foundations courses, taken for four credit hours each. At least one of these two courses must be a course from outside the degree granting department"

3. We have reorganized the courses in alphabetical and numerical order under the Foundations Courses heading. We are not adding existing courses to the program.

4. We added an additional space in the side-by-side spreadsheet between the last course in the Foundations Courses heading and the 599 requirement.

5. We adjusted the elective hours range for accuracy, given the eight hours of foundations plus the range of 599 (2-8) to equal 32 due to mathematical error.

6. We have updated the "Research/Project/Independent Study Hours (min/max applied toward degree):" under the section of "Elective Hours" to say Research/Project /Independent Study Hours (min/max applied toward degree): 0-8

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

No

Why are these changes necessary?

1. Student feedback has resulted in these changes. EPSY Foundations courses were not offered online and thus were not accessible to students. By eliminating the requirement to take specific courses, students will have access to a greater variety of courses.

2. We have moved the statement, "Master's degree students must take at least one course outside of their degree-granting department" to the foundations requirement to encourage critical thinking and consider multiple perspectives through different disciplinary lenses.

3. We have reorganized the existing courses under the Foundations Courses heading to provide clarity to the viewer.

4. We added an additional space between the last course in the Foundations Courses heading and the 599 requirement on the side-by-side spreadsheet to limit confusion.

5. the elective hours were initially calculated incorrectly.

6. The 0-8 hours was added to this requirement since the hours were not displaying correctly as they were listed in the CIM. We are not adding additional hours to this section, only correctly the error currently listed.

There will be no change in total hours for the program.

Instructional Resources

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

No

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

No

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

Yes

Courses outside
of the sponsoring
department/interdisciplinary
departments
CI 446 - Culture in the Classroom
CI 501 - Curr Dev for the 21st Century

Please attach any   Letter of Dept Support.pdf
letters of
support/acknowledgement
for any
Instructional

Resources
consider faculty,
students, and/or
other impacted
units as
appropriate.

Program Regulation and Assessment

Plan to Assess and Improve Student Learning

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

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

Counseling Psychology Division

Counseling Psychology students will possess a broad knowledge of the core areas of psychology.

Counseling Psychology students will have an understanding of the basic statistical analytical methods, research designs, measurement models, and research approaches.3

Counseling Psychology students will demonstrate skills at independently designing, conducting, writing, and presenting research studies.

Counseling Psychology students will be skilled in psychological assessment in all aspects (design, psychometric evaluation, administering, and communicating results) as well as in a variety of contexts (e.g., both environmental and individual assessment).

Counseling Psychology students will have the ability to conceptualize clients from a variety of theoretical and scientifically-informed frameworks, present such a conceptualization to others and establish means and methods to evaluate its accuracy

Counseling Psychology students will possess theoretical and scientific knowledge regarding skills in the provision of interventions.

Counseling Psychology students will value and develop competence in aspects of diversity and individual differences.

Counseling Psychology students will have knowledge and appreciation of the ethical issues involved in being a psychologist.

Counseling Psychology students will adopt a critical, scientific approach to professional activities.

Developmental Sciences Division

Developmental Sciences students will obtain a broad knowledge of the core areas of developmental research across the lifespan.This includes but is not limited to: a) social and emotional development; b) language and mathematical development; c) academic motivation and future planning/orientation; d) bullying and peer harassment; and e) identity formation with respect to gender, race, and ethnicity.

Developmental Sciences students will develop a deep expertise in a relevant specialized topic within or across these core areas. This includes mastering research findings in a topic area selected by the student, understanding the relevant theoretical perspectives related to this topic and learning about the appropriate methodological approaches to understanding the core area.

Developmental Sciences students will obtain a sophisticated knowledge base of research approaches and analytic tools necessary for contribution to scholarly literature in Developmental Sciences broadly and their specialized topic in particular. Specifically, they will develop skills to independently design, conduct, write, and present/publish research studies related to their area of focus/career path.

Cognitive Science of Teaching and Learning (CSTL) Division

CSTL students will obtain a broad knowledge of the core areas related to the cognitive science of teaching and learning. This includes knowledge of theoretical perspectives, methodological approaches, and key research findings in the core areas of (a) cognition and learning across the lifespan, (b) learning and the psychology of language, (c)

multimodal information processing, and (d) sociocultural dimensions of learning. CSTL students will obtain a deep expertise in a relevant topic within or cutting across these core areas. This involves mastering theoretical perspectives, methodological approaches, and key research findings in a topic selected by the student. In addition, they will develop skills at independently designing, conducting, writing, and presenting/publishing research studies.

CSTL students will obtain a sophisticated knowledge base of research approaches and analytic tools necessary for contribution to the professional literature and their chosen professional identity/career path. This involves understanding the basic statistical analytical methods, research designs, measurement models, and research approaches. Studies in Interpretive, Statistical, Measurement, and Evaluative Methodologies for Education (QUERIES) Division

QUERIES students will obtain a broad basic knowledge of the core areas of educational research methodologies, quantitative, qualitative, and evaluative research methods. QUERIES students will obtain a sophisticated knowledge base of quantitative and/or qualitative research approaches and analytic tools necessary for contribution to the professional literature.

QUERIES students in Measurement will become skilled in the development and use of techniques for collecting and analyzing 'test' data through the study of measurement methods.

QUERIES students in Statistics will be skilled in traditional and modern quantitative analytic methods.

QUERIES students in Evaluation will have the skills required for Evaluation scholars –in education, social welfare, health services, community development, human resource development, and other domains.

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

Describe here:

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

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

Program
Description and
Requirements
Attach Documents

Is the career/profession for graduates of this program regulated by the State of Illinois?
No

Program of Study

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

Revised programs   POS EPSY MS_side by side.xlsx

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

Catalog Page Text - Overview Tab

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

Statement for Programs of Study Catalog

Course List

Code	Title	Hours
~~Psychological Foundations Courses In Educational Psychology~~		~~4~~
Foundations Courses		8

Select two of the following foundations courses, taken for four credit hours each. At least one of these two courses must be a course from outside the degree granting department.

Code	Title
CI 446	Culture in the Classroom
CI 501	Curriculum Development for the 21st Century
EPOL 401	History of American Education
EPOL 402	Asian American Education
EPOL 403	Historical and Social Barriers
EPOL 405	School and Society
EPOL 406	Professional Ethics in Education
EPOL 407	Critical Thinking in Education
EPOL 408	Aesthetic Education
EPOL 409	Sociology of Education
EPOL 410	Racial and Ethnic Families
EPOL 412	Politics of Education
EPOL 413	Economics of Education
EPOL 480	Technology and Educational Reform

Any 400 level EPSY course

~~OR~~

Code	Title
EPSY 553	Global Issues in Learning

~~Philosophical and Social Foundations Courses in Education Policy, Organization and~~ ~~4~~
~~Leadership and Curriculum & Instruction~~

Code	Title	Hours
EPOL 552	Foundation of Higher Education	
EPSY 599	Thesis Research (min/max applied toward degree)	2-8
Elective Hours:		16-22

Students pursuing the Concentration in African American Studies are required to take 24 hours of Concentration courses, for a total of 56 hours.

Research/Project/Independent Study Hours (min/max applied toward degree): 0-8

Code	Title	Hours
Total Hours		32

Other Requirements

Grad Other Degree Requirements

Requirement	Description
Human Subjects Approval	
Minimum GPA	3.0
500-Level Hours in Education	12

~~Masters degree students must take a graduate level College of Education course outside their degree grantingdepartment.~~

Corresponding Degree	MS Master of Science

Program Features

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

What is the typical time to completion of this program?

2 years

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

32

What is the required GPA?	3.0
CIP Code	130603 - Educational Statistics and Research Methods.

Is This a Teacher Certification Program?

No

Will specialized accreditation be sought for this program?

No

Delivery Method

This program is

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

Admission Requirements

Desired Effective
Admissions Term

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

   No

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

Describe how this revision or phase down/elimination will impact enrollment and degrees awarded. If this is an elimination/phase down proposal include the plans for the students left in the program.
                No changes to enrollment are expected.

Estimated Annual Number of Degrees Awarded

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

What is the   Fall
matriculation
term for this
program?

Budget

Are there   No
budgetary
implications for
this revision?

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

Additional Budget
Information

Attach File(s)

Financial Resources

How does the unit intend to financially support this proposal?

There will not be a financial impact as a result of this revision.

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

No

Attach letters of
support

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

Graduate Base on-campus rate

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

No

Is this program requesting self-supporting status?

No

Faculty Resources

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

There will not be an impact as a result of this revision.

Library Resources

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

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

EP Documentation

EP Control   EP.25.014
Number

Attach
Rollback/Approval
Notices

This proposal   No
requires HLC
inquiry

DMI Documentation

Attach Final   U Program Review Comments KEY 217 8-13-24.docx
Approval Notices

Banner/Codebook Name	MS:Educational Psych -UIUC			
Program Code:	10KS5865MS			

Minor Code	Conc Code	Degree Code	MS	Major Code
5865				

Senate Approval Date

Senate Conference Approval Date

BOT Approval Date

IBHE Approval Date

HLC Approval Date

DOE Approval Date   NA

Effective Date:

Attached Document Justification for this request

Program Reviewer Comments   **Allison McKinney (agrindly) (09/04/24 2:05 pm):** Administratively approved by the Graduate College.
Brooke Newell (bsnewell) (09/05/24 7:43 am): Rollback: Per discussion with Lori Fuller, to address U Program Review comments

Key: 217

Program Change Request

Date Submitted: 08/12/24 1:11 pm

Viewing: **10KR6083BS & 10KS6083MFA : JP: Sustainable Design, BS and Art & Design: Design for Responsible Innovation, MFA**

Last approved: 03/15/23 10:13 am

Last edit: 09/27/24 8:08 am

Changes proposed by: Nicole Turner

Catalog Pages Using this Program	[Sustainable Design, BS and Art & Design: Design for Responsible Innovation, MFA](#)

Proposal Type:

In Workflow

1. **U Program Review**
2. **1526 Head**
3. **1644 Head**
4. **KR Dean**
5. **University Librarian**
6. **Grad_College**
7. **COTE Programs**
8. **Provost**
9. **Senate EPC**
10. Senate
11. U Senate Conf
12. Board of Trustees
13. IBHE
14. HLC
15. DOE
16. DMI

Approval Path

1. 08/26/24 4:25 pm
   Donna Butler
   (dbutler):
   Approved for U
   Program Review
2. 08/27/24 2:49 pm
   Melissa Pokorny
   (mpokorny):
   Approved for 1526
   Head
3. 08/27/24 3:00 pm
   Nicole Turner
   (nicturn):
   Approved for 1644
   Head
4. 08/28/24 10:31
   am
   Nicole Turner
   (nicturn):
   Approved for KR
   Dean
5. 08/28/24 10:58

am
Claire Stewart
(clairest):
Approved for
University
Librarian

6. 09/06/24 11:33
am
Allison McKinney
(agrindly):
Approved for
Grad_College

7. 09/06/24 1:23 pm
Suzanne Lee
(suzannel):
Approved for
COTE Programs

8. 09/13/24 10:29
am
Brooke Newell
(bsnewell):
Approved for
Provost

History

1. Feb 4, 2022 by
Nicole Turner
(nicturn)
2. Apr 27, 2022 by
Nicole Turner
(nicturn)
3. Mar 15, 2023 by
Nicole Turner
(nicturn)

Joint Program (ex. Master of Public Health & PhD. in Community Health)

This proposal is
for a:
Revision

Administration Details

Official Program Name	JP: Sustainable Design, BS and Art & Design: Design for Responsible Innovation, MFA
Diploma Title	Bachelor of Science in Sustainable Design; Master of Fine Arts in Art and Design

Sponsor College	Fine & Applied Arts
Sponsor Department	Art and Design
Sponsor Name	Molly Briggs, Assistant Professor of Graphic Design and Faculty Representative of the MFA Concentration in DRI
Sponsor Email	mbriggs@illinois.edu

College Contact	~~Dean Asst.~~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?

Yes

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

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

The Sustainable Design faculty committee and Dean of FAA will maintain oversight of the BSSD and the School of Art & Design and Graduate College will maintain oversight of the MFA.

College	Fine & Applied Arts
Department	Fine and Applied Arts

Is there an additional department involved in governance?

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 Joint Program in the Bachelor of Science in Sustainable Design and the Concentration in Design for Responsible Innovation 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) Add Gen Ed template; (2) Embed BSSD FA 24 curricular changes; (3) Update special topics courses in Art & Design to include new permanent courses

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

No

Why are these changes necessary?

1- Inputting new campus gen ed requirement template per office of the provost initiative.

2- The BSSD program has approved changes for FA 24, as of 4/22/24. These changes included the expansion of the drawing and urban scale sustainability course options. Additionally, editorial changes were made to remove Gen Ed category fulfillment notes to maintain accuracy amongst ongoing certification revisions, in summary of credits table, removing hours for gen ed's and free electives, and deleting the stand-alone free electives table. The summary table also lists out BSSD and MFA degree titles.

3- ARTS 465 was created as an Advanced Illustration course, so it is removed from ARTD 499 list of special topics options and added as an 'or' option. Because it is a 3 credit hour course, this changes the total hours for this option is 3-4 and reduces the total senior year course options to 10-12 in the summary table (previously 11-12). In the sample sequence, the option will remain as 4 hours for students to plan. Similarly, ARTS 245 Beginning Illustration is removed from ARTD 499 special topics options and added as an 'or' option.

No changes to total major or degree hours.

Note re U ProgramReview feedback: The longest list in the sample sequence is 4 courses, so it is preferred they be listed. All other revisions were made.

40 hour upper division/advanced course requirement
ARTD 326 – 3
ARCH 321 – 3
ARTD 451 - 4
FAA 330 - 5
FAA 430 - 3
FAA 431 – 5
ARTD 333 - 3
ART 310 - 3
ARTD 499 or ARTS 465 - 4
ARTD 420 or ARTD 426 - 3 or 4
ARTD 444 - 4

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.

Bachelor of Science in Sustainable Design:
The Student Learning objectives (SLO) are:
1. Students will have a deep level of understanding of the fundamentals of sustainability and their functional links to the built environment

2. Students will have a deep level of understanding of the fundamentals of design thinking and practice

3. Students will be proficient in applying basic principles of visual and material communication, including sketching, drafting, model-making, 2-d and 3-d design software and geographic information systems.

4. Students will be able to combine design theory and practice with sustainability principles to address environmental issues at the product, building, neighborhood, city, landscape and global levels.

5. Students will be comfortable working in multidisciplinary teams to solve complex design problems

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MFA: Design for Responsible Innovation:

Assessment Activity:

In Step 5 of the assessment plan, your program identified at least three questions it would pursue to better understand student learning at the program level.
1. Which question(s) from your program's assessment plan did the program explore during AY 2018-2019?

Question 1: How do the students locate relevant literature, assess its quality, and use it to inform their own research trajectories?
• Student Learning Outcome: Demonstrate familiarity with the design research literature relevant to their topic
• Sources/Methods for acquiring evidence: End of term review, thesis defense, conference papers and presentations, publications
• Timeline: Accomplished by creating new required course ARTD570 Design Research Methodology—sought and received Provost approval for the new course name and description in AY2019. First offered Spring 2019; currently in its second offering in Fall 2019. Also, developed Graphic Design LibGuide in consultation with research librarians at Ricker Library and a Design Research LibGuide in consultation with library Melody Allison at Funk ACES Library.

Question 2: Can the students adequately distinguish among the different kinds of prototypes – production, research, and provocation – and explain when each is useful?
• Student Learning Outcome: Create prototypes for research purposes
• Sources/Methods for acquiring evidence: End of term review, thesis defense, conference papers and presentations, publications

• Timeline: Accomplished by incorporating the development and implementation of iterative prototypes in the Graduate Graphic Design Studio.

Question 3: Are the students able to think in terms of how knowledge is typically created in different parts of campus, and explain how the modes are used in their own research?
• Student Learning Outcome: Explain the different epistemological modes of knowledge production
• Sources/Methods for acquiring evidence: End of term review
• Timeline: After faculty developed a new mission statement and research tracks in responsible innovation, we developed an interactive pedagogical tool that offers a holistic approach to design research. This tool draws from a wide cross section of research domains and methodologies across campus. Faculty have co-authored a peer-reviewed conference presentation on this tool, are developing proposals for peer-reviewed conference workshops, and are conducting workshops with our MFA students. Also, we have a developed a number of new courses; see item 8c, below. Finally, we have developed a new course advising plan that will be implemented as soon as one remaining course receives Provost approval (anticipated by May 2020).

Question 4: Are students familiar with a variety of research methods and can they provide the rationales for choosing among them?
• Student Learning Outcome: Select research methods appropriate to the thesis topic
• Sources/Methods for acquiring evidence: Thesis defense, conference papers and presentations, publications
• Timeline: Accomplished by advising students to incorporate research methods and processes into project development and analysis in their own work, as well as the work completed in their graduate courses. Graduate students are also required to take a methodologies course (ARTD570 Design Research Methodology) that covers a variety of research methods and the implementation of them.

2. Are you doing any preparatory assessment work (e.g., creating rubrics, surveys, exams, etc.)?
a. Yes
3. Did the assessment work involve direct evidence of student learning? Examples of direct evidence include (but are not limited to) written work, performances, or presentations, scored using a rubric; portfolios of student work; and observations of student behavior, such as presentations and group discussions.
a. Yes
4. Did the assessment work involve indirect evidence of student learning? Examples of indirect evidence include (but are not limited to) course grades; placement rates of graduates into appropriate career positions and starting salaries; alumni perceptions of their career responsibilities and satisfaction; student ratings of their knowledge and skills and reflections on what they have learned in the course or program; and student/alumni satisfaction with their learning, collected through surveys, exit interviews, or focus groups.
a. Yes
5. What was the focus of the assessment work?
a. Skill development
b. Knowledge acquisition

c. Professional attributes

d. Other: (specify) Communicative capacity

6. Are results being used to improve student learning?

a. Yes

7. If YES, how are the results of the assessment activities being used to impact student learning?

Revised learning outcomes for all existing courses; developed new learning outcomes for all new courses; developed new rubric (paper form) and process (faculty protocol) for semester-end graduate faculty reviews; revised requirements for the written thesis and thesis exhibition, presented in all-new Grad Handbook prepared by grad co-coordinators; established a research advisor program for all incoming first-years and continuing second-years to complement the academic advising provided by the graphic design faculty and graduate co-coordinators.

8. What improvements were made based on assessment work?

-Added new course(s): ARTD 570 Design Research Methodology: This seminar coordinates readings in design theory and the processes and principles of human-centered design with graduate students' emerging thesis research interests. Students will address the role of design research methodology in establishing design practice and design pedagogy. ARTD 451 EDGE: Ethics of a Designer in a Global Economy (EDGE) studio presents complex problems of ethics within the graphic design practice. Individual sections address social and environmental issues. ARTD 551 Design Research Impact: This seminar helps the MFA design students connect their research with pedagogy and professional development strategies to disseminate their research into publishing, conferences, communities, and other relevant venues.

-Introduced new technology (Interactive Research Model)

-Improved advising (New Research Advising Program)

-Improved outcomes assessment

-Provided clarity on Pass/Pass with Reservations/Fail in the Graduate Handbook

9.Is any additional assessment work needed to address the questions you explored during AY 2018-2019? No

11. Have the results of the assessment work been shared with anyone? Yes, with others in the department and with others outside the department. Faculty collaborated during faculty meetings and an all-day faculty retreat to develop the new curriculum. Curriculum development was a direct response to the assessment.

Our new curriculum and courses have been shared with A+D Administration. Courses have gone live to students. The curriculum has not yet been publicized because one course still needs approval.

13. What was learned from doing the assessment work this year?

Our program was in need of a comprehensive curriculum redevelopment. We collaborated to accomplish this.

Next Steps:

17. What are your next steps? For example, what assessment work will your program continue into next year? What would the program like to change or do differently? What would the program like to discontinue based on its experiences?

The April 2019 Academic Program Review External Reviewer Report observes that

• "Graduate students desire greater and more consistent mentoring in teaching"

• "Graduate students desire greater and more consistent mentoring in teaching

- • "Graduate students...believe...there is not enough oversight of assistantships"
- • "Graduate students...believe...there is not enough compensation to faculty for mentoring them"
- • "In order to ensure the health of the School's graduate programs, organizational roles may need to be better compensated, even if through course releases"
- • Develop a course specifically for faculty guidance in research and writing thesis for an advanced degree in Design.

We believe we should work on pursue these issues/suggestions in AY2020.

Revised Assessment Plan:
19. Have you made any changes to the assessment process (e.g., assessment lead, student learning outcomes, curriculum map, assessment planning questions, etc.)?
a. Yes

20. If YES, what changes were made to the assessment process?
a. Assessment lead
Our Chair, Eric Benson, organized a faculty retreat to discuss the changes necessary for the graduate program.
b. Student learning outcomes
Outlined course objectives and competencies per course and the projection of those competencies as a scaffold; acquired, reinforced, and finally mastered.
c. Curriculum map
Provide a curriculum map of the courses currently offered and the competencies that correspond with that them.
d. Assessment planning questions

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 BSSD MFA DRI FA 24 side by side.docx
BSSD MFA DRI Schedule FA 24.docx

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

Catalog Page Text - Overview Tab

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

The B.S.-M.F.A. program combines a B.S. in Sustainable Design with a M.F.A. in Art & Design, concentration in Design for Responsible Innovation (4 + 2 program). Current University of Illinois at Urbana-Champaign undergraduate students enrolled in the Sustainable Design undergraduate major who have completed between 60 and 96 credit hours and maintain superior academic performance are eligible to apply for this program. Students admitted to the program will receive the B.S. degree after four years and, contingent upon successful admittance to the Graduate School, will receive the M.F.A. degree after two additional years.

Students interested in the BSSD/MFA DRI 4 + 2 program will need to plan their schedules well in advance of their Junior year to ensure they have taken the appropriate course work. By judicious selection of general education courses and major electives in their sophomore and junior years, students will be prepared to apply to the 4+2 program in their junior year.

For additional details and requirements refer to the department's Web site and the Graduate College Handbook.

Statement for Programs of Study Catalog

Graduation Requirements
Minimum hours required for graduation: 160 hours.

Bachelor of Science in Sustainable Design: Design degree requirements 120 hours.

Course List

Code	Title	Hours
General Education Requirements		
Composition I		4
Advanced Composition		3
Humanities & the Arts (fulfilled by required courses listed below)		6
Cultural Studies: Western/Comparative Culture(s)		3
Cultural Studies: Non-Western Culture(s)		3
Cultural Studies: US Minority Culture(s) (fulfilled by required course listed below)		3
Natural Sciences and Technology		6
Social and Behavioral Sciences (1 is fulfilled by required course listed below)		6
Quantitative Reasoning I and II		6
Language Other Than English requirements		0-12
Total Hours (with Language requirement fulfilled, not counting SD/DRI required courses)		28

Course List

Code	Title	Hours
Major Requirements		
Students should plan to complete all requirements prior to senior year, except for FAA 430 and FAA 431 which will be taken during senior year.		
FAA 101	Arts at Illinois	1
FAA 201	Black Arts Today (Gen Ed: Humanities & the Arts & U.S. Minority Cultures)	3
LA 101	Introduction to Landscape Arch	2
UP 136	Urban Sustainability (Gen Ed: Social/Behavioral Sci)	3
ARCH 171	Introduction to Design I	3
ARCH 172	Introduction to Design II	3
ARTH 211	Design History Survey (Gen Ed: Humanities & the Arts)	3
ARTD 225	Design Drawing	3
or LA 280	Design Communications I	
FAA 230	Sustainable Design of the Built Environment	3
ARCH 321	Environment, Architecture, and Global Health	3
ARTD 451	Ethics of a Designer in a Global Economy	4
ARTD 326	Sustainability & Manufacturing	3
FAA 330	Making Sustainable Design	5
FAA 430	Capstone Seminar	3
FAA 431	Capstone Studio	5
Total Hours		0

Course List

Code	Title	Hours
Free Electives		13-14
Select approximately 13-14 credit hours with approval of advisor to complete degree requirements.		

Master of Fine Arts in Art & Design, concentration in Design for Responsible Innovation: Innovation concentration degree requirements 40 hours.

University Requirements

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

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

General Education Requirements

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

Course List

Code	Title	Hours
Composition I		4-6
Advanced Composition		3
Humanities & the Arts (6 hours)		6
fulfilled by ARTH 211, FAA 102, FAA 201, and ART 310		
Natural Sciences & Technology (6 hours)		6
Social & Behavioral Sciences (6 hours)		6
Cultural Studies: Non-Western Cultures (1 course)		3
Cultural Studies: US Minority Cultures (1 course)		3
fulfilled by FAA 201		

Code	Title	Hours
Cultural Studies: Western/Comparative Cultures (1 course)		3
Quantitative Reasoning (2 courses, at least one course must be Quantitative Reasoning I)		6-10
Language Requirement (Completion of the third semester or equivalent of a language other than English is required)		0-15

Sustainable Design Major Requirements

Course List

Code	Title	Hours
Students should plan to complete all requirements prior to senior year, except for FAA 430 and FAA 431 which will be taken during senior year.		
Foundation		18
FAA 101	Arts at Illinois	1
FAA 230	Sustainable Design of the Built Environment	3
LA 101	Introduction to Landscape Arch	2
ARCH 171	Introduction to Design I	3
ARCH 172	Introduction to Design II	3
FAA 201	Black Arts Today	3
ARTH 211	Design History Survey	3
Urban Scale Sustainability (select one course)		3
UP 136	Urban Sustainability	3
UP 205	Ecology & Environmental Sustainability	3
ARCH 237	Urban Scale Sustainability	3
Drawing (select one course)		3
ARTD 225	Design Drawing	3
ARTF 102	Observational Drawing	3
ARTF 103	Design I	3
LA 280	Design Communications I (limited seats solely for BSSD/MLA 4+2 students)	3
Core		15
FAA 330	Making Sustainable Design	5
ARTD 326	Sustainability & Manufacturing	3
ARCH 321	Environment, Architecture, and Global Health	3
ARTD 451	Ethics of a Designer in a Global Economy	4
Senior Capstone		8
FAA 430	Capstone Seminar	3
FAA 431	Capstone Studio	5
Total Hours		47

Course List

Code	Title	Hours
Major Electives		
All 16 hours of major electives are met with the full completion of the requirements below.		

Course List

Code	Title	Hours
Required Art +Design Coursework taken prior to Senior Year		
Students who follow this program will be eligible for a minor in Art + Design regardless of their admission to the 4+2 program		
ARTD 151	Introduction to Graphic Design	3
ARTD 222	Typographic Practice	3
ARTD 270	Design Methods	2

Code	Title	Hours
ARTD 333	Type & Image	3
FAA 102	Design Beyond Boundaries	3
ARTD 299	Spec Topics in Design Courses (Design Thinking Seminar, Design Thinking Studio, or Creative Coding)	2-3
or ARTS 245	Beginning Illustration	
ART 310	Design Thinking	3

Course List

Code	Title	Hours
Senior Year Courses		

A BSSD student admitted to the 4+2 program is expected to enroll in 400-level MFA DRI prerequisite courses in their senior year, although they are not yet admitted to the MFA DRI program. Typically, a 4+2 student will take FAA 430 & FAA 431 (3 & 5 hours), as required by the BSSD program, plus 3 MFA DRI prerequisite courses:

Code	Title	Hours
ARTD 499	Special Topics in Design (Creative Coding)	3-4
or ARTS 465	Advanced Illustration	
ARTD 420	Disability Design	3-4
or ARTD 426	Product Innovation	
ARTD 444	Typographic Systems	4

Master of Fine Arts in Art & Design, Design for Responsible Innovation concentration degree requirements

Course List

Code	Title	Hours
ARTD 551	Design for Responsible Innovation Research Impact	4
ARTD 570	Design for Responsible Innovation Research Methodology	4
ARTD 595	MFA Design for Responsible Innovation Studio (repeated)	16
ARTD 599	Thesis	8
Electives		8
Total Hours		40

Course List

Code	Title	Hours
Other Requirements		
Minimum 500-level Hours Required Overall		32
Minimum GPA		2.75

Summary of Credits for the Joint Bachelor of Science in Sustainable Design and Master of Fine Arts in Art & Design, concentration in Design for Responsible Innovation ~~BSSD/MFA DRI Program~~

Course List

Code	Title	Hours
Bachelor of Science in Sustainable Design		120
General Education		
Major Requirements		47
Major Electives		0
Additional A+D Course Requirements		19
Senior Year Graduate Courses		10-12
Free Electives		
A minimum of 40 credits at the 300 or 400 course level are required		
Master of Fine Arts in Art + Design, Design for Responsible Innovation concentration		40

Program Relationships

Identify the
existing programs
to be joined:

Corresponding Program(s)
Sustainable Design, BS
Art & Design: Design for Responsible Innovation, MFA

Program Features

Academic Level   Undergraduate
                        Graduate

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

What are the minimum Total Credit Hours required for this program?
  160

What is the   2.75
required GPA?

Is This a Teacher Certification Program?
                    No

Will specialized accreditation be sought for this program?

  No

Delivery Method

This program is
available:
  On Campus - Students are required to be on campus, they may take some online courses.

Admission Requirements

Desired Effective
Admissions Term

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

  No

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

In October of students' junior year, the BSSD Faculty Administrator, in consultation with the Director of MFA Admissions, MFA DRI Program Director, and other Art & Design faculty reviews each candidate's undergraduate record and extends offers of invitation for 4+2 participation to those who qualify.

Invited students then provide a statement of purpose (SOP) and portfolio of 10 representative works to the Director of MFA Admissions by December 15. The SOP (1,500 words maximum) should convey information about the student's background, personal experience, and motivation for pursuing a MFA degree at the University of Illinois. The best statements communicate an applicant's research interests and career aspirations, not simply his or her technical qualifications. The portfolio should demonstrate applicant's capacity for design and/or design research. A 20-page writing sample may be substituted for 5 of the 10 works (i.e. portfolio would include writing sample + 5 representative works.)

Students will be notified by the Director of MFA Admissions by January of their junior year if they have been accepted into the 4+2 program. The decision to grant entrance to the program is based on the undergraduate record, the statement of purpose, and evaluations by faculty who have taught or worked with the student. Admission to the 4+2 program does not guarantee admission to the MFA program, although students are initially invited to participate in the 4+2 program based on the high likelihood that they would be admitted to the MFA program.

Describe how this revision or phase down/elimination will impact enrollment and degrees awarded. If this is an elimination/phase down proposal include the plans for the students left in the program.
No impact.

Estimated Annual Number of Degrees Awarded

| Year One Estimate | 0 | 5th Year Estimate (or when fully implemented) | 3 |

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

Financial Resources

How does the unit intend to financially support this proposal?

> This proposal is building on programs that already exist within the department, so no additional costs are expected. Upon formal acceptance into the graduate program, students will be assessed graduate student tuition for year 5 and year 6.

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 Undergrad Differential for 4 undergrad years; FAA Grad Differential for 2 grad years

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

> No

Faculty Resources

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

No impact.

Library Resources

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

Library collections, resources and services are sufficient to support this revision of the BSSD/MLA 4+2.

EP Documentation

EP Control Number   EP.25.014

Attach Rollback/Approval Notices

This proposal requires HLC inquiry   No

DMI Documentation

Attach Final Approval Notices	[U Program Review Comments KEY 1057 8-26-2024.docx](#)
Banner/Codebook Name	BS:BS SD/MFA A&D - UIUC & MFA:BS SD/MFA A&D - UIUC
Program Code:	10KR6083BS & 10KS6083MFA

Minor Code		Conc Code	6083	Degree Code		Major Code

Senate Approval Date	
Senate Conference Approval Date	
BOT Approval Date	
IBHE Approval Date	
HLC Approval Date	
DOE Approval Date	NA
Effective Date:	
Attached Document Justification for this request	
Program Reviewer Comments	**Mary Lowry (lowry) (07/26/24 4:09 pm):** Rollback: See email sent to Nicole Turner on 7-26-24 **Mary Lowry (lowry) (08/26/24 3:19 pm):** U Program Review comments attached in DMI Documentation section

Key: 1057

Program Change Request

Date Submitted: 08/12/24 1:37 pm

Viewing: **10KR6168BS & 10KS6168MLA : JP: Sustainable Design, BS and Landscape Architecture, MLA**

Last approved: 02/01/24 1:09 pm

Last edit: 09/27/24 8:07 am

Changes proposed by: Nicole Turner

Catalog Pages Using this Program

Sustainable Design, BS and Landscape Architecture, MLA

Proposal Type:

Approval Path

1. 08/26/24 3:13 pm Donna Butler (dbutler): Approved for U Program Review
2. 08/26/24 3:15 pm Lori Davis (drlori): Approved for 1569 Committee Chair
3. 08/26/24 9:20 pm David Hays (dlhays): Approved for 1569 Head
4. 08/27/24 9:18 am Nicole Turner (nicturn): Approved for 1644 Head
5. 08/27/24 9:19 am

Nicole Turner
(nicturn):
Approved for KR
Dean
6. 08/27/24 12:54
pm
Claire Stewart
(clairest):
Approved for
University
Librarian
7. 09/06/24 11:33
am
Allison McKinney
(agrindly):
Approved for
Grad_College
8. 09/06/24 1:24 pm
Suzanne Lee
(suzannel):
Approved for
COTE Programs
9. 09/13/24 10:29
am
Brooke Newell
(bsnewell):
Approved for
Provost

History

1. Feb 1, 2024 by
Nicole Turner
(nicturn)

Joint Program (ex. Master of Public Health & PhD. in Community Health)

This proposal is
for a:
Revision

Administration Details

Official Program Name	JP: Sustainable Design, BS and Landscape Architecture, MLA
Diploma Title	Bachelor of Science in Sustainable Design and Master of Landscape Architecture in Landscape Architecture
Sponsor College	Fine & Applied Arts

Sponsor Department	Landscape Architecture
Sponsor Name	Beth Scott ~~Mary Pat McGuire~~
Sponsor Email	scottea@illinois.edu ~~mpm1@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?

Yes

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

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

The Sustainable Design faculty committee and Dean of FAA will maintain oversight of the BSSD and the Department of Landscape Architecture and Graduate College will maintain oversight of the MLA.

College	Fine & Applied Arts
Department	Fine and Applied Arts

Is there an additional department involved in governance?

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 Joint Program in the Bachelor of Science in Sustainable Design and the Master of Landscape Architecture in Landscape Architecture 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) Add Gen Ed template; (2) Embed BSSD FA 24 curricular changes

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- Inputting new campus gen ed requirement template per office of the provost initiative.

2- The BSSD program has approved changes for FA 24, as of 4/22/24. These changes included the expansion of the drawing and urban scale sustainability course options. Additionally, editorial changes were made to remove Gen Ed category fulfillment notes to maintain accuracy amongst ongoing certification revisions, in summary of credits table, removing hours for gen ed's and free electives and also removing extra free electives table above summary table. Additionally, BSSD and MLA were written out in the summary table.

No changes to total major or degree hours.

40 hour upper division/advanced course requirement
ARTD 326 – 3
ARCH 321 – 3
ARTD 451 - 4
FAA 330 - 5
FAA 430 - 3
FAA 431 – 5
LA 314 – 4
LA any 300 or 300 level – 2
LA 352 – 4
LA 433 – 5
LA 434 – 5

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.

BSSD Student Learning Outcomes:

1. Students will have a deep level of understanding of the fundamentals of sustainability and their functional links to the built environment.
2. Students will have a deep level of understanding of the fundamentals of design thinking and practice.
3. Students will be proficient in applying basic principles of visual and material communication, including sketching, drafting, model-making, 2-d and 3-d design software and geographic information systems.
4. Students will be able to combine design theory and practice with sustainability principles to address environmental issues at the product, building, neighborhood, city, landscape, and global levels.
5. Students will be comfortable working in multidisciplinary teams to solve complex design problems.

Master of Landscape Architecture students will:

Master of Landscape Architecture learning outcomes include:

• Knowledge and skills in process, principles, and theories of design in landscape architecture
• Knowledge of histories and theories of the art and science of landscape architecture
• Knowledge of plants, ecosystems, and climate science
• Knowledge of resilience and landscape performance
• Knowledge of the legal context of the landscape architecture profession
• Knowledge of professional practice
• Skills in the application of assessment and analysis of site context and suitability of program, data, and other criteria in site design and planning
• Skills in developing design concepts, material detailing, and construction, including accessibility
• Skills in design communication with diverse audiences, including verbal, visual, and written forms
• Knowledge of construction materials and methods, including the use of specifications, construction techniques, material selections, and preparation of relevant documents
• Knowledge and skills of landform, engineering, and green infrastructure to facilitate ecological design, safety, and accessibility
• Knowledge of landscape performance, including the quantifiable assessment of benefits of landscape design
• Skills in collaboration, including interdisciplinary teams, and application of knowledge from different disciplines into design
• Knowledge and skills in research theories and methods, research ethics, and the understanding of research as it affects the current and future practice of the profession

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

Describe here:

The following assessment data will be used to aid the evaluation of the program:
- Admission numbers disaggregated by race, gender, geography, and academic year
- Student performance data
- Student participation in study abroad programs
- Undergraduate research and design opportunities
- Retention rates and average time to complete the degree
- Student and alumni feedback
- Senior exit survey
- Student awards and recognition
- Job placements
- Acceptance rate into the 4+2 program
- Ability to complete the 4+2 on the suggested timeframe
- Alumni Surveys

Learning outcomes are assessed by faculty for individual students through coursework assignments, most notably through the design studio sequence. Studio production reflects a synthetic process of incorporating the knowledge and skills learned through adjacent coursework and a sound measure of integrated learning which significantly reflects the potential for future practice in the profession.

Students' design studio work is also periodically assessed by external reviewers from practice and academia, which offers an opportunity for faculty and program leadership to gain further insight into the learning outcomes of individual students and courses and to make recommendations to the Academic Programs and Student Advising staff on the satisfactory completion of learning and/or suggestions for remedial instruction.

The MLA Program Committee regularly assesses curriculum and student learning, and makes periodic recommendations for coursework development to increase student learning outcomes.

Learning outcomes for students in the MLA program are also assessed every 6 years through the accreditation visits of the Landscape Architecture Accreditation Board (LAAB). The visiting team reviews all course materials supplemented by an exhibition of student work samples from all courses in the MLA program. LAAB teams also meet with students to assess their academic experience and learning outcomes.

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.

Student learning outcomes for each degree will be evaluated by each respective program.

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

> The BSSD Coordinator, LA Academic Programs and Student Affairs Coordinator, and the MLA program faculty chair will meet three times a year. In the fall, applicants to the 4+2 program will be reviewed and in the spring highly qualified students for the next cycle will be identified. In addition to these logistics, assessment data will be utilized in each of these meetings to determine if the 4+2 is meeting the individual program learning outcomes and if any assessment data reflects necessary changes in the program to support students' success.

Program
Description and
Requirements
Attach Documents

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

If yes, please describe.

> Yes, Landscape Architecture is a regulated profession in the United States, with U.S. jurisdictions requiring specific education, experience (in professional practice), and examination requirements to qualify for state-based licensure. Continuing education documentation is also required to maintain licensure over the years.

> The State of Illinois regulates the practice of landscape architecture through its Title Act statute under the Illinois Department of Financial and Professional Regulation. The MLA program at the University of Illinois is an LAAB-accredited program through the Landscape Architecture Accreditation Board (LAAB) which satisfies the education requirement under the licensure standard in the State of Illinois.

> The Council of Landscape Architecture Registration Boards (CLARB) and the American Society of Landscape Architects (ASLA) Licensure & Government Affairs Committee provide oversight and resources for states, including the State of Illinois, to uphold these licensure standards in keeping with the stated objective/responsibility of the profession to protect life, safety, and welfare of the public and natural resources and systems.

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   SD MLA 4+2 sample schedule.docx
MLA and MLA BSSD side by side FA
24.xlsx

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

Catalog Page Text - Overview Tab

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

The six-year joint BSSD/MLA 4 + 2 program combines a B.S. in Sustainable Design with a MLA in Landscape Architecture. Current University of Illinois at Urbana-Champaign undergraduate students enrolled in the Sustainable Design undergraduate major who have completed between 30 and 96 credit hours and maintain superior academic performance are eligible to apply for this program. Students admitted to the program will receive the B.S. degree after four years and the M.LA. degree after two additional years.

Students interested in the BSSD/MLA 4 + 2 program will need to plan their schedules well in advance of their Junior year to ensure they have taken the appropriate course work. By judicious selection of general education courses and major electives, students will be prepared to apply to the 4+2 program in their sophomore year, and to the Graduate College in their senior year.

For additional details and requirements refer to the MLA department's Web site and the Graduate College Handbook.

Statement for Programs of Study Catalog

Graduation Requirements
Minimum hours required for graduation: 168 hours.

Bachelor of Science in Sustainable Design: ~~Design degree requirements~~ 120 hours.
Master of Landscape Architecture in Landscape Architecture: 48 hours.

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

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

<div align="center">Course List</div>

Code	Title	Hours
Composition I		4-6
Advanced Composition		3
fulfilled by LA 314		
Humanities & the Arts (6 hours)		6
fulfilled by ARTH 211, FAA 201, LA 222, and LA 314		
Natural Sciences & Technology (6 hours)		6
fulfilled by GEOL 100 or GGIS 103; and LA 250		
Social & Behavioral Sciences (6 hours)		6
Cultural Studies: Non-Western Cultures (1 course)		3
fulfilled by LA 222		
Cultural Studies: US Minority Cultures (1 course)		3
fulfilled by FAA 201		

Code	Title	Hours
Cultural Studies: Western/Comparative Cultures (1 course)		3
fulfilled by LA 314		
Quantitative Reasoning (2 courses, at least one course must be Quantitative Reasoning I)		6-10
Language Requirement (Completion of the third semester or equivalent of a language other than English is required)		0-15

Sustainable Design Major Requirements

Course List

Code	Title	Hours
	Students should plan to complete all requirements prior to senior year, except for FAA 430 and FAA 431 which will be taken during senior year.	
Foundation		18
FAA 101	Arts at Illinois	1
FAA 230	Sustainable Design of the Built Environment	3
LA 101	Introduction to Landscape Arch	2
ARCH 171	Introduction to Design I	3
ARCH 172	Introduction to Design II	3
FAA 201	Black Arts Today	3
ARTH 211	Design History Survey	3
Urban Scale Sustainability (select one course)		3
UP 136	Urban Sustainability	3
UP 205	Ecology & Environmental Sustainability	3
ARCH 237	Urban Scale Sustainability	3
Drawing (select one course)		3
ARTD 225	Design Drawing	3
ARTF 102	Observational Drawing	3
ARTF 103	Design I	3
LA 280	Design Communications I (limited seats solely for BSSD/MLA 4+2 students)	3
Core		15
FAA 330	Making Sustainable Design	5
ARTD 326	Sustainability & Manufacturing	3
ARCH 321	Environment, Architecture, and Global Health	3
ARTD 451	Ethics of a Designer in a Global Economy	4
Senior Capstone		8
FAA 430	Capstone Seminar	3
FAA 431	Capstone Studio	5
Total Hours		47

Course List

Code	Title	Hours
Major Electives		
All 16 hours of major electives are met with the full completion of the requirements below.		

Course List

Code	Title	Hours
Required LA Coursework taken prior to Senior Year		
Students who follow this program will be eligible for a minor in Landscape Studies regardless of their admission to the 4+2 program.		
GEOL 100	Planet Earth	3
or GGIS 103	Earth's Physical Systems	

Code	Title	Hours
LA 222	Islamic Gardens & Architecture	3
LA 281	Design Communications II	3
LA 314	History of World Landscapes (Completing this requirement in undergraduate waives the requirement of LA 513 in MLA)	4
LA any 300 or 400-level course		2
Total Hours		15

<div align="center">Course List</div>

Course List

Code	Title	Hours
Senior Year Courses		
LA 241	Landform Design & Construction	3
LA 250	Environmental Site Analysis	3
LA 352	Woody Landscape Plants (OR any UG Free Elective)	4
LA 433	Graduate Foundation Studio	5
LA 434	Graduate Site Design Studio	5
LA 501	Landscape Arch Theory & Prac	4
Total Hours		20

Master of Landscape Architecture in Landscape Architecture Pre-Professional degree program with Advanced Studio Option

Course List

Code	Title	Hours
The following coursework is required of MLA students in the Pre-Professional degree program. These courses do not count toward the graduate degree. Therefore, 4+2 students may elect to take these during the undergraduate portion of the 4+2.		
LA 342	Site Engineering	4
LA 343	Landscape Construction	4
LA 346	Professional Practice	2
LA 352	Woody Landscape Plants	4
MLA Requirements		
Studio		
LA 533	Planning & Design Studio I	5
LA 534	Design Workshop G-I	5
LA 537	Planning & Design Studio II	5
LA 539	Design Workshop G-II	5
Additional Seminars/Coursework		
LA 452	Planting Design	3
LA 482	Advanced Communication in Landscape Architecture	4
LA 597	Research Design & Methods	3
Additional Required Electives chosen in consultation with MLA Advisor		
Social/Cultural Factors in Design		
Ecology		
Methods		
Total Minimum Hours		48

Grad Other Degree Requirements

Requirement	Description
Minimum Hours Required Within the Unit:	24
Minimum 500-level Hours Required Overall:	18
Minimum GPA:	3.0

Summary of Credits for the Joint Bachelor of Science in Sustainable Design and Master of Landscape Architecture in Landscape Architecture ~~BSSD/MLA~~ Program

Course List

Code	Title	Hours

Code	Title	Hours
	Bachelor of Science in Sustainable Design	120
	General Education	
	Major Requirements	47
	Major Electives	0
	Additional LA Course Requirements	15
	Senior Year Courses	20
	Free Electives	
	A minimum of 40 credits at the 300 or 400 course level are required	
	Master of Landscape Architecture in Landscape Architecture	48

Program Relationships

Identify the existing programs to be joined:

Corresponding Program(s)
Sustainable Design, BS
Landscape Architecture, MLA

Program Features

Academic Level   Undergraduate
                  Graduate

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

What are the minimum Total Credit Hours required for this program?
  168

What is the   3.0
required GPA?

Is This a Teacher Certification Program?
                  No

Will specialized accreditation be sought for this program?

  No

Delivery Method

This program is available:
  On Campus - Students are required to be on campus, they may take some online courses.

Admission Requirements

Desired Effective
Admissions Term

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

No

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

In October of students' sophomore year, the BSSD Faculty Program Coordinator, in consultation with the MLA Program Chair, and other landscape architecture faculty reviews each candidate's undergraduate record and extends offers of invitation for 4+2 participation to those who qualify.

Invited students then provide a personal statement to the MLA Program Chair by December 15. The personal statement (800 - 1,400 words) should articulate interest in graduate study in landscape architecture. A portfolio of creative work is also encouraged which may include drawings, travel sketches, photographs, website design, craftwork, furniture, garden design, or other creative/design projects. Include brief texts as necessary to explain contexts in which work was produced. When representing group work, please clearly identify your specific contribution to that work. There is no file size limit for uploaded portfolios. If you prefer, you may include a website url in your personal statement directing the admissions committee to your portfolio online.

Students will be notified by the MLA Program Chair by January of their sophomore year if they have been accepted into the 4+2 program. The decision to grant entrance to the program is based on the undergraduate record, the personal statement, portfolio if submitted, and evaluations by faculty in the department who have taught or worked with the student. Admission to the 4+2 program does not guarantee admission to the MLA program, although students are initially invited to participate in the 4+2 program based on the high likelihood that they would be admitted to the MLA program.

Describe how this revision or phase down/elimination will impact enrollment and degrees awarded. If this is an elimination/phase down proposal include the plans for the students left in the program.
No impact.

Estimated Annual Number of Degrees Awarded

Year One Estimate	0	5th Year Estimate (or when fully implemented)	5-8

Budget

Are there budgetary implications for this revision?	No

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

No

Additional Budget
Information

Attach File(s)

Financial Resources

How does the unit intend to financially support this proposal?

~~This proposal is building on programs that already exist within the department, so no additional costs are expected.Upon formal acceptance into the graduate program, students will be assessed graduate student tuition for year 5 and year 6.Graduate students are eligible for tuition waivers.~~

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)

Undergraduate Base plus FAA Differential for 4 years/Graduate
Base plus FAA differential for 2 years

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

No

Faculty Resources

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

No impact.

Library Resources

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

Library collections, resources and services are sufficient to support this revision of the
BSSD/MLA 4+2.

EP Documentation

EP Control Number	EP.25.014
Attach Rollback/Approval Notices	
This proposal requires HLC inquiry	No

DMI Documentation

Attach Final Approval Notices	<u>U Program Review Comments KEY 1166 8-24-2024.docx</u>
Banner/Codebook Name	BS:BS SD/MLA LA – UIUC & MLA:BS SD/MLA LA – UIUC
Program Code:	10KR6168BS & 10KS6168MLA

Minor Code		Conc Code	6168	Degree Code		Major Code

Senate Approval Date	
Senate Conference Approval Date	
BOT Approval Date	
IBHE Approval Date	
HLC Approval Date	
DOE Approval Date	n/a
Effective Date:	
Attached Document Justification for this request	
Program Reviewer Comments	**Mary Lowry (lowry) (07/26/24 4:08 pm):** Rollback: See email sent 7-26-24 to Nicole Turner. **Mary Lowry (lowry) (08/23/24 4:57 pm):** U Program Review comments attached in DMI Documentation section.

Program Change Request

Date Submitted: 04/12/24 5:43 pm

Viewing: **1PKS6936MS : Integrative Biology, MS**

Last approved: 11/02/22 3:05 pm

Last edit: 09/27/24 8:06 am

Changes proposed by: Allison O'Dwyer

Catalog Pages Using this Program	[Integrative Biology, MS](#)

Proposal Type:

In Workflow

1. **U Program Review**
2. **1383 Head**
3. **SIB Head**
4. **KV Dean**
5. **University Librarian**
6. **Grad_College**
7. **COTE Programs**
8. **Provost**
9. **Senate EPC**
10. Senate
11. U Senate Conf
12. Board of Trustees
13. IBHE
14. HLC
15. DOE
16. DMI

Approval Path

1. 04/26/24 8:57 am
   Emily Stuby
   (eastuby):
   Approved for U
   Program Review
2. 04/26/24 8:58 am
   Allison O'Dwyer
   (aodwyer):
   Approved for 1383
   Head
3. 04/30/24 10:18
   am
   Brian Allan
   (ballan): Approved
   for SIB Head
4. 05/01/24 2:14 pm
   Stephen Downie
   (sdownie):
   Approved for KV
   Dean
5. 05/02/24 12:39
   pm

Claire Stewart (clairest): Approved for University Librarian
6. 09/11/24 3:07 pm Allison McKinney (agrindly): Approved for Grad_College
7. 09/11/24 3:47 pm Suzanne Lee (suzannel): Approved for COTE Programs
8. 09/13/24 10:29 am Brooke Newell (bsnewell): Approved for Provost

History

1. Jul 22, 2021 by Kelly Ritter (ritterk)
2. Apr 21, 2022 by Beth McKown (bmckown1)
3. May 3, 2022 by Mary Lowry (lowry)
4. Oct 17, 2022 by Mary Lowry (lowry)
5. Oct 21, 2022 by Mary Lowry (lowry)
6. Nov 2, 2022 by Mary Lowry (lowry)

Major (ex. Special Education)

This proposal is for a:
Revision

Administration Details

Official Program Name	Integrative Biology, MS
Diploma Title	
Sponsor College	Liberal Arts & Sciences
Sponsor Department	Integrative Biology
Sponsor Name	Allison O'Dwyer, Director of Graduate Studies, Integrative Biology, MS Programs
Sponsor Email	aodwyer@illinois.edu
College Contact	Stephen R Downie, Associate Dean for Curr & Academic Policy, LAS
College Contact Email	sdownie@illinois.edu
College Budget Officer	
College Budget Officer Email	

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

~~Allison O'Dwyer, Director of Graduate Studies for MS in IB program, aodwyer@illinois.edu~~

Does this program have inter-departmental administration?

No

Proposal Title

Effective Catalog Term	Fall 2024

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

Revise the Master of Science in Integrative Biology in the College of Liberal Arts and 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)."

Yes this Integrative Biology, MS (key 966) is related to the following revisions:
Integrative Biology, BSLAS + MS (key 1159)
Integrative Biology, BSLAS revision (key 723)
Honors Integrative Biology, BSLAS revision (key 724)

Program Justification

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

1. Nine recently deactivated courses across core courses and electives are removed from the program of study table. Six recently approved core courses are added, in addition to two new elective courses. The total hours have not changed.

2. Two courses are moved from the elective category to the area category of IB core curriculum.

3. Blocked course lists are now listed line-by-line.

4. Other Requirements and Conditions section of the POS is revised.

5. Reorganization and edits to the POS table.

6. Catalog page text is edited.

Did the program content change 25% or more in relation to the total credit hours, since the 2020-2021 catalog. (http://catalog.illinois.edu/archivedacademiccatalogs/2020-2021/)
No

Why are these changes necessary?

1. The following IB courses were deactivated and removed from the POS:
IB 427 Insect Physiology
IB 443 Evolutionary Ecology
IB 447 Field Ecology
IB 472 Plant Molecular Biology (in workflow)
IB 473 Plant Genomics (in workflow)
IB 483 Insect Pathology
IB 485 Environ Toxicology & Health
IB 486 Pesticide Toxicology
IB 487 Math Modeling in Life Sciences

The following IB courses were recently approved and added to the POS:
IB 407 Plant Diversity and Evolution
IB 433 Insect Physiology
IB 435 Critical Eval of Herbal Remedies
IB 438 How Organisms Move
IB 460 Evolution of Intelligent Systems
IB 465 Molecular Genetics and Genomics (in workflow and expected Spring 2025)
IB 497 Science Communication
IB 517 Analysis of Biological Data in R

2. IB 411 and IB 468 were electives ("additional advanced courses") but are now listed as area courses as these are taught by IB faculty, are IB-controlled courses, and their student learning outcomes are inclusive of the prescribed IB area curriculum.

3. Per request from LAS as blocked course lists do not appear for red box error reporting.

4. Under "Other Requirements and Conditions" the requirement of "Minimum hours required in the unit as 8 hours" is removed as this is not accurate. A reflection of the required hours as listed in the program of study is instead added as "Minimum Hours at the 500-level Within the Unit as 12". This brings the POS into agreement with the Grad College Handbook.

5. The POS was reorganized/edited as follows:
a. IB 592 is now only listed once in the POS for clarity.
b. To decrease long course lists, the core curriculum category title was updated to "Select from the following three Areas. At least one course must be a lab and the courses must be in at least two different Areas." The category titled "Elective hours required 6-8 hrs" was changed to "Additional electives chosen from the following list to meet the 32-hour minimum". Additionally we revised to state "Courses from the any of the Areas above that did not fulfill another requirement may also count toward elective credit." These edits are for clarity and conciseness.
c. The POS category "Minimum 500-level Hours Required" is removed as the 500-level courses in this category are moved for clarity to the elective section.
d. The range of hours of core curriculum is corrected from 12-24 to instead be a 12 hour minimum. This more accurately reflects degree requirements.

6. Updates to the catalog page text were included for clarity and to bring the catalog into agreement with departmental language, but do not affect program requirements. These updates reflect current practices and include:
-updated program description
-removal of links and extraneous language

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 MS in IB Program:

1. Synthesize and apply core knowledge in interdisciplinary biological fields including anatomy, biochemistry, development, ecology, evolution, genetics, molecular biology, physiology, and/or systematics.

2. Apply predictive models to biological phenomena and engage with the process of scientific inquiry.

3. Critically evaluate and communicate complex, dynamic scientific information.

4. Employ curiosity, inquiry, quantitative reasoning, and critical thinking in problem solving.

5. Show leadership in using interdisciplinary strategies to solve global and local biological challenges.

6. Develop professional skills including ethics, proficiency in scientific writing and speaking, collaboration, and effective communication. To assess and improve student learning, we will continue to provide learning outcomes in each course syllabus, and have instructors refer to them throughout the semester so students are aware of what they will be learning and why.Instructors will also provide an anonymous, mid-semester, student evaluation of each course.SIB courses also include a variety of formative and summative assessments in each course, with the latter including final exams, end-of-class projects, and written reports.We will employ ICES Online to provide an end-of-semester course/instructor evaluation.To better support students as they move through the program, we will meet individually with each student to review their progression through the program, any issues they might be experiencing with their courses, and to discuss whether they are achieving their learning and career goals.We also will provide an exit survey to all students graduating from the program to inquire about post-graduate destinations, whether the program prepared them adequately for these destinations, and their perception of the success of the program.Lastly, we will follow-up with alums of the program at 2 and 5-year intervals after graduation to determine placement rates into other academic programs or careers, their reflections on the knowledge and skills they have learned in the program, and how the program's learning outcomes prepared them for where they are now.The Director of Graduate Studies of the MS in IB program will lead all program assessment work.An annual summary report will include a report of all assessment activities undertaken, as well as review enrollment information, course progression, and time to degree completion.Assessment information will be shared with the SIB Associate Director of Academic Affairs, other members of the School's Executive Committee, the faculty instructors, the Alumni Mentoring Coordinator, and with the broader SIB faculty during the unit's annual meeting.Based on results of the assessment work, course curricula may be revised, learning outcomes modified, and student advising improved.Depending upon the course, a variety of formative and summative assessments will take place, with grades, self, peer or faculty evaluations with feedback, and mid-semester and end-of-course anonymous evaluations all used to signify students have achieved the stated learning objectives.A minimum cumulative GPA of 3.0 (B average) in all courses taken is required to stay in the program.Methods of evaluation used to improve the curriculum, instruction, and overall quality of the MS in IB program include many of those already being used to evaluate our existing undergraduate and departmental graduate programs.These methods include the results of the program's student learning assessment work (as outlined above); current

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   MS in IB Side by Side.xlsx
   Attach a revised Sample Sequence (for undergraduate program)
   or college-level forms.

Catalog Page Text - Overview Tab

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

~~Overviewtab:~~The Master of Science in Integrative Biology (MS in IB) provides students with a non-thesis, course-based ~~advanced~~ degree program opportunity focused on interdisciplinary training for 21st-century scientific roles. ~~opportunity.~~ Students explore how scales of life interact, from molecules through global cycles, to solve grand challenges such as addressing global change, improving human health, mitigating biodiversity loss, and contributing to ecosystem restoration and sustainable food and biofuel production. Students in the MS program have the ability to enhance their skill sets within IB upper-level courses through our world-class educational experiences, without having to invest in a required and timely research component for the degree. Students will thus be able to graduate in one year with a advanced degree making them more competitive for employment and future research opportunities.

This program primarily ~~mainly~~ serves students who are in a gap year between undergraduate programs and either employment or future graduate-level programs. With the ability to hone skills in critical thinking, communication, laboratory practices, and scientific knowledge this program affords students the ability to make effective use out of such a year. The MS in IB program offers advanced coursework in fields such as organismal biology, behavioral ecology, anatomy and physiology, environmental science, bioinformatics, pathology, genomics, and mathematical modeling. ~~modeling to name just a few.~~ These multi-disciplinary courses are grounded in active learning and highly transferable, higher-order processing skills such as application, interpretation, and evaluation. Students build laboratory skills spanning from tall grass prairie restoration to modern genome-editing techniques. Graduates are well-equipped for a broad range of careers in fields including healthcare, biotechnology, genetic counseling, wildlife management, and environmental sciences.

~~With a world-class advanced degree from the University of Illinois, our students are better prepared to enter the workforce and thus have higher earningpotential.Catalog PageText:The MS in IB program degree requires a minimum of two full-timesemesters.Students may take up to two years to complete theirdegree.See approved course listat:http://sib.illinois.edu/graduate/programs.~~For additional details and requirements refer to the MS in IB program page ~~SIB Program Handbook~~ and the Graduate College Handbook. ~~Handbook https://grad.illinois.edu/handbooks-policies.~~

Statement for Programs of Study Catalog

Course List

Code	Title	Hours
~~Core Curriculum Hours Required~~		~~12-24~~
Required Course List		
IB 592	Career and Skill Development in Integrative Biology	2
Core Curriculum		12
	~~Courses to be chosen from the MS in IB approved list of courses below.~~	
	~~IB 501, IB 502, IB 504, IB 505, IB 506, IB 512, IB 513, IB 516, IB 524, IB 526, IB 531, IB 532, IB 533, IB 534, IB 535, IB 536, IB 542, IB 546, IB 590, IB 592~~	
	Select from the following three Areas. At least one course must be a lab and the courses must be in at least two different Areas.	

Code	Title	Hours

Area I: Organismal and Evolutionary Biology

IB 401	Introduction to Entomology (lab)	
IB 407	Plant Diversity and Evolution (lab)	
IB 461	Ornithology (lab)	
IB 462	Mammalogy (lab)	
IB 463	Ichthyology (lab)	
IB 464	Herpetology (lab)	
IB 468	Insect Classification and Evol (lab)	
IB 471	Fungal Diversity and Ecology (lab)	

Area II: Behavior, Ecology and the Environment

IB 405	Evolution of Traits and Genomes	
IB 431	Behavioral Ecology	
IB 432	Genes and Behavior	
IB 439	Biogeography	
IB 440	Plants and Global Change	
IB 444	Insect Ecology (lab)	
IB 451	Conservation Biology (lab)	
IB 452	Ecosystem Ecology	
IB 453	Community Ecology	
IB 481	Vector-borne Diseases (lab)	
IB 482	Insect Pest Management (lab)	
IB 494	Theoretical Biology + Models (lab)	

Area III: Integrative anatomy, Physiology and Molecular Biology

IB 411	Bioinspiration	
IB 420	Plant Physiology	
IB 421	Photosynthesis	
IB 426	Env and Evol Physl of Animals	
IB 433	Insect Physiology	
IB 435	Critical Evaluation of Herbal Remedies	
IB 438	How Organisms Move (lab)	
IB 460	Evol of Intelligent Systems (lab)	
IB 465	Methods in Molecular Genetics and Genomics	

Additional electives selected from the following list to meet the 32-hour minimum.

Courses from the any of the Areas above that did not fulfill another requirement may also count toward elective credit.

Area 2: Behavior, Ecology and the Environment
IB 405, IB 431, IB 432, IB 439, IB 440, IB 443, IB 444, IB 451, IB 452, IB 453, IB 481, IB 482, IB 485, IB 486, IB 494
Area 3: Integrative anatomy, Physiology and Molecular Biology
IB 420, IB 421, IB 426, IB 427, IB 472, IB 473

Elective Hours Required   6-8

MS in IB approved list of courses below, or courses from the any of the Areas above that did not fulfill another requirement, or upon approval from the program director.
IB 411, IB 416, IB 436, IB 442, IB 447, IB 450, IB 467, IB 468, IB 476, IB 478, IB 479, IB 480, IB 483, IB 484, IB 487, IB 491, IB 496, IB 499

| IB 416 | Population Genetics | |

Code	Title	Hours
IB 436	Evolutionary Neuroscience	
IB 442	Evolution of Infectious Disease	
IB 450	Stream Ecology	
IB 467	Principles of Systematics	
IB 476	Environmental Remote Sensing	
IB 478	Advanced Plant Genetics	
IB 479	Plant Growth and Development	
IB 480	Bioinspired Design	
IB 484	Paleoclimatology	
IB 491	Biological Modeling	
IB 496	Special Courses	
IB 497	Science Communication	
IB 499	Discussions in Integrative Biology	
IB 501	Programming for Genomics	
IB 502	Biological Networks	
IB 504	Genomic Analysis of Insects	
IB 505	Bioinformatics & Systems Biol	
IB 506	Applied Bioinformatics	
IB 512	Plant Metabolomics	
IB 513	Disc in Plant Physiology	
IB 516	Ecosystem Biogeochemistry	
IB 517	Analysis of Biological Data in R	
IB 524	Plant Biochemistry	
IB 526	Seminar in Entomology	
IB 531	Emerging Infectious Diseases	
IB 532	Sustainability & Global Change	
IB 533	Human Genome & Bioinformatics	
IB 534	Evolution and Medicine	
IB 535	Biology and Tech Innovation	
IB 536	Evolutionary Biology	
IB 542	Environmental Plant Physiology	
IB 546	Topics in Ecology & Evolution	
IB 590	Individual Topics	
Total Hours Required		32

Other Requirements:

Grad Other Degree Requirements

Requirement	Description
~~Minimum Hours Required Within the Unit~~	~~8~~
Minimum GPA	3.0
Maximum hours of IB 590 allowed to count toward the MS in IB degree	6
Minimum hours at the 500-level within the unit	12

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 year

What are the minimum Total Credit Hours required for this program?
  32

What is the required GPA?	3.0
CIP Code	260101 - Biology/Biological Sciences, General.

Is This a Teacher Certification Program?
                        No

Will specialized accreditation be sought for this program?

  No

Delivery Method

This program is available:
  On Campus - Students are required to be on campus, they may take some online courses.

Admission Requirements

Desired Effective Admissions Term

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

  No

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

~~Students entering the MS in IB program will be expected to have a completed Bachelor's degree from an accredited 4-year college or university with undergraduate coursework in biology, chemistry, physics, calculus and English composition.Applicants must have completed the last 60 hours of coursework with grades of B (3.0 on a scale of 1 to 4) or better.Deficiencies in these areas will require additional coursework, as necessary, for successful completion of the degree. Applications are reviewed holistically reviewing GPA and performance in courses, experiential opportunities (work, volunteer experiences, internships), personal statements that seek non-cognitive attributes such as work-ethic, leadership and service, as well as recommendation letters.No GRE is required.~~

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

No impact is expected.

Estimated Annual Number of Degrees Awarded

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

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

~~The revision will not require any changes to staffing.All advising (such as course-selection mapping and career-readiness counseling) will be performed by the MS in IB director and the originally planned instructors for IB 492 are ready to instruct IB 592.~~

Attach File(s)

Financial Resources

How does the unit intend to financially support this proposal?

~~As we have capacity in all our upper-level courses, we do not expect the need to add seats to any course to serve students in this program.Additionally, we propose to cap this program at 30 students enrolled at any onetime.These 30 students would then be spread across over 50 upper-level courses across multiplesemesters.Thus, we do not see a need to increase the numbers of faculty or TAs as essentially these seats are already being paid for in the current costs of thecourses.~~

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

No

Attach letters of support

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

Chem Life Differential

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

No

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 is expected.

Library Resources

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

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

EP Documentation

EP Control Number	EP.25.014
Attach Rollback/Approval Notices	
This proposal requires HLC inquiry	No

DMI Documentation

Attach Final Approval Notices	
Banner/Codebook Name	MS:Integrative Biology-UIUC
Program Code:	1PKS6936MS

Minor Code	Conc Code	Degree Code	MS	Major Code
6936				

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) (04/11/24 11:17 am):** Rollback: Revisions per phone call

Key: 966

Program Change Request

Date Submitted: 04/24/24 1:48 pm

Viewing: **10KV6160BSLA & 1PKS6160MS : JP: Integrative Biology BSLAS & MS**

Last approved: 08/16/23 1:41 pm

Last edit: 09/27/24 8:06 am

Changes proposed by: Allison O'Dwyer

	Integrative Biology, BSLAS-MS
Catalog Pages Using this Program	

Proposal Type:

In Workflow

1. **U Program Review**
2. **1383 Head**
3. **SIB Head**
4. **KV Dean**
5. **University Librarian**
6. **Grad_College**
7. **COTE Programs**
8. **Provost**
9. **Senate EPC**
10. Senate
11. U Senate Conf
12. Board of Trustees
13. IBHE
14. HLC
15. DOE
16. DMI

Approval Path

1. 04/26/24 8:58 am
   Emily Stuby
   (eastuby):
   Approved for U
   Program Review
2. 04/26/24 9:00 am
   Allison O'Dwyer
   (aodwyer):
   Approved for 1383
   Head
3. 04/30/24 10:18 am
   Brian Allan
   (ballan): Approved
   for SIB Head
4. 05/03/24 10:26 am
   Stephen Downie
   (sdownie):
   Approved for KV
   Dean
5. 05/09/24 11:15

am
Claire Stewart (clairest): Approved for University Librarian
6. 09/11/24 3:07 pm
Allison McKinney (agrindly): Approved for Grad_College
7. 09/11/24 3:47 pm
Suzanne Lee (suzannel): Approved for COTE Programs
8. 09/13/24 10:29 am
Brooke Newell (bsnewell): Approved for Provost

History

1. Aug 8, 2023 by Allison O'Dwyer (aodwyer)
2. Aug 16, 2023 by Kathy Martensen (kmartens)

Joint Program (ex. Master of Public Health & PhD. in Community Health)

This proposal is for a:
  Revision

Administration Details

Official Program Name	JP: Integrative Biology BSLAS & MS
Diploma Title	Bachelor of Science in Liberal Arts and Sciences and Master of Science in Integrative Biology
Sponsor College	Liberal Arts & Sciences
Sponsor Department	Integrative Biology

Sponsor Name	Brian Allan, Associate Director for Academic Affairs, School of Integrative Biology
Sponsor Email	ballan@illinois.edu
College Contact	Stephen R. Downie, Associate Dean for Curricula and Academic Policy, College of Liberal Arts and Sciences
College Contact Email	sdownie@illinois.edu
College Budget Officer	~~Michael Wellens, Assistant Dean of Finance and Resource Planning~~
College Budget Officer Email	~~wellens@illinois.edu~~

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

Allison O'Dwyer, Assistant Director for Academic Affairs, School of Integrative Biology and Director of Graduate Studies for MS in IB program, aodwyer@illinois.edu

Does this program have inter-departmental administration?

No

Proposal Title

Effective Catalog Term	Fall 2024

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

Revise the Joint Program in the Bachelor of Science in Liberal Arts and Sciences in Integrative Biology and the Master of Science in Integrative Biology in the College of Liberal Arts and 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)."

Yes this Integrative Biology, BSLAS & MS (key 1159) is related to the following revisions:
Integrative Biology, MS (key 966)
Integrative Biology, BSLAS revision (key 723)
Honors Integrative Biology, BSLAS revision (key 724)

Program Justification

Provide a brief   1. Six recently deactivated core or elective courses are removed from the program of

description of what changes are being made to the program.	study tables. Six recently approved core courses are added, in addition to three new elective courses. The total hours have not changed.
	2. Two courses are moved from the elective category to the area category of IB core curriculum.
	3. Student learning outcomes are updated.
	4. The formatting of the POS and additional text (e.g., graduation requirements, university requirements, and general education requirements) has been modified to adhere to the campus General Education Template. Additionally, some area headers are revised and a statement on the Honors concentration is added.
	5. Reorganization and edits to the POS table.
	6. Other Requirements and Conditions section of the graduate POS table is revised.
	7. Blocked course lists are now listed line-by-line.
	8. Catalog page text is edited.

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

No

Why are these changes necessary?

1. The following IB courses were deactivated and removed from the POS. These were deactivated due to changes in faculty or were replaced by revised courses. The courses were listed in the IB Additional Advanced courses.
IB 335 Plant Systematics
IB 427 Insect Physiology
IB 434 Physical Principles in Biology
IB 472 Plant Molecular Biology (in workflow)
IB 473 Plant Genomics (in workflow)
IB 487 Math Modeling in Life Sciences

The following courses taught by IB faculty and IB-controlled were recently approved and added to the POS in the IB Additional Advanced courses list:
IB 392 Translating Your IB Degree Into Career Success
IB 407 Plant Diversity and Evolution
IB 433 Insect Physiology
IB 435 Critical Eval of Herbal Remedies (recently approved for Graduate credit)
IB 438 How Organisms Move
IB 460 Evolution of Intelligent Systems
IB 465 Methods in Molecular Genetics & Genomics (in workflow for SP25)
IB 497 Science Communication
IB 517 Analysis of Biological Data in R

2. IB 411 and IB 468 were electives ("additional advanced courses") but are now listed as area courses as these are taught by IB faculty, are IB-controlled courses, and their student learning outcomes are inclusive of the prescribed IB area curriculum.

3. Edits to learning outcomes include updated language, style, and alignment with current courses and Bloom's Taxonomy. Revisions were crafted with input from a School-wide teaching retreat, IB majors, SIB Academic Support Team, SIB Courses and Curricula Committee, SIB Executive Committee, and the campus assessment team.

4. Per Office of the Provost General Education initiative for transparency and accessibility. Area headers/comments are slightly edited for clarity as the former list of lab courses is now included with the advanced area course lists by listing "lab" as a comment for each lab course. This reduces the redundancy in courses listed.

5. Per request of the Provost's Office we are reorganizing the POS and adding a note for clarity about the distinctive requirements of the Honors Concentration.

The graduate POS was reorganized/edited as follows:
a. IB 592 is now only listed once in the POS for clarity.
b. To decrease long course lists, the core curriculum category title was updated to "Select from the following three Areas. At least one course must be a lab and the courses must be in at least two different Areas." The category titled "Elective hours required 6-8 hrs" was changed to "Additional electives chosen from the following list to meet the 32-hour minimum". Additionally we revised to state "Courses from the any of the Areas above that did not fulfill another requirement may also count toward elective credit." These edits are for clarity and conciseness.

c. The POS category "Minimum 500-level Hours Required" is removed as the 500-level courses in this category are moved for clarity to the elective section.
d. The range of hours of core curriculum is corrected from 12-24 to instead be a 12 hour minimum. This more accurately reflects degree requirements.
e. We remove the mention that only 400-level courses may double-count as 500-level approved courses may as well. This follows departmental practice.

6. Under "Other Requirements and Conditions" the requirement of "Minimum hours required in the unit as 8 hours" is removed as this is not accurate. A better reflection of the required hours is instead added as "Minimum Hours at the 500-level Within the Unit as 12". This brings the POS into agreement with the Grad College Handbook.

7. Per request from LAS as blocked course lists do not appear for red box error reporting.

8. Updates to the catalog page text were included for clarity and to bring the catalog into agreement with departmental language, but do not affect program requirements. These updates reflect current practices and include:
-updated program description
-simplified and updated admissions process information
-removal of links and extraneous language
-revised language on Distinction requirements

40-hours advanced credit requirement met as follows:

4 credit-hours: IB 202 (prereq IB 150, MCB 150)
4 credit-hours: IB 203 (prereq IB 150, MCB 150)
4 credit-hours: IB 204 (prereq IB 150, MCB 150)
4 credit-hours: IB 302
6 credit-hours: CHEM 232/233 (pre-req CHEM 104/105)
15 credit-hours: Adv IB courses
3 credit-hours: Adv Campus Elective

Instructional Resources

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

No

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

No

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

No

Program Regulation and Assessment

Plan to Assess and Improve Student Learning

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

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

The Student Learning Outcomes (SLOs) for the BSLAS+MS in IB joint degree program are ~~combine existing SLOs for both the BSLAS and MS in IB programs~~ as follows: ~~listed below.~~

1. Synthesize and apply core knowledge in Integrative Biology, ~~interdisciplinary biological fields~~ including anatomy, ~~biochemistry,~~ development, ecology, evolution, genetics, molecular biology, physiology, ~~statistical interference,~~ and/or systematics.

2. Apply predictive models ~~(statistical/mathematical)~~ to biological phenomena and engage with the process of scientific inquiry. ~~Understand that biology is integrative andmultidisciplinary.~~3. Critically evaluate and communicate complex, dynamic scientific information.

~~Apply predictive models (statistical/mathematical) to biological phenomena and engage with the process of scientificinquiry.~~4. Employ curiosity, ~~scientific~~ inquiry, ~~collaboration,~~ quantitative reasoning, ~~computation,~~ and critical thinking in problem solving.

~~Critically evaluate and communicate complex, dynamic scientific information and understand how paradigms of biology relate to society and policy as well as their ownlives.~~5. Create solutions for global and local biological challenges using interdisciplinary strategies.

~~Demonstrate curiosity and caring about biology, and an awareness of and appreciation for the diversity oflife.~~6. ~~Employ curiosity, scientific inquiry, collaboration, quantitative reasoning, computation, and critical thinking in problemsolving.7.Show leadership in using interdisciplinary strategies to solve global and local biologicalchallenges.8.~~Develop professional skills including ethics, proficiency in oral and written scientific communication, data analysis and interpretation, ~~writing and speaking,~~ collaboration, and the ability to critically evaluate science-related news and information. ~~and effective communication.~~

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

Describe here:

To assess and improve student learning, we will continue to provide learning outcomes in each course syllabus, and have instructors refer to them throughout the semester so students are aware of what they will be learning and why.Instructors will also provide an anonymous, mid-semester, student evaluation of each course.SIB courses also include a variety of formative and summative assessments in each course, with the latter including final exams, end-of-class projects, and written reports.We will employ ICES Online to provide an end-of-semester course/instructor evaluation.To better support students as they move through the program, we will meet individually with each student to review their progression through the program, any issues they might be experiencing with their courses, and to discuss whether they are achieving their learning and career goals.We also will provide an exit survey to all students graduating from the program to inquire about post-graduate destinations, whether the program prepared them adequately for these destinations, and their perception of the success of the program.Lastly, we will follow-up with alums of the program at 2 and 5-year intervals after graduation to determine placement rates into other academic programs or careers, their reflections on the knowledge and skills they have learned in the program, and how the program's learning outcomes prepared them for where they are now.

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.

Depending upon the course, a variety of formative and summative assessments will take place, with grades, self, peer or faculty evaluations with feedback, and mid-semester and end-of-course anonymous evaluations all used to signify that students have achieved the stated learning objectives.A minimum cumulative GPA of 3.0 is required to stay in the program.

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

~~The Director of Graduate Studies of the MS in IB program leads all program assessment work and will also lead this work for the proposed BSLAS+MS degree program.An annual summary report will include a report of all assessment activities undertaken, as well as review enrollment information, course progression, and time to degree completion.Assessment information will be shared with the SIB Associate Director of Academic Affairs, other members of the School's Executive Committee, the faculty instructors, the Alumni Mentoring Coordinator, and with the broader SIB faculty during the unit's annual meeting.Based on results of the assessment work, course curricula may be revised, learning outcomes modified, and student advising improved.Methods of evaluation used to improve the curriculum, instruction, and overall quality of the BSLAS + MS in IB program include many of those already being used to evaluate our existing undergraduate and departmental graduate programs.These methods include the results of the program's student learning assessment work (as outlined above); current student, employer, alumni, and other satisfaction survey results; numbers of students entering and graduating from the program; time-to-degree completion rates; and job placement, graduate school acceptance rates, and admission to professional schools.Any revisions to courses are approved by the School's Courses and Curriculum Committee.The scheduling of courses, particularly those that are offered every other year, will be considered carefully so that their availability will not hamper time to graduation.The program's evaluation will be carried out internally by the director of the program and in consultation with the School's Associate Director of Academic Affairs.~~

Program Description and Requirements
Attach Documents

Is the career/profession for graduates of this program regulated by the State of Illinois?
No

Program of Study

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

Revised programs   BSLAS and MS in IB Side by Side-3.xlsx
BSLAS+MS in IB Sample Sequence-4.docx

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

Catalog Page Text - Overview Tab

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

In the School of Integrative Biology (SIB), students receive interdisciplinary training to prepare them for 21st-century scientific roles. We occupy a unique position on campus. Our majors explore how scales of life interact, from molecules through global cycles, to solve grand challenges such as addressing global change, improving human health, mitigating biodiversity loss, and contributing to ecosystem restoration and sustainable food and biofuel production. The SIB community collaborates extensively on both research and teaching, leading to multi-disciplinary courses grounded in active learning and highly transferable higher-order processing skills such as application, interpretation, and evaluation. Students build laboratory skills spanning from tall grass prairie restoration to modern genome-editing techniques. The IB curriculum includes ~~BSLAS + MS in Integrative Biology joint degree program provides students with a solid~~ preparation in genomics and evolution; comparative ~~genetics, evolution,~~ anatomy, physiology, and development; ecology and behavior; phylogenetic systematics and ~~ecology, and~~ molecular biology; and mathematical modeling and informatics. ~~biology.~~ Graduates are well-equipped for a broad range of careers in fields including healthcare, biotechnology, genetic counseling, wildlife management, and environmental sciences.

~~After completion of the foundational 100- and core 200-300-level courses in IB, students complete the required advancedcoursework.~~Additionally, the MS in IB program provides students with a non-thesis, course-based advanced degree program opportunity. ~~Traditional master's degree programs typically require at least two-years and the completion of a thesis component, which this degree program does notrequire.This joint degree program offers advanced coursework in fields such as organismal biology, behavioral ecology, anatomy and physiology, environmental science, bioinformatics, pathology, genomics, and mathematical modeling to name just afew.~~Students in the BSLAS+ MS in IB program can enhance their skill sets within IB upper-level courses through our world-class educational experiences, without having to invest in a required thesis component for the degree. Students interested in research are ~~still~~ able to participate in course-based research opportunities such as IB 390, 490, and 590. ~~590, particularly those students desiring to be considered for graduation with distinction.~~ Typical time to degree completion is 5-years (ten full-time semesters) with both an undergraduate and advanced degree.

~~This accelerated, combined degree program thus makes BSLAS + MS in IB students more competitive for employment and future research opportunities, also with higher earningpotential.~~-Integrative Biology, ~~• IB Honors students are eligible for the~~ BSLAS and ~~+ MS in~~ Integrative Biology, BSLAS Honors concentration students are eligible to apply. ~~Biology program.~~ See the IB Honors degree requirements.
-Students ~~This accelerated, combined degree program thus makes BSLAS + MS in IB students more competitive for employment and future research opportunities, also~~ with junior standing (90 credit hours, including those in progress) or higher apply internally to the School of Biology BSLAS + MS in IB program. ~~earning potential.~~
~~• To be eligible, students must have completed their junior year of the BSLAS in IBprogram.~~-Students ~~• Students~~ must have 3.0 or higher GPA from their junior year onward of undergraduate study to receive admission to the Graduate College. This means that the average GPA of their junior year and/or (depending on when the

student applies) first semester of their senior year coursework must be 3.0 or higher. ~~• The GRE is notrequired.• Students apply internally to the School of Biology BSLAS + MS in IB program at two different times- the summer before they begin their senior year or at the end of the fall term of their senioryear.Application dates vary slightly year to year tied to semester startdates.• Once students are admitted to the program, they begin completing the joint program requirements within their senioryear.After the completion of the undergraduate requirements, students will then apply to the master's portion of the program through the Graduate College in the spring semester of their senior year or the summer semester directlyfollowing.~~ Applications ~~• Applications~~ are reviewed holistically, looking at GPA and performance in courses, experiential opportunities (work, volunteer experiences, internships), personal statements that seek non-cognitive attributes such as work-ethic, leadership and service, as well as recommendation letters.

-The ~~• The~~ GRE is not required.

-Upon ~~• Upon~~ acceptance, students are ~~will be~~ admitted to the joint program and meet with their BSLAS + ~~BSLAS+~~ MS in IB Director of Graduate Studies to determine which courses will be taken ~~in their senior year~~ that will apply to both degrees. (During their ~~After the completion of the~~ undergraduate degree, ~~requirements,~~ students also continue ~~will then apply~~ to meet with their undergraduate advisor.)

-After the completion of the undergraduate requirements (including those ~~the master's portion of the program through the Graduate College~~ in progress), students apply to the master's portion of the program through the Graduate College and are assessed graduate tuition as the MS portion is self-supporting. ~~spring semester of their senior year or the summer semester directly following.~~

-Students ~~(During their undergraduate degree, the joint degree students also continue to meet with their undergraduate advisor.) • Students~~ admitted to the graduate program must maintain an overall 3.0 GPA to remain in good standing.

-Credits ~~• Credits~~ from the IB, BSLAS ~~in IB~~ program cannot be retroactively applied.

-12-hours ~~• In the BSLAS + MS joint degree, 12-hours~~ will double-count toward both the BSLAS degree requirements and the MS requirements, for a total of 140-hours required in total. These 12-hours may ~~can~~ be selected from any ~~400-level IB~~ course listed on the MS in IB Approved Courses List.

-Students may withdraw from the program at any time by petition ~~• Students apply internally~~ to have graduate hours earned converted to undergraduate hours and applied toward ~~the School of Biology BSLAS + MS in IB program at two different times- the summer before they begin~~ their IB, BSLAS undergraduate degree. ~~senior year or at the end of the fall term of their senior year. See approved course listat:https://sib.illinois.edu/graduate/msib/ All undergraduates in this field are required to have a strong background in the biological and physicalsciences.~~Students reverting to ~~pursuing~~ a BSLAS degree program must complete 120 hours and satisfy all ~~in Integrative Biology will be allowed to earn a second~~ degree requirements

Distinction for Excellence in Research

Students are eligible for graduation at ~~in~~ the following levels: ~~Specialized Curriculum in Biochemistry.~~ Distinction, High Distinction, or Highest Distinction. Distinction will be determined by the SIB Distinction Committee ~~based on the poster presentation~~ and the level of Distinction will be based on the information below. ~~Advisor's evaluation.~~ ~~Students pursuing a degree in Integrative Biology will not be allowed to double major~~

~~Students pursuing a degree in Integrative Biology, will not be allowed to double major in Molecular and CellularBiology.Distinction for Excellence inResearch:~~To be eligible for graduation with Distinction for <u>Excellence</u> ~~excellence~~ in Research a student must:

<u>-Be enrolled as an Integrative Biology or Integrative Biology Honors Major</u>
<u>-Have a completed distinction evaluation form submitted by their Faculty Research Advisor</u>
<u>-Maintain a minimum 3.25 GPA within the major at the end of the penultimate semester</u>
<u>-To be eligible for Distinction, students must give a poster presentation at the SIB Distinction Symposium or other approved venue</u>
<u>-To be eligible for High or Highest Distinction, students must submit a written thesis and give an oral presentation at the SIB Distinction Symposium or other approved venue</u>
<u>-Finally, all students regardless of Distinction level must either:</u>

~~• Be enrolled as an Integrative Biology Major •Either:~~1. Complete two or more semesters of IB 390/IB 490 for 2-credit hours or more each semester. The student should enroll in IB 490 the semester <u>they intend</u> ~~the student intends~~ to graduate, which counts towards the two required semesters.

OR

2. Complete at least 180 hours of mentored research. The research experience must last a minimum of 20 weeks (the weeks need not be consecutive and summer research counts toward this total) and students should enroll in one semester of IB 490 for a minimum of 1-credit hour prior to or during the semester they intend to graduate. Example: a student could be eligible if they complete a 10-week summer research experience combined with enrolling in IB 490 the <u>following spring semester, the same term</u> ~~semester~~ they intend to graduate. ~~• Maintain a minimum 3.25 GPA within the major at the end of the penultimate semester.• Give a poster presentation at the Undergraduate Research Symposium or other approved venue.• Have a completed distinction evaluation form submitted by their Faculty Research Advisor.Distinction will be determined by the SIB Distinction Committee based on the poster presentation and the Advisor's evaluation.• Substitutions or other changes to these requirements may be made only via petition to and approval of the Chair of the SIB Distinction Committee and the SIB Associate Director for Academic Affairs.High or Highest Distinction for Excellence in Research:To be eligible for graduation with High or Highest Distinction for Excellence in Research a student must:• Be enrolled as an Integrative Biology Major • Either:1.Complete two or more semesters of IB 390/IB 490 for 2-credit hours or more each semester.The student should enroll in IB 490 the semester the student intends to graduate, which counts towards the two required semesters.OR 2.Complete at least 180 hours of mentored research.The research experience must last a minimum of 20 weeks (the weeks need not be consecutive and summer research counts toward this total) and students should enroll in one semester of IB 490 for a minimum of 1-credit hour prior to or during the semester they intend to graduate.Example:a student could be eligible if they complete a 10-week summer research experience combined with enrolling in IB 490 the semester they intend to graduate.• Maintain a minimum 3.25 GPA within the major at the end of the penultimate semester.• Submit a written thesis and give an oral presentation at the Undergraduate Research Symposium or other~~

~~and give an oral presentation at the Undergraduate Research Symposium or other approved venue.• Have a completed distinction evaluation form submitted by their Faculty Research Advisor.• The level of Distinction will be determined by the SIB Distinction Committee based on the written thesis, the oral presentation, and the Advisor's evaluation.• Substitutions or other changes to these requirements may be made only via petition to and approval of the Chair of the SIB Distinction Committee and the SIB Associate Director for Academic Affairs.~~

Statement for Programs of Study Catalog

Graduation Requirements

Minimum hours required for graduation: 120 ~~BSLAS in IB Requirements Minimum~~ hours for the BSLAS portion; 140 ~~graduation is 120, to include a~~ minimum total ~~of 40~~ hours required for ~~of upper-division coursework generally at~~ the BSLAS ~~300-~~ and the MS degrees combined. ~~400-level.~~ Minimum required major and supporting course work: Normally equates to to 66-75 hours.

University Requirements

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

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

General Education Requirements

~~Generaleducation:~~Follows ~~Students must complete~~ the campus ~~Campus~~ General Education (Gen Ed) requirements. ~~requirements including the campus general education language requirement.~~ Some Gen Ed requirements may be met by courses required and/or electives in the program.

Course List

Code	Title	Hours
Composition I		4-6
Advanced Composition		3
fulfilled by IB 203		
Humanities & the Arts (6 hours)		6
Natural Sciences & Technology (6 hours)		6
fulfilled by CHEM 102 and CHEM 104, or CHEM 202 and CHEM 204; PHYS 101 and PHYS 102, or PHYS 211 and PHYS 212; IB 150, MCB 150		
Social & Behavioral Sciences (6 hours)		6
Cultural Studies: Non-Western Cultures (1 course)		3
Cultural Studies: US Minority Cultures (1 course)		3
Cultural Studies: Western/Comparative Cultures (1 course)		3
Quantitative Reasoning (2 courses, at least one course must be Quantitative Reasoning I)		6-10
fulfilled by MATH 220 or MATH 221; STAT 212; PHYS 101 and PHYS 102, or PHYS 211 and PHYS 212		
Language Requirement (Completion of the fourth semester or equivalent of a language other than English is required)		0-20

Course List

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

Code	Title	Hours
OR		
LAS 102	Transfer Advantage	1
Total Hours		1 or 3

Course List

Code	Title	Hours
Major Core Requirements and Electives		
IB 150	Organismal & Evolutionary Biol	4
MCB 150	Molec & Cellular Basis of Life	4
MATH 220	Calculus (sections that start with 'X' are strongly recommended)	4-5
or MATH 221	Calculus I	
Select one group of courses:		8-10
CHEM 102	General Chemistry I	
CHEM 103	General Chemistry Lab I	
CHEM 104	General Chemistry II	
CHEM 105	General Chemistry Lab II	
or		
CHEM 202	Accelerated Chemistry I	
CHEM 203	Accelerated Chemistry Lab I	
CHEM 204	Accelerated Chemistry II	
CHEM 205	Accelerated Chemistry Lab II	
Select one group of courses:		5-6
CHEM 232	Elementary Organic Chemistry I	
& CHEM 233	and Elementary Organic Chem Lab I	
CHEM 236	Fundamental Organic Chem I	
& CHEM 237	and Structure and Synthesis	
Select one group of courses:		8-10
PHYS 101	College Physics: Mech & Heat	
& PHYS 102	and College Physics: E&M & Modern	
PHYS 211	University Physics: Mechanics	
& PHYS 212	and University Physics: Elec & Mag	
Note: An optional IB Honors concentration may be elected, please talk to an advisor. Students who do not elect an optional concentration are required to take the IB major coursework below.		
STAT 212	Biostatistics	3
IB 202	Physiology (IB 202 requires animal dissection and no equivalent alternative is available. IB majors are required to enroll in the 4-hour version of this course.)	4
IB 203	Ecology	4
IB 204	Genetics (IB majors are required to enroll in the 4-hour version of IB 204.)	4
IB 302	Evolution	4
Advanced Free Elective (300- or 400-level course from IB or any other unit on campus)		3
Integrative Biology Advanced Area Courses		15-20
At least two courses from the following areas. At least one course must be a lab and the courses must be in different areas.		
Area I: Organismal and Evolutionary Biology		
IB 360	Evolution and Human Health	
IB 362	Marine Biology	
IB 368	Vertebrate Natural History (lab)	
IB 401	Introduction to Entomology (lab)	

Code	Title	Hours
IB 407	Plant Diversity and Evolution (lab)	
IB 461	Ornithology (lab)	
IB 462	Mammalogy (lab)	
IB 463	Ichthyology (lab)	
IB 464	Herpetology (lab)	
IB 468	Insect Classification and Evol (lab)	
IB 471	Fungal Diversity and Ecology (lab)	
Area II: Behavior, Ecology, and the Environment		
IB 329	Animal Behavior	
IB 361	Ecology and Human Health	
IB 405	Evolution of Traits and Genomes	
IB 430	Animal Behavior Lab (lab)	
IB 431	Behavioral Ecology	
IB 432	Genes and Behavior	
IB 439	Biogeography	
IB 440	Plants and Global Change	
IB 444	Insect Ecology (lab)	
IB 451	Conservation Biology (lab)	
IB 452	Ecosystem Ecology	
IB 453	Community Ecology	
IB 481	Vector-borne Diseases (lab)	
IB 482	Insect Pest Management (lab)	
IB 494	Theoretical Biology + Models (lab)	
Area III: Integrative Anatomy, Physiology, and Molecular Biology		
IB 303	Anatomy (lab)	
IB 364	Genomics and Human Health	
IB 411	Bioinspiration	
IB 420	Plant Physiology	
IB 421	Photosynthesis	
IB 426	Env and Evol Physl of Animals	
IB 433	Insect Physiology	
IB 435	Critical Evaluation of Herbal Remedies	
IB 438	How Organisms Move (lab)	
IB 460	Evol of Intelligent Systems (lab)	
IB 465	Methods in Molecular Genetics and Genomics	
Remaining courses to total 15 hours minimum may be selected from any of the Area courses listed above or from the following list:		
IB 348	Fish and Wildlife Ecology	
IB 392	Translating Your IB Degree Into Career Success	
IB 416	Population Genetics	
IB 436	Evolutionary Neuroscience	
IB 442	Evolution of Infectious Disease	
IB 450	Stream Ecology	
IB 467	Principles of Systematics	
IB 476	Environmental Remote Sensing	
IB 478	Advanced Plant Genetics	
IB 479	Plant Growth and Development	

Code	Title	Hours
IB 480	Bioinspired Design	
IB 484	Paleoclimatology	
IB 491	Biological Modeling	
IB 496	Special Courses	
IB 497	Science Communication	
IB 499	Discussions in Integrative Biology	
MCB 300	Microbiology	
MCB 314	Introduction to Neurobiology	
MCB 450	Introductory Biochemistry	
Total Hours		**120**

=

<div align="center">Course List</div>

Code	Title	Hours
MS in IB Requirements		
12-hours will double-count toward both the BSLAS degree requirements above and the MS requirements below. These 12-hours can be selected from courses listed on any requirements for the MS in IB program.		
Required Course List		
IB 592	Career and Skill Development in Integrative Biology	2
Core Curriculum		12
Select from the following three Areas. At least one course must be a lab and the courses must be in at least two different Areas.		
Area I: Organismal and Evolutionary Biology		
IB 401	Introduction to Entomology (lab)	
IB 407	Plant Diversity and Evolution (lab)	
IB 461	Ornithology (lab)	
IB 462	Mammalogy (lab)	
IB 463	Ichthyology (lab)	
IB 464	Herpetology (lab)	
IB 468	Insect Classification and Evol (lab)	
IB 471	Fungal Diversity and Ecology (lab)	
Area II: Behavior, Ecology and the Environment		
IB 405	Evolution of Traits and Genomes	
IB 431	Behavioral Ecology	
IB 432	Genes and Behavior	
IB 439	Biogeography	
IB 440	Plants and Global Change	
IB 444	Insect Ecology (lab)	
IB 451	Conservation Biology (lab)	
IB 452	Ecosystem Ecology	
IB 453	Community Ecology	
IB 481	Vector-borne Diseases (lab)	
IB 482	Insect Pest Management (lab)	
IB 494	Theoretical Biology + Models (lab)	
Area III: Integrative anatomy, Physiology and Molecular Biology		
IB 411	Bioinspiration	
IB 420	Plant Physiology	

Code	Title	Hours
IB 421	Photosynthesis	
IB 426	Env and Evol Physl of Animals	
IB 433	Insect Physiology	
IB 435	Critical Evaluation of Herbal Remedies	
IB 438	How Organisms Move (lab)	
IB 460	Evol of Intelligent Systems (lab)	
IB 465	Methods in Molecular Genetics and Genomics	

Additional electives selected from the following list to meet the 32-hour minimum.

Courses from the any of the Areas above that did not fulfill another requirement may also count toward elective credit.

Code	Title	Hours
IB 416	Population Genetics	
IB 436	Evolutionary Neuroscience	
IB 442	Evolution of Infectious Disease	
IB 450	Stream Ecology	
IB 467	Principles of Systematics	
IB 476	Environmental Remote Sensing	
IB 478	Advanced Plant Genetics	
IB 479	Plant Growth and Development	
IB 480	Bioinspired Design	
IB 484	Paleoclimatology	
IB 491	Biological Modeling	
IB 496	Special Courses	
IB 497	Science Communication	
IB 499	Discussions in Integrative Biology	
IB 501	Programming for Genomics	
IB 502	Biological Networks	
IB 504	Genomic Analysis of Insects	
IB 505	Bioinformatics & Systems Biol	
IB 506	Applied Bioinformatics	
IB 512	Plant Metabolomics	
IB 513	Disc in Plant Physiology	
IB 516	Ecosystem Biogeochemistry	
IB 517	Analysis of Biological Data in R	
IB 524	Plant Biochemistry	
IB 526	Seminar in Entomology	
IB 531	Emerging Infectious Diseases	
IB 532	Sustainability & Global Change	
IB 533	Human Genome & Bioinformatics	
IB 534	Evolution and Medicine	
IB 535	Biology and Tech Innovation	
IB 536	Evolutionary Biology	
IB 542	Environmental Plant Physiology	
IB 546	Topics in Ecology & Evolution	
IB 590	Individual Topics	
Total Hours Required		32

Other requirements:

	Hours
Minimum GPA	3.0

Code	Title	Hours
Maximum hours of IB 590 allowed to count toward the MS in IB degree		6
Minimum hours at the 500-level within the unit		12
Minimum required major and supporting course work: Normally equates to 66-75 hours.		

<div align="center">Course List</div>

Code	Title	Hours
Major Core Requirements and Electives		
MATH 220	Calculus	4-5
or MATH 221	Calculus I	
STAT 212	Biostatistics	3
Select one group of courses:		8-10
CHEM 102	General Chemistry I	
CHEM 103	General Chemistry Lab I	
CHEM 104	General Chemistry II	
CHEM 105	General Chemistry Lab II	
or		
CHEM 202	Accelerated Chemistry I	
CHEM 203	Accelerated Chemistry Lab I	
CHEM 204	Accelerated Chemistry II	
CHEM 205	Accelerated Chemistry Lab II	
Select one group of courses:		5-6
CHEM 232	Elementary Organic Chemistry I	
& CHEM 233	and Elementary Organic Chem Lab I	
CHEM 236	Fundamental Organic Chem I	
& CHEM 237	and Structure and Synthesis	
Select one group of courses:		8-10
PHYS 101	College Physics: Mech & Heat	
& PHYS 102	and College Physics: E&M & Modern	
PHYS 211	University Physics: Mechanics	
& PHYS 212	and University Physics: Elec & Mag	
IB 150	Organismal & Evolutionary Biol	4
MCB 150	Molec & Cellular Basis of Life	4
IB 202	Physiology (IB 202 requires animal dissection and no equivalent alternative is available. IB majors are required to enroll in the 4-hour version of this course.)	4
IB 203	Ecology	4
IB 204	Genetics (IB majors are required to enroll in the 4-hour version of IB 204.)	4
IB 302	Evolution	4
Advanced Free Elective (300- or 400-level course from IB or any unit on campus)		3
At least 15 hours of coursework from the Approved List of Advanced Courses below:		15-20
At least one course from two of the following three areas:		
Area 1: Organismal and Evolutionary Biology (IB 335, IB 360, IB 362, IB 368, IB 401, IB 461, IB 462, IB 463, IB 464, IB 471)		
Area 2: Behavior, Ecology, and the Environment (IB 329, IB 361, IB 405, IB 430, IB 431, IB 432, IB 439, IB 440, IB 444, IB 451, IB 452, IB 453, IB 481, IB 482, IB 494)		
Area 3: Integrative Anatomy, Physiology, and Molecular Biology (IB 303, IB 364, IB 420, IB 421, IB 426, IB 427, IB 434, IB 435, IB 472, IB 473)		
One advanced course with a laboratory and/or field component.		

Code	Title	Hours
IB 303, IB 335, IB 368, IB 401, IB 427, IB 430, IB 434, IB 444, IB 451, IB 461, IB 462, IB 463, IB 464, IB 467, IB 468, IB 471, IB 481, IB 482, IB 494		
Remaining hours can be taken from any of the courses listed above or from the following list:		
IB 348, IB 411, IB 416, IB 436, IB 442, IB 450, IB 467, IB 468, IB 476, IB 478, IB 479, IB 480, IB 484, IB 487, IB 491, IB 496, IB 499, MCB 300, MCB 314, MCB 450		
Total Hours Required		120

MS in IB Requirements In the Integrative Biology, BSLAS + MS joint degree, 12-hours will double-count toward both the BSLAS degree requirements above and the MS requirements below, for a total of 140-hours required in total. These 12-hours can be selected from any 400-level IB course listed on the MS in IB approved courses List.For additional details and requirements refer to the MS in IB website .

Course List

Code	Title	Hours
12-hours will double-count toward both the BSLAS degree requirements above and the MS requirements below. These 12-hours can be selected from any 400-level IB course listed on any requirements for the MS in IB program.		
Core Curriculum Hours Required		14-16
IB 592	Career and Skill Development in Integrative Biology	2
At least one course from two of the following three IB disciplinary areas and one additional course with a laboratory and/or field component.		
Area 1: Organismal and Evolutionary Biology (IB 401, IB 461, IB 462, IB 463, IB 464, IB 471)		
Area 2: Behavior, Ecology, and the Environment (IB 405, IB 431, IB 432, IB 439, IB 440, IB 444, IB 451, IB 452, IB 453, IB 481, IB 482, IB 494)		
Area 3: Integrative anatomy, Physiology, and Molecular Biology (IB 420, IB 421, IB 426, IB 427, IB 434, IB 472, IB 473)		
Lab/Field component (IB 401, IB 427, IB 434, IB 444, IB 451, IB 461, IB 462, IB 463, IB 464, IB 467, IB 468, IB 471, IB 481, IB 482, IB 494)		
Elective Hours Required		6-8
Select from any Area/Lab courses above that did not already fulfill another requirement, or select from the list of approved courses below, or upon approval from the program director.		
IB 411, IB 416, IB 436, IB 442, IB 450, IB 467, IB 468, IB 476, IB 478, IB 479, IB 480, IB 484, IB 487, IB 491, IB 496, IB 499		
Minimum 500 level Hours Required		12
IB 501, IB 502, IB 504, IB 505, IB 506, IB 512, IB 513, IB 516, IB 524, IB 526, IB 531, IB 532, IB 533, IB 534, IB 535, IB 536, IB 542, IB 546, IB 590, IB 592		
Total Hours Required		32
Other requirements		
Minimum hours within the unit		8
Minimum GPA		3.0
Maximum hours of IB 590 allowed to count toward the MS in IB degree		6

Program Relationships

Identify the existing programs to be joined:

Corresponding Program(s)

Corresponding Program(s)
Integrative Biology, BSLAS
Integrative Biology, MS

Program Features

Academic Level   Undergraduate
                        Graduate

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

What are the minimum Total Credit Hours required for this program?
  140

What is the   3.0
required GPA?

Is This a Teacher Certification Program?
                        Yes

Will specialized accreditation be sought for this program?

  No

Delivery Method

This program is
available:
  On Campus - Students are required to be on campus, they may take some online courses.

Admission Requirements

Desired Effective
Admissions Term

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

  No

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

~~We request an exception that the Graduate College admit these students on full status, even though they do not yet have an earned bachelor's degree.Typical time to degree completion is 5-years (ten full-time semesters) with both an undergraduate and advanced degree.Students must be enrolled in the MS program within the Graduate College at least one semester.Students will be classified as graduate students once admitted fully into the Graduate College and thus graduate tuition will be assessed.The MS in IB portion of the degree is self-supporting and thus students in the MS in IB program are not eligible to receive tuition and fee waivers except statutory waivers.• To be eligible, students must have completed their junior year of the BSLAS in IB degree.• Students must have 3.0 or higher GPA from their junior year onward of undergraduate study to receive admission to the Graduate College.This means that the average GPA of their junior year and/or (depending on when the student applies) first semester of their senior year coursework must be 3.0 or higher.• The GRE is not required.• Students apply internally to the School of Biology BSLAS + MS in IB program at two different times- the summer before they begin their senior year or at the end of the fall term of their senior year.Application dates vary slightly year to year tied to semester start dates.• Once students are admitted to the program, they begin completing the joint program requirements within their senior year.After the completion of the undergraduate requirements, students will then apply to the master's portion of the program through the Graduate College in the spring semester of their senior year or the summer semester directly following.• Applications for admission will be reviewed by the admissions committee, comprised of faculty and staff from the School of Integrative Biology who instruct and advise BSLAS + MS in IB students.• Applications are reviewed holistically, reviewing GPA and performance in courses, experiential opportunities (work, volunteer experiences, internships), personal statements that support non-cognitive attributes such as work-ethic, leadership and service, as well as recommendation letters.• Upon acceptance, students will be admitted to the joint degree program and meet with their BSLAS+ MS in IB Director of Graduate Studies to determine which courses will be taken in their senior year that will apply to both degrees.(During their undergraduate degree, the joint degree students also continue to meet with their undergraduate advisor.) • Students admitted to the graduate program must maintain an overall 3.0 GPA to remain in good standing.• Credits from the BSLAS in IB program cannot be retroactively applied.~~

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

No impact is expected.

Estimated Annual Number of Degrees Awarded

Year One Estimate	0	5th Year Estimate (or when fully implemented)	15

Budget

Are there budgetary implications for this revision?

No

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

No

Additional Budget Information

~~No additional staffing will be required for this degree program.BSLAS + MS in IB students will be taking courses already offered by faculty, and all advising (such as course-selection mapping and career-readiness counseling) will be performed by the MS in IB director.~~

Attach File(s)

Financial Resources

How does the unit intend to financially support this proposal?

~~As we have sufficient capacity in our upper-level courses, including ample 500-level courses with seats available, we do not expect the need to add seats to any course to serve students in thisprogram.We recently revised the required course for the program, IB 592 into a 5-- level course in order to assist students with having even more options for 5-- levelcourses.We have instructors scheduled to teach these advanced courses aswell.Additionally, we propose to cap this program at 30 students enrolled at any onetime.These 30 students would then be spread across over 50 upper-level courses offered across multiplesemesters.Thus, we do not see a need to increase the numbers of faculty or TAs as essentially these seats are already being provided by the current costs of thecourses.~~

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)

<u>Chem Life Differential</u> ~~This program will use existing Chemical and Life Sciences undergraduate (years 1-4) and graduate (in year 5) tuition rates, with the MS portion being self-supporting.For the MS portion, the School of Integrative Biology will be responsible for all costs and will receive 64% of the gross tuition with 11% of the gross income going to the College of LAS and 25% to campus for the IVCB tax.This program is expected to add few students to begin but should still be revenue positive within the first five years because, as outlined, our program costs are very low.~~

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

program?

No

Faculty Resources

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

No impact is expected.

Library Resources

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

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

EP Documentation

EP Control Number	EP.25.014
Attach Rollback/ Approval Notices	
This proposal requires HLC inquiry	No

DMI Documentation

Attach Final Approval Notices	
Banner/Codebook Name	BSLAS: BSLAS/MS IB - UIUC & MS: BSLAS/MS IB - UIUC
Program Code:	10KV6160BSLA & 1PKS6160MS

Minor Code	Conc Code	6160	Degree Code	Major Code

Senate Approval Date	
Senate Conference Approval Date	
BOT Approval Date	

IBHE Approval Date	
HLC Approval Date	
DOE Approval Date	NA
Effective Date:	
Attached Document Justification for this request	
Program Reviewer Comments	**Mary Lowry (lowry) (04/11/24 11:16 am):** Rollback: Revisions per phone call **Mary Lowry (lowry) (04/22/24 4:44 pm):** Rollback: Please see email dated 4-22-24 **Brooke Newell (bsnewell) (04/24/24 9:50 am):** Rollback: per discussion with Allison

Key: 1159

Program Change Request

Date Submitted: 05/10/24 2:44 pm

Viewing: **10KS0252MFA : Art <u>&</u> ~~and~~ Design, MFA**

Last approved: 07/05/22 1:54 pm

Last edit: 09/27/24 8:07 am

Changes proposed by: Nicole Turner

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. 05/13/24 3:09 pm Donna Butler (dbutler): Approved for U Program Review
2. 05/14/24 7:10 am Melissa Pokorny (mpokorny): Approved for 1526 Head
3. 05/14/24 7:29 am Nicole Turner (nicturn): Approved for KR Dean
4. 05/17/24 9:36 am Claire Stewart (clairest): Approved for University Librarian
5. 09/11/24 3:06 pm Allison McKinney

(agrindly):
Approved for
Grad_College

6. 09/11/24 3:44 pm
Suzanne Lee
(suzannel):
Approved for
COTE Programs

7. 09/13/24 10:30
am
Brooke Newell
(bsnewell):
Approved for
Provost

History

1. Jul 5, 2022 by
Mary Lowry
(lowry)

Major (ex. Special Education)

This proposal is
for a:
Revision

Administration Details

Official Program Name	Art & ~~and~~ Design, MFA
Diploma Title	
Sponsor College	Fine & Applied Arts
Sponsor Department	Art and Design
Sponsor Name	Melissa Pokorny
Sponsor Email	mpokorny@illinois.edu
College Contact	Nicole Turner
College Contact Email	nicturn@illinois.edu
College Budget Officer	Greg Anderson
College Budget Officer Email	gnanders@illinois.edu

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

KR Dean

Does this program have inter-departmental administration?

No

Proposal Title

Effective Catalog Term   Fall 2024

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

Revise the 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)."

This MFA in Art & design (key 31) proposal is related to the MFA Photography concentration proposal (key 922), MFA in Art & design (key 31), MFA Painting concentration proposal (key 921), and MFA Printmaking concentration (key 923), MFA Sculpture concentration (key 924).

Program Justification

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

(1) POS table is being updated to remove the New Media specialization and remove the line about the requirements for programs other than Industrial Design. (2) Revising the format of the Concentration names in the tables as requested by campus as part of the Concentration Project (3) Updating the Program Features information, (which isn't a change in practice). (4) Update the official program name; (5) Remove the 'Seminar, 8 hours min requirement' from the major and replace it with 'Studio, 6 hours min requirement.' (6) We added "Thesis hours" to the Research/Project hours row.

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 statement about a concentration being required except for New Media specialization students is removed due to not aligning with practice where at times students are pursuing a MFA in Art & Design without a concentration, but also not focusing on new media. Additionally, the line stating the requirements for all programs except ID is removed and the POS is clarified to cover requirements for all of the MFA in Art and Design.

(2) This a transparency/clarification clean-up project that collectively the offices of the Registrar, Provost, Graduate College, and DMI are working on, and there are no changes to the program.

(3) The Program Features section is now filled out and reflects the current practice. This program has transcripted concentrations. A concentration is not required for graduation. Some students with the non-transcriptable specialization in New Media or interdisciplinary areas of studio art are earning the MFA without a concentration. All concentrations are major dependent and attached (within the program code). Students are admitted directly into concentrations.

(4) Request from the Grad College: "update the Official Program Name to change "Art and Design" to "Art & Design?" All the other records associated with this program have the & and so for consistency and to conform to data standards, this will be helpful. This is only changing the name on the CIM-P record. Nothing else will change anywhere else."

(5) Over time the concentrations have evolved and moved away from required seminars. And a required studio was never included in the major requirements, but is a common component of all Art and Design programs. So we are replacing the Seminar requirement with a Studio requirement which is common to all the current and proposed concentrations.

(6) "Thesis hours" is added to make it more clear that this major can be earned with or without a thesis.

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.

MFA in Art & Design, concentration in Industrial Design

1. Inquiry and insight: 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.

2. Ideation: 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.

3. Implementation: Select and use appropriate making and manufacturing processes with an understanding of the potential of new technologies, and the demands of sustainability.

4. Informing: Use visual and verbal communication, to explain and persuade, as appropriate for different audiences.

5. Self development: 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.

6. Contextualisation: Locate your own activity within the multiple contexts of design practice, including the theoretical, professional, cultural, environmental and technological contexts.

MFA in Art & Design, concentration in Design for Responsible Innovation

1. Demonstrate familiarity with the design research literature relevant to their topic.
2. Create prototypes for research purposes.
3. Explain the different epistemological modes of knowledge production.
4. Select research methods appropriate to the thesis topic.

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

Describe here:

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

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

Program
Description and
Requirements
Attach Documents

Is the career/profession for graduates of this program regulated by the State of Illinois?
No

Program of Study

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

Revised programs   Art Design MFA side by side FA 24.docx

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

Catalog Page Text - Overview Tab

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

Statement for Programs of Study Catalog

Course List

Code	Title	Hours
Research/Project/Thesis Hours (min/max applied toward degree) (2 min):		2
Electives		62
Studio, enrollment varies by concentration		6 min
Students may choose one of the concentrations available for this major:		
Design for Responsible Innovation		
Industrial Design		
Electives taken in consultation with an advisor to reach 64 total hours		
Total Hours		64

Other Requirements

Course List

Code	Title	Hours
A concentration is not required		
Other requirements may overlap		
Minimum 500-level Hours Required Overall	12	
Minimum GPA	2.75	

All Programs except Industrial Design Other Requirements Master of Fine Arts in Art and Design, concentration in Industrial Design

Grad Other Degree Requirements

Requirement	Description
Other requirements may overlap	
A concentration is not required in the case of students in the New Media specialization.	
Seminar, enrollment varies by program	8 min
Minimum 500-level Hours Required Overall	12
Minimum GPA	2.75

Corresponding   MFA Master of Fine Arts

Degree

Program Features

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

What is the typical time to completion of this program?

  3 years

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

  64

What is the required GPA?	2.75
CIP Code	500702 - Fine/Studio Arts, General.

Is This a Teacher Certification Program?

  No

Will specialized accreditation be sought for this program?

  No

Delivery Method

This program is available:

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

Admission Requirements

Desired Effective Admissions Term	Fall 2024

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

  No

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

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.

Students currently enrolled in one of the 4 concentrations being deactivated can continue and graduate within that concentration or complete the MFA in Art & Design with no concentration.

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 budgetary implications for this revision.

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

No

Attach letters of support

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

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

No

Is this program requesting self-supporting status?

No

Faculty Resources

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

There are no expected impacts to faculty resources, as the number of students, number of faculty, course loads, and class size will not change.

Library Resources

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

Library collections, resources and services are not expected to be impacted by this concentration MFA revision.

EP Documentation

EP Control Number	EP.25.014
Attach Rollback/ Approval Notices	
This proposal requires HLC inquiry	No

DMI Documentation

Attach Final Approval Notices	
Banner/Codebook Name	MFA:Art and Design -UIUC
Program Code:	10KS0252MFA

Minor Code	Conc Code	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	**Mary Lowry (lowry) (04/19/23 2:19 pm):** Rollback: Please see my email **Mary Lowry (lowry) (03/08/24 9:10 am):** Rollback: Please see email dated 3-8-24 **Mary Lowry (lowry) (03/22/24 10:17 am):** Rollback: per phone conversation **Mary Lowry (lowry) (04/17/24 1:44 pm):** Rollback: Rollback to keep this proposal with the new, related proposal. Please see email dated 4-17-24. **Mary Lowry (lowry) (04/29/24 1:10 pm):** Rollback: Just 3 things in email dated 4-29-24 **Mary Lowry (lowry) (05/10/24 2:37 pm):** Rollback: Please see email dated 5-10-24

Program Change Request

Date Submitted: 05/08/24 9:46 am

Viewing: **10KP6131BS : Neural Engineering, BS**

Last approved: 03/01/23 7:27 am

Last edit: 09/27/24 8:09 am

Changes proposed by: Maddie Darling

Neural Engineering, BS

Catalog Pages Using this Program

Proposal Type:

Approval Path

1. 05/09/24 1:48 pm Donna Butler (dbutler): Approved for U Program Review
2. 05/10/24 11:24 am Rebecca Reck (rreck): Approved for 1343 Head
3. 09/04/24 3:33 pm Katherine Freeman (katefree): Approved for KP Committee Chair
4. 09/04/24 3:37 pm Cindy Pruitt (cpruitt): Approved for KP Dean
5. 09/05/24 10:27 am

Claire Stewart (clairest): Approved for University Librarian
6. 09/05/24 1:12 pm
   Suzanne Lee (suzannel): Approved for COTE Programs
7. 09/13/24 10:29 am
   Brooke Newell (bsnewell): Approved for Provost

History

1. Jul 21, 2022 by Maddie Darling (darling4)
2. Mar 1, 2023 by Maddie Darling (darling4)

Major (ex. Special Education)

This proposal is for a:
Revision

Administration Details

Official Program Name	Neural Engineering, BS
Diploma Title	Bachelor of Science in Neural Engineering
Sponsor College	Grainger College of Engineering
Sponsor Department	Bioengineering
Sponsor Name	Mark A. Anastasio, Donald Biggar Willett Professor in Engineering, Head of Department of Bioengineering
Sponsor Email	maa@illinois.edu
College Contact	Jonathan Makela, Associate Dean for Undergraduate Programs, Grainger College of Engineering	College Contact Email	jmakela@illinois.edu

College Budget Officer	Tessa Hile
College Budget Officer Email	tmhile@illinois.edu

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

Maddie Darling, darling4@illinois.edu (BIOE); Kate Freeman (katefree@illinois.edu) ~~Keri Carter Pipkins, kcp@illinois.edu (GCOE).~~

Does this program have inter-departmental administration?

No

Proposal Title

Effective Catalog Term	Fall 2024

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

Revise the Bachelor of Science in Neural Engineering in the Grainger College of Engineering

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

Program Justification

Provide a brief description of what changes are being made to the program.	1. The formatting of the POS and additional text (e.g., graduation requirements, university requirements, and general education requirements) has been modified to adhere to the campus General Education Template.
	2. Remove the note on PSYC 100 stating the course does not apply toward social and behavioral sciences general education requirements.
	3. Include 4 additional free elective hours.
	4. Replace 3 BIOE special topics courses in the Bioengineering Technical Electives list with their permanent numbers.

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

No

Why are these changes necessary?

1. Per Office of the Provost General Education initiative for transparency and accessibility.

2. PSYC 100 satisfies 4 hours of general education credit in social and behavioral sciences. Moving forward, the department won't mandate an additional 6 distinct hours of general education credit in this area alongside PSYC 100, so this note is no longer necessary.

3. PSYC 100 will now fulfill 4 of the 6 required hours of general education credit in social and behavioral sciences. The degree previously encompassed 10 hours of general education credit in social and behavioral sciences (PSYC 100 + 6 hours). We are reallocating the prior 4 additional hours required into free electives to allow students more flexibility to pursue their academic interests within the degree.

4. Administrative change to accurately reflect new permanent course numbers associated with previously offered special topics courses.

The 40 hours of upper-division classes for IBHE requirement are met by:
• 29 hours of 300 & 400 level classes individually specified in the Neural Engineering Technical Core
o BIOE 310 (3 credit hours)
o NE 330 (3 credit hours)
o NE 402 (4 credit hours)
o NE 412 (3 credit hours)
o NE 422 (3 credit hours)
o NE 430 (3 credit hours)
o NE 431 (4 credit hours)
o ECE/NE 410 (3 credit hours)
o ECE 421/NE 420 (3 credit hours)

• 11 hours of 200 level coursework with 2 or more prerequisites in Foundational Mathematics and Science
o MATH 241 (4 credit hours) - prerequisites of MATH 231 and MATH 220 or 221
o MATH 285 (3 credit hours) - prerequisites of MATH 241, MATH 231 and MATH 220 or 221
o PHYS 211 (4 credit hours) - prerequisites of MATH 231 and MATH 220 or 221

Instructional Resources

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

No

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

No

Does the program include other courses/subjects outside of the sponsoring
department impacted by the creation/revision of this program?
No

Program Regulation and Assessment

Plan to Assess and Improve Student Learning

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

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

The Neural Engineering (NE) Program Committee will be responsible for making NE curricular decisions. The NE Program Committee will consist of tenured and tenure-track faculty members in the Department of Bioengineering and will be tasked with mapping the NE program-level educational objectives (PEOs) to student outcomes through individual course session learning objectives (LOs) and linking them to specific course performance indicators for success. The program specific performance indicators comprise a combination of both direct (exam results) and indirect (survey data) measures.

Most performance indicators will measure two levels of student achievement: attainment of skills and mastery of skills, representing distinct levels in the curriculum. Student work will be analyzed against a rubric to determine the fraction of students achieving each level of performance, with the target goal of 70% of junior/senior students achieving a high performance level. We will use lower-level course attainment scores as formative feedback on how students are progressing in the desired skill. Data analysis and action items resulting from the review of outcomes will be presented in a self-study report. A detailed breakdown for each outcome will be made available for faculty review.

The NE Program Committee will be responsible for creating, continuous oversight, and evaluation of the NE degree curriculum. Annually, learning outcomes and LOs will be reviewed and revised to ensure that they are clearly written, student-centered, measurable, concise, meaningful, achievable, and outcome-based. Resources from the Center for Innovation in Teaching and Learning (CITL) will be used for guidance. Teaching and Learning will be assessed through both informal and formal methods administered throughout and at the end of each term. Informal early feedback during each semester will be gathered, analyzed, and utilized to act on student feedback while the class is in progress. Instructor and Course Evaluation System (ICES) will be used as the end-of-course evaluation tool of instructor and course effectiveness for both faculty and teaching assistants. Overall course performance will be used to guide subsequent instruction. Monitoring of changes and action items will be reviewed annually by the NE Program Committee.

Assessment instruments and performance indicators used to evaluate each course will be critiqued. Course directors will draft an assessment blueprint in which the content of the course will be divided into categories corresponding to (1) mastery of the fundamental principles of neuroscience, (2) integrated skill development in electrical and imaging systems, molecular and cellular engineering, biological interfacing, and computational data sciences, and (3) the application of design principles to solve modern problems in basic and translational neuroscience. Percentage weights will be assigned to each category (e.g. 10%, 40%). The blueprint will then be referenced when creating exams.

The NE Program Committee will review courses taught for the first time and annually review all course descriptions. After offering all courses at least once, the NE Program Committee will reexamine all the embedded indicators and ensure that they map to the student outcomes and fully demonstrate the designated outcome. Areas in need of improvement will be identified and recommendations for improvement will be specified that can be implemented in future years. The systematic assessment of student

outcomes will be used to track progress and improvement goals.

To continuously improve the NE program and student learning, data will be collected and evaluated every 3 years, allowing for the NE program to make and assess changes in program curriculum, advising processes, and the assessment process itself.

The Program Director will serve as the chair of the NE Program Committee and will be responsible for allocating advising duties, providing oversight of advising activities, and developing best practices for advising

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　　NE AY 24-25 sample sequence .xlsx
　　Attach a revised Sample Sequence (for undergraduate program)
　　or college-level forms.

Catalog Page Text - Overview Tab

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

Bachelor of Science, Neural Engineering

The Bachelor of Science in Neural Engineering provides training at the intersection of neuroscience and engineering fundamentals. The program focuses on skill development in electrical and imaging systems, molecular and cellular engineering, biological interfacing, and computational data sciences. The first two years of the program provide foundational knowledge in applied formal sciences, physical sciences, and life sciences. Years three and four provide focused training in neural engineering fundamentals and applications through core courses, neuroscience courses, and neural engineering electives. Students will be prepared for employment as engineers in growing healthcare industry sectors related to neurological devices, brain-computer interfaces, neurological disease treatments, and brain imaging technologies. Graduates will also be positioned to pursue professional degrees in medicine and graduate studies in clinical, life, and behavioral sciences.

Minimum Hours for Graduation: 128

Graduation

To graduate, students must satisfy all University requirements as to residency, scholarship, and fees and must complete the University's general education requirements.

Highest honors/departmental distinction: Students completing a Bachelor's thesis with a minimum GPA of 3.8 will be eligible for highest honors.

Statement for Programs of Study Catalog

Graduation Requirements

Minimum ~~2.0Minimum~~ hours required for graduation: 128 hours. ~~Graduation Requirements~~

Minimum Overall GPA: 2.0

University Requirements

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

The university and residency requirements can be found in the Student Code (§ 3-801) and in the Academic Catalog. ~~Students must complete theCampus~~

~~2.0 M inimum hours required forgraduation:128 hours Generaleducation:~~**General Education Requirements**

Follows the ~~requirements including thecampus~~ General Education (Gen Ed) requirements. ~~general education language requirement.~~ Some Gen Ed requirements may be met by courses required and/or electives in the program.

Course List

Code	Title	Hours
Composition I		4-6
Advanced Composition		3

Code	Title	Hours
Humanities & the Arts (6 hours)		6
Natural Sciences & Technology (6 hours)		6
fulfilled by CHEM 102, CHEM 104, MCB 150, PHYS 211, PHYS 212		
Social & Behavioral Sciences (6 hours)		6
fulfilled by PSYC 100 and other any other course approved as Social & Behavioral Sciences		
Cultural Studies: Non-Western Cultures (1 course)		3
Cultural Studies: US Minority Cultures (1 course)		3
Cultural Studies: Western/Comparative Cultures (1 course)		3
Quantitative Reasoning (2 courses, at least one course must be Quantitative Reasoning I)		6-10
fulfilled by MATH 220 or MATH 221; and MATH 231, MATH 241, MATH 285, PHYS 211, PHYS 212; and CS 101 or CS 124		
Language Requirement (Completion of the third semester or equivalent of a language other than English is required)		0-15

Major Requirements

Orientation and Professional Development

Course List

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

Foundational Mathematics and Science

Course List

Code	Title	Hours
CHEM 102	General Chemistry I	3
CHEM 103	General Chemistry Lab I	1
CHEM 104	General Chemistry II	3
CHEM 105	General Chemistry Lab II	1
CHEM 232	Elementary Organic Chemistry I (May be taken for 3 or 4 credit hours; the extra hour may be used to help meet free elective requirements.)	4
MATH 221	Calculus I (MATH 220 may be substituted, with four of the five credit hours applying toward the degree. MATH 220 is appropriate for students with no background in calculus.)	4
MATH 231	Calculus II	3
MATH 241	Calculus III	4
MATH 285	Intro Differential Equations	3
PHYS 211	University Physics: Mechanics	4
PHYS 212	University Physics: Elec & Mag	4
Total Hours		34

Neural Engineering Technical Core

Course List

Code	Title	Hours
BIOE 205	Signals & Systems in Bioengrg	3
BIOE 210	Linear Algebra for Biomedical Data Science	3
BIOE 310	Computational Tools for Biological Data	3
NE 100	Introduction to Neural Engineering	2
NE 330	Neuroscience for Engineers	3
NE 402	Neural Engineering Senior Design	4
NE 412	Neural Data Analysis	3
NE 422	Introduction to Neuroimaging	3

Code	Title	Hours
NE 430	Neural Cell and Tissue Engineering	3
NE 431	Neural Cell & Tissue Engineering Lab	4
ECE/NE 410	Neural Circuits and Systems	3
ECE 421/NE 420	Neural Interface Engineering	3
CS 101	Intro Computing: Engrg & Sci (CS 124 may be taken instead of CS 101.)	3
MCB 150	Molec & Cellular Basis of Life	4
MCB 250	Molecular Genetics	3
MCB 252	Cells, Tissues & Development	3
PSYC 100	Intro Psych	4
Total Hours		54

Technical Electives

(List of Pre-Approved Neural Engineering Electives)

Course List

Code	Title	Hours
Must choose 12 hours from the following:		12

Bioengineering:

BIOE 420	Intro Bio Control Systems	
BIOE 430	Intro Synthetic Biology	
BIOE 434	Immunoengineering	
BIOE 450	Introduction to Quantitative Pharmacology	
BIOE 460	Gene Editing Lab	
BIOE 476	Tissue Engineering	
BIOE 483	Biomedical Computed Imaging Systems	
BIOE 484	Statistical Analysis of Biomedical Images	
BIOE 485	Computational Mathematics for Machine Learning and Imaging	
BIOE 486	Applied Deep Learning for Biomedical Imaging	
BIOE 487	Stem Cell Bioengineering	
BIOE 488	Applied High-Performance Computing for Imaging Science	
BIOE 489	Regulations, Ethics and Logistics in Biomedical Applications of Machine Learning	
~~BIOE 498~~	~~Special Topics (Quantitative Pharmacology)~~	
~~BIOE 498~~	~~Special Topics (Introduction to Synthetic Biology)~~	
BIOE 498	Special Topics (Soft Robotics)	
~~BIOE 498~~	~~Special Topics (Immunoengineering)~~	

Electrical and Computer Engineering

ECE 416	Biosensors	
ECE 442	Silicon Photonics	
ECE 459	Communications Systems	
ECE 460	Optical Imaging	
ECE 461	Digital Communications	
ECE 467	Biophotonics	
ECE 470	Introduction to Robotics	
ECE 480	Magnetic Resonance Imaging	

Mechanical Engineering

ME 483	Mechanobiology	

Psychology

PSYC 210	Behavioral Neuroscience	
PSYC 404	Cognitive Neuroscience	

Code	Title	Hours
Physics		
PHYS 475	Introduction to Biophysics	

Free Electives

Course List

Code	Title	Hours
Additional coursework, subject to the Grainger College of Engineering restrictions to Free Electives, so that there are at least 128 credit hours earned toward the degree.		12
Total Hours of Curriculum to Graduate		128

Corresponding Degree	BS Bachelor of Science

Program Features

Academic Level	Undergraduate

Does this major have transcripted concentrations?	No

What is the typical time to completion of this program?

4 years

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

128

CIP Code	140501 - Bioengineering and Biomedical Engineering.

Is This a Teacher Certification Program?

No

Will specialized accreditation be sought for this program?

Yes

Describe the plans for seeking specialized accreditation:

ABET accreditation will ultimately be sought for this program following the graduation of the first cohort of students. When mapped to the bioengineering/biomedical engineering B.S. ABET criteria, the proposed curriculum satisfies criteria including engineering course hours.

Delivery Method

This program is available:

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

Admission Requirements

Desired Effective Admissions Term		Is this revision a change to the admission status of the program?

No

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

Application processing at the freshman level will be administered by the Office of Undergraduate Admissions, with requirements commensurate with standards of Grainger Engineering.

Admission Requirements for Freshmen:
• The general admission requirements of the University apply
• Application fee
• Self-reported academic record (SRAR)
• Official test scores - Standardized test scores are required for admission review: either ACT (code 1154) or SAT I (code 1836) scores are accepted
• English proficiency
o International students must score at least 100 on the iBT version of the English as a Foreign Language test (TOEFL); or 7 on each section of the IELTS.

For more detailed information regarding application requirements and the application process, please visit the University of Illinois Admissions website at: www.admissions.illinois.edu.

Admission Requirements for Inter-College/Department Transfer Students and Pre-Engineering Students (ICT/IDT/PREP)

• Students originating outside of the Grainger College of Engineering who entered the University of Illinois Urbana-Champaign as first time freshmen will be required to participate in the Pre-Engineering Program to be reviewed for transfer into Neural Engineering
• Pre-Engineering and current University students should demonstrate interest in the major by:
• Earning grades of "B" or better in introductory courses such as CHEM 102, 103; MATH 221, 231; PHYS 211; and MCB 150.
• Maintain a cumulative minimum GPA of 3.00 or higher
• Successfully complete the ICT or IDT transfer application

Describe how this revision or phase down/elimination will impact enrollment and degrees awarded. If this is an elimination/phase down proposal include the plans for the students left in the program.
This revision will not have an impact on enrollment and degrees awarded.

Estimated Annual Number of Degrees Awarded

Year One Estimate	0	5th Year Estimate (or when fully implemented)	35

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?

<u>No</u> ~~Yes~~

Additional Budget Information

Attach File(s)

Financial Resources

How does the unit intend to financially support this proposal?

As described in the budget section, the unit will support the new degree through strategic hiring of faculty as supported by existing commitments from Grainger Engineering and initially leveraging existing administrative resources, including BIOE program staff serving other degree programs in the department. Only one new introductory course needs to be offered during the first two years of the program. With the third cohort of students, we will hire a staff position to support operational procedures of the 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)

Engineering Differential

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

No

Faculty Resources

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

This revision will not impact faculty resources, numbers of faculty, class size, teaching loads, or student-faculty ratios.

Library Resources

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

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

EP Documentation

EP Control Number	EP.25.014
Attach Rollback/ Approval Notices	
This proposal requires HLC inquiry	No

DMI Documentation

Attach Final Approval Notices	
Banner/Codebook Name	BS:Neural Engineering - UIUC
Program Code:	10KP6131BS

Minor Code	Conc Code	Degree Code	BS	Major Code
6131				

Senate Approval Date	
Senate Conference Approval Date	
BOT Approval Date	
IBHE Approval Date	
HLC Approval Date	

DOE Approval Date	NA
Effective Date:	
Attached Document Justification for this request	
Program Reviewer Comments	**Brooke Newell (bsnewell) (04/22/24 2:22 pm):** Rollback: Email sent to Maddie and per discussion with Melissa Newell. **Brooke Newell (bsnewell) (04/26/24 7:37 am):** Rollback: Email sent to Maddie

Key: 1044

Program Change Request

Date Submitted: 07/12/24 10:17 am

Viewing: **10KR1481BMUS : Musicology, BMUS**

Last approved: 02/08/22 4:00 pm

Last edit: 09/27/24 8:08 am

Changes proposed by: Nicole Turner

Catalog Pages
Using this
Program

[Musicology, BMUS](#)

Proposal Type:

In Workflow

1. **U Program Review**
2. **1495 Committee Chair**
3. **1495 Head**
4. **KR Dean**
5. **University Librarian**
6. **COTE Programs**
7. **Provost**
8. **Senate EPC**
9. Senate
10. U Senate Conf
11. Board of Trustees
12. IBHE
13. HLC
14. DMI

Approval Path

1. 07/25/24 12:45 pm
Donna Butler
(dbutler):
Approved for U
Program Review
2. 07/25/24 1:05 pm
Gayle Magee
(gsmagee):
Approved for 1495
Committee Chair
3. 08/07/24 4:22 pm
Linda Moorhouse
(moorhouz):
Approved for 1495
Head
4. 09/06/24 8:44 am
Nicole Turner
(nicturn):
Approved for KR
Dean
5. 09/06/24 12:09
pm

History

1. Mar 21, 2019 by Deb Forgacs (dforgacs)
2. Jan 25, 2022 by Linda Moorhouse (moorhouz)
3. Feb 8, 2022 by Deb Forgacs (dforgacs)

Major (ex. Special Education)

This proposal is for a:
  Revision

Administration Details

Official Program Name	Musicology, BMUS
Diploma Title	
Sponsor College	Fine & Applied Arts
Sponsor Department	Music
Sponsor Name	Megan Eagen-Jones ~~Dr.Linda Moorhouse~~
Sponsor Email	eagen@illinois.edu ~~moorhouz@illinois.edu~~
College Contact	Dr. 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.

<u>KR Dean</u> ~~Sponsor will edit proposal if rolled back.~~

Does this program have inter-departmental administration?

No

Proposal Title

Effective Catalog Term	Spring 2025

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

Revise the Bachelor of Music in Musicology in the College of Fine and Applied Arts

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

Program Justification

Provide a brief description of what changes are being made to the program.	(1) Add Gen Ed template and moved coursework that didn't already appear in the major into a newly added subcategory in the major (2) Removing footnotes and embedding into degree tables (3) Adding standard music requirements in college/unit designated space under graduation requirements above degree tables (4) Created lists for applied music lesson and ensemble course options, now listed in POS

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

<u>No</u>

Why are these changes necessary?

> (1) Update per Office of the Provost General Education initiative for transparency and accessibility;
>
> (2) Removed footnotes to allow for accessible reading of all requirements within the degree tables.
>
> (3) Added notes regarding auditions, applied music lesson and ensemble elective credit, music residency requirement, while keeping thesis information previously included.
>
> (4) Previously, students were instructed to complete lessons or ensembles either in the Undergrad Music Handbook or informed after consultation with advisor. This update of listing specific courses provides the requirements more clearly in the academic catalog or degree audit for transparency with students.
>
> No change to total degree hours.
>
> ---
>
> 40 advanced hours are met by:
> MUS 201 [MUS 102 and MUS 108] (2)
> MUS 202 [MUS 201 and MUS 207] (2)
> MUS 207 [MUS 108 and MUS 107] (2)
> MUS 208 [MUS 207, MUS 108, MUS 107] (2)
> MUS 313 (3)
> MUS 314 (3)
> MUS 419 (3)
> Adv Musicology (12)
> Adv Music Theory (6)
> Ensemble-MUSC 400-level (8)

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.

Bachelor of Music graduates will:

Understand, apply, and integrate foundational concepts of musical study in theory, aural skills, history, composition, improvisation, and keyboard competency, and do so independently and cooperatively.

Demonstrate the ability to learn independently, make inquiries, think critically, discover solutions, and integrate knowledge across both similar and varied areas of musical study.

Develop and demonstrate effective performance skills (technical and expressive) using critical thinking to inform historical and stylistic performance practices and artistic expression.

Develop and demonstrate effective communication skills, including artistic self-expression, with diverse audiences through multiple media.

Acquire a basic understanding of diverse musical systems and traditions across the world, and develop a sensitivity to and awareness of cultural and societal differences, and their contribution to an interdependent global consciousness.

Acquire an understanding of professional ~~These revisions will not impact the learning outcomes~~ and ethical responsibility as musicians and citizens, and demonstrate the ability to work professionally and effectively as leaders and collaborators. ~~assessment of these outcomes.~~

Acquire a basic understanding of technology and professional skills, along with knowledge of specific technological developments within area of specialization.

Appreciate how music interacts with communities to enhance and engage social and cultural identities and enrich lifelong learning.

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	Musicology, BMUS Sample Sequence SP 25.docx
	Musicology BMUS side by side SP 25.docx
Attach a revised Sample Sequence (for undergraduate program) or college-level forms.	

Catalog Page Text - Overview Tab

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

Statement for Programs of Study Catalog

Graduation Requirements

Minimum hours required for graduation: 120 hours.

Students who wish to study voice or an instrument for credit are required to satisfy the instrumental or vocal qualifying audition designed for students outside the School of Music.

Credits earned in applied music lessons are generally considered elective.

~~Minimum required major and supporting course work:~~A minimum ~~The fourth-year student, working with an adviser, must complete a satisfactory thesis as part~~ of twelve hours ~~the requirements for the Bachelor~~ of 400-level courses in Music must be taken on the Urbana-Champaign campus. ~~in Musicology.~~

The fourth-year student, working with an adviser, must complete a satisfactory thesis as part of the requirements for the Bachelor of Music in Musicology.

University Requirements

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

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

General Education Requirements

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

Course List

Code	Title	Hours
Composition I		4-6
Advanced Composition		3
Humanities & the Arts (6 hours)		6
fulfilled by MUS 313 and MUS 314		
Natural Sciences & Technology (6 hours)		6
Social & Behavioral Sciences (6 hours)		6
Cultural Studies: Non-Western Cultures (1 course)		3
Cultural Studies: US Minority Cultures (1 course)		3
Cultural Studies: Western/Comparative Cultures (1 course)		3
Quantitative Reasoning (2 courses, at least one course must be Quantitative Reasoning I)		6-10

Code	Title	Hours
Language Requirement (Completion of the fourth semester or equivalent of a language other than English is required)		0-20

Orientation Requirements

Course List

Code	Title	Hours
FAA 101	Arts at Illinois	1
MUS 100	First-year Seminar for Music Majors	0
Total Hours		1

Music Core

Course List

Code	Title	Hours
Music Theory and Musicianship		
MUS 101	Music Theory and Practice I	2
MUS 102	Music Theory and Practice II	2
MUS 201	Music Theory and Practice III	2
MUS 202	Music Theory and Practice IV	2
MUS 107	Musicianship I	2
MUS 108	Musicianship II	2
MUS 207	Musicianship III	2
MUS 208	Musicianship IV	2
Musicology		
MUS 110	Introd Art Mus: Intl Perspect	3
MUS 313	The History of Music I	3
MUS 314	The History of Music II	3
Keyboard Proficiency		
All students, except keyboard students, must demonstrate keyboard competency when they audition, by proficiency examination when they matriculate, or by enrolling in MUS 172 and/or MUS 173.		
MUS 172	Grp Instr Pno for Mus Major I	2
MUS 173	Grp Instr Pno for Mus Maj II	2

Musicology Studies

Course List

Code	Title	Hours
Applied Music Lessons (MUSC 100-level courses) 5		8
Applied Music Lessons (MUSC 400-level courses)		8
Ensemble (MUSC 400-level courses) 6		8
Music Lessons		16
Students enroll in applied music on the same instrument or in voice each semester. It is strongly recommended that students in this major acquire a thorough practical knowledge of the piano beyond basic keyboard competency as part of the applied music study.		
Applied Music Lessons (years 1 & 2, 8 hours). Students choose from: MUSC 101, MUSC 102, MUSC 103, MUSC 110, MUSC 111, MUSC 112, MUSC 113, MUSC 114, MUSC 115, MUSC 116, MUSC 117, MUSC 120, MUSC 121, MUSC 122, MUSC 123, MUSC 124, MUSC 125, MUSC 126, MUSC 127, MUSC 128, MUSC 129, MUSC 130, MUSC 131, MUSC 132, MUSC 133, MUSC 134, MUSC 135, MUSC 136, MUSC 137, MUSC 138, MUSC 139, MUSC 140, MUSC 141, MUSC 142		
Applied Music Lessons (years 3 & 4, 8 hours). Students choose from:		

Code	Title	Hours
MUSC 401, MUSC 402, MUSC 403, MUSC 410, MUSC 411, MUSC 412, MUSC 413, MUSC 414, MUSC 415, MUSC 416, MUSC 417, MUSC 420, MUSC 421, MUSC 422, MUSC 423, MUSC 424, MUSC 425, MUSC 426, MUSC 427, MUSC 428, MUSC 429, MUSC 430, MUSC 431, MUSC 432, MUSC 433, MUSC 434, MUSC 435, MUSC 436, MUSC 437, MUSC 438, MUSC 439, MUSC 440, MUSC 441, MUSC 442		
Ensemble		8
Students choose from:		
MUSC 449, MUSC 460, MUSC 461, MUSC 462, MUSC 463, MUSC 464, MUSC 465, MUSC 467, MUSC 469, MUSC 473, MUSC 475, MUSC 476, MUSC 480, MUSC 481, MUSC 482, MUSC 483		
MUS 242	Elements of Conducting	2
MUS 299	Thesis/Adv UG Honors in Music	1 or 2
MUS 419	Sr Seminar in Musicology	3
Advanced Musicology (MUS 400-level courses)		12
Advanced Music Theory (MUS 400-level courses)		6
Foreign Language		0-4
~~Four courses in relevant discipline outside of Music 8~~		~~12-16~~
Students must complete the equivalent of a fourth-semester college-level foreign language course or demonstrate fourth-semester proficiency for graduation.		
Four courses in relevant discipline outside of Music.		12-16
Chosen in consultation with the BMUS Musicology advisor. These courses may not be used to satisfy General Education requirements.		
Electives as needed to total 120 hours		
Total Hours		120

~~This degree requires a minimum of 120 hours.General Education and College Orientation~~

~~Course List~~

~~Code~~	~~Title~~	~~Hours~~
~~Orientation to Fine & Applied Arts and Music~~		
~~FAA 101~~	~~Arts at Illinois~~	~~1~~
~~MUS 100~~	~~First-year Seminar for Music Majors~~	~~0~~
~~General Education and Graduation Requirements~~		
~~Composition I~~		~~4~~
~~Advanced Composition~~		~~3~~
~~Humanities and the Arts - fulfilled by MUS 313 and MUS 314 16~~		
~~Cultural Studies: Western/Comparative Culture(s)~~		~~3~~
~~Cultural Studies: Non-Western Culture(s)~~		~~3~~
~~Cultural Studies: US Minority Culture(s)~~		~~3~~
~~Social and Behavioral Sciences~~		~~6~~
~~Quantitative Reasoning I and II~~		~~6~~
~~Natural Sciences and Technology~~		~~6~~
~~Foreign Language 2~~		~~0-12~~

~~1~~

~~*Six hours of General Education requirements in the Humanities and the Arts are met by courses required in the BMUS degree (MUS 313 and MUS 314).*~~

~~2~~

The Language Requirement may be satisfied by successfully completing a third-semester college-level course in a language other than English; successful completion, in high school, of the third year of a language other than English; or demonstrating proficiency at the third-semester level in a language proficiency examination approved by the College of Liberal Arts and Sciences and the appropriate department.

Music Core

Course List

Code	Title	Hours
Music Theory and Musicianship		
MUS 101	Music Theory and Practice I	2
MUS 102	Music Theory and Practice II	2
MUS 201	Music Theory and Practice III	2
MUS 202	Music Theory and Practice IV	2
MUS 107	Musicianship I	2
MUS 108	Musicianship II	2
MUS 207	Musicianship III	2
MUS 208	Musicianship IV	2
Musicology		
MUS 110	Introd Art Mus: Intl Perspect	3
MUS 313	The History of Music I 3	3
MUS 314	The History of Music II	3
Keyboard		
MUS 172	Grp Instr Pno for Mus Major I 4	2
MUS 173	Grp Instr Pno for Mus Maj II	2

3

Completion of both MUS 313%7C and MUS 314%7C meets the general education Humanities and the Arts requirement.

4

All students must demonstrate keyboard competency when they audition, by proficiency examination when they matriculate, or by enrolling in MUS 172 and/or MUS 173.

Musicology Studies

5

Students enroll in applied music on the same instrument or in voice each semester. It is strongly recommended that students in this major acquire a thorough practical knowledge of the piano beyond basic keyboard competency as part of the applied music study.

6

Musicology majors may satisfy their ensemble credit with MUSC 449. For a list of other approved ensembles, refer to the Undergraduate Music Handbook. A maximum of 10 hours of ensemble may be applied to the BMUS Musicology degree.

7

Students must complete the equivalent of a fourth-semester college-level foreign language course or demonstrate fourth-semester proficiency for graduation.

8

Chosen in consultation with the BMUS Musicology advisor. These courses may not be used to satisfy General Education requirements.

Corresponding Degree   BMUS Bachelor of Music

Program Features

Academic Level   Undergraduate

Does this major   No
have transcripted
concentrations?

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

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

CIP Code   500905 - Musicology and
           Ethnomusicology.

Is This a Teacher Certification Program?
           No

Will specialized accreditation be sought for this program?

  No

Delivery Method

This program is
available:
  On Campus - Students are required to be on campus, they may take some online courses.

Admission Requirements

Desired Effective   Spring 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.

Describe how this revision or phase down/elimination will impact enrollment and degrees awarded. If this is an elimination/phase down proposal include the plans for the students left in the program.
           No impact.

Estimated Annual Number of Degrees Awarded

Year One Estimate   5th Year Estimate (or when

fully implemented)

What is the
matriculation
term for this
program?   Fall

Budget

Are there   No
budgetary
implications for
this revision?

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

Additional Budget
Information
   N/A

Attach File(s)

Financial Resources

How does the unit intend to financially support this proposal?
                        No impact.

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

Attach letters of
support

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

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

Faculty Resources

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

   No impact.

Library Resources

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

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

EP Documentation

EP Control Number	EP.25.014
Attach Rollback/ Approval Notices	
This proposal requires HLC inquiry	No

DMI Documentation

Attach Final Approval Notices	
Banner/Codebook Name	BMUS:Musicology -UIUC
Program Code:	10KR1481BMUS

Minor Code	Conc Code	Degree Code	BMUS	Major Code
1481				

Senate Approval Date	
Senate Conference Approval Date	
BOT Approval Date	
IBHE Approval Date	
HLC Approval Date	
DOE Approval Date	
Effective Date:	
Attached Document	

Justification for
this request

Program Reviewer **Brooke Newell (bsnewell) (05/13/24 3:06 pm):** Rollback: Email sent to Nicole
Comments

Program Change Request

Date Submitted: 08/20/24 2:49 pm

Viewing: **10KR5720BFA : Art & Art History, BFA**

Last approved: 05/08/24 12:43 pm

Last edit: 09/27/24 8:08 am

Changes proposed by: Nicole Turner

[Art & Art History, BFA](#)

Catalog Pages
Using this
Program

Proposal Type:

Approval Path

1. 08/27/24 4:36 pm
   Donna Butler
   (dbutler):
   Approved for U
   Program Review
2. 08/28/24 10:37
   am
   Melissa Pokorny
   (mpokorny):
   Approved for 1526
   Head
3. 09/09/24 2:20 pm
   Nicole Turner
   (nicturn):
   Approved for KR
   Dean
4. 09/09/24 2:39 pm
   Claire Stewart
   (clairest):
   Approved for
   University
   Librarian
5. 09/09/24 2:42 pm
   Suzanne Lee
   (suzannel):

Approved for
COTE Programs
6. 09/13/24 10:30
am
Brooke Newell
(bsnewell):
Approved for
Provost

History

1. Mar 22, 2019 by
Deb Forgacs
(dforgacs)
2. Sep 3, 2019 by
Nicole Turner
(nicturn)
3. Apr 2, 2020 by
Mark Avery
(mavery)
4. Apr 28, 2022 by
Melissa Pokorny
(mpokorny)
5. Feb 1, 2024 by
Nicole Turner
(nicturn)
6. May 8, 2024 by
Nicole Turner
(nicturn)

Major (ex. Special Education)

This proposal is
for a:
Revision

Administration Details

Official Program Name	Art & Art History, BFA
Diploma Title	Bachelor of Fine Arts in Art and Art History
Sponsor College	Fine & Applied Arts
Sponsor Department	Art and Design
Sponsor Name	Melissa Pokorny
Sponsor Email	mpokorny@illinois.edu

College Contact	Nicole Turner		College Contact Email

nicturn@illinois.edu

College Budget Officer	Greg Anderson

College Budget Officer Email	gnanders@illinois.edu

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

KR Dean

Does this program have inter-departmental administration?

No

Proposal Title

Effective Catalog Term	Fall 2024

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

Revise the Bachelor of Fine Arts in Art & Art History in the College of Fine and Applied Arts

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

Program Justification

Provide a brief description of what changes are being made to the program.	1- Add 3 credit hours of a ARTS or ARTD course (any level) to major requirements 2- Clarifying ARTH as rubric for Art History in major requirements

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

No

Why are these changes necessary?

1- The previous revision erroneously removed 3 credit hours from the Art & Art History course requirements, resulting in one less 3-credit hour studio for majors. Studios in the unit are provided through the rubrics ARTS (studio art) and ARTD (graphic and industrial design). The faculty group has already voted and this is a correction to what was approved by unit faculty. The course addition is a broad option for students, any 3 credit hours of any ARTS or ARTD coursework. This makes the total category of any ARTS or ARTD requirements 15 hours. This reduces the expected number of free electives from 9 to 6 hours.

2- Under major, advanced art history adding in parentheses the ARTH rubric for student clarity.

No changes to total hours in the 122-hour degree.

40 hour upper division/advanced course requirement
One advanced art history course (300 or 400 level) not used elsewhere: 3 hours
ARTH 495: 6 hours
31 hours of other major courses, general education courses, or free electives

Instructional Resources

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

No

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

No

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

No

Program Regulation and Assessment

Plan to Assess and Improve Student Learning

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

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

1. Students will develop art historical knowledge and skills in tandem with their development of a studio or design practice.
2. Students will be able to demonstrate familiarity with key artistic monuments and modes of art production from various global contexts.
3. Students will be able to analyze and interpret works of art and architecture situated in a variety of historical and social contexts, and in comparative perspective.
4. Students will be able to use visual and verbal primary sources, secondary sources, and core critical frameworks of art historical analysis to develop and articulate persuasive arguments about works of art and the cultures that produced them.

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

Describe here:

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

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

Program Description and Requirements Attach Documents

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

No

Program of Study

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

Revised programs   Art & Art History sample schedule FA 24 round 3.docx

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

Catalog Page Text - Overview Tab

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

A portfolio review is required for admission to the School of Art and Design.

Statement for

Graduation Requirements

Minimum hours required for graduation: 122 hours.

University Requirements

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

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

General Education Requirements

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

Course List

Code	Title	Hours
Composition I		4-6
Advanced Composition		3
Humanities & the Arts (6 hours)		6
fulfilled by ARTH 110 and any other course approved as Humanities & the Arts		
Natural Sciences & Technology (6 hours)		6
Social & Behavioral Sciences (6 hours)		6
Cultural Studies: Non-Western Cultures (1 course)		3
Cultural Studies: US Minority Cultures (1 course)		3
Cultural Studies: Western/Comparative Cultures (1 course)		3
fulfilled by ARTH 110		
Quantitative Reasoning (2 courses, at least one course must be Quantitative Reasoning I)		6-10
Language Requirement (Completion of the third semester or equivalent of a language other than English is required)		0-15

First Year Curriculum

Course List

Code	Title	Hours
FAA 101	Arts at Illinois	1
ARTF 101	Contemporary Issues in Art	2
ARTE 101	Art, Design, and Society	2
ARTH 110	Introduction to the History of Art and Visual Culture	3
ARTF 103	Design I	3
ARTF 105	Design II	3
Select one Drawing course:		3
ARTF 102	Observational Drawing	
ARTF 104	Expressive Drawing	
ARTF 106	Visualization Drawing	
Total Hours		17

Art History

Course List

Code	Title	Hours
6 courses at the 200-400 level (3 credit hours each)		18

Students must take at least one course in three of the following areas: 1) Africa and the Middle East; 2) Asia; 3) the Americas; 4) Europe; Students must also take at least one course that covers material before 1700 and one course must cover material after 1700.

Code	Title	Hours

Though students must take a total of 6 courses, some courses may count toward the fulfillment of more than one area and period requirement. For instance, a course in 20th century African art could count as a class covering both Africa and the Middle East and material after 1700.

With an advisor's approval, up to 6 credit hours of courses in the history of architecture or landscape architecture at the 200-400 may be taken towards the fulfillment of these required hours.

Other courses may be approved in consultation with the advisor.

1. Africa and the Middle East

Code	Title
ARTH 310	African Art and Society I
ARTH 312	Central African Art
ARTH 313	Modern and Contemp African Art
ARTH 410	West African Art and Ideas
ARTH 413	Sacred African Diaspora Arts
ARTH 219	Islamic Gardens & Architecture

2. Asia

Code	Title
ARTH 212	East Asian Art History
ARTH 214	Art in China
ARTH 320	Sacred Sites in Japan
ARTH 402	Ways of Seeing in Edo Japan
ARTH 403	Word and Image in Chinese Art
ARTH 404	China through Film

3. The Americas

Code	Title
ARTH 242	Art Since 1940
ARTH 250	American Art
ARTH 260	Graffiti and Murals
ARTH 342	Arts of Colonial Latin America
ARTH 343	Arts of Modern Latin America

4. Europe

Code	Title
ARTH 215	Greek Art
ARTH 218	Ancient Greek Sanctuaries
ARTH 222	Medieval Art
ARTH 230	Italian Renaissance Art
ARTH 231	Northern Renaissance Art
ARTH 235	Art, Power and Culture in 17th-Century Europe
ARTH 241	Modern Art, 1880-1940
ARTH 242	Art Since 1940
ARTH 344	Spanish Modern Art
ARTH 415	The Archaeology of Greece
ARTH 416	The Archaeology of Italy
ARTH 423	Romanesque Art
ARTH 424	Gothic Art
ARTH 430	Topics: Italian Art 1300-1500
ARTH 431	Topics: Northern Art 1300-1500
ARTH 432	Sixteenth-Century Italian Art
ARTH 433	Fifteenth-Century Italian Art
ARTH 435	Italian Baroque Art
ARTH 436	17th-Century Dutch & Flemish Art

Code	Title	Hours
ARTH 440	Romantic Art	
ARTH 443	The Russian Avant-Garde: Revolutionary Forms and Socialist Norms	
ARTH 445	European Art Between the Wars	
ARTH 447	France and Its Others	
At least one course must cover material before 1700		
ARTH 215	Greek Art	
ARTH 218	Ancient Greek Sanctuaries	
ARTH 222	Medieval Art	
ARTH 230	Italian Renaissance Art	
ARTH 231	Northern Renaissance Art	
ARTH 235	Art, Power and Culture in 17th-Century Europe	
ARTH 342	Arts of Colonial Latin America	
ARTH 360	Women and the Visual Arts	
ARTH 415	The Archaeology of Greece	
ARTH 416	The Archaeology of Italy	
ARTH 423	Romanesque Art	
ARTH 424	Gothic Art	
ARTH 430	Topics: Italian Art 1300-1500	
ARTH 431	Topics: Northern Art 1300-1500	
ARTH 432	Sixteenth-Century Italian Art	
ARTH 433	Fifteenth-Century Italian Art	
ARTH 435	Italian Baroque Art	
ARTH 436	17th-Century Dutch & Flemish Art	
ARCH 412	Medieval Architecture	
ARCH 414	Baroque & Rococo Arch	
At least one course must cover material after 1700		
ARTH 211	Design History Survey	
ARTH 240	Art of the Nineteenth Century	
ARTH 242	Art Since 1940	
ARTH 257	History of Photography	
ARTH 260	Graffiti and Murals	
ARTH 300	Art Criticism and Writing	
ARTH 343	Arts of Modern Latin America	
ARTH 344	Spanish Modern Art	
ARTH 345	Realism to Postimpressionism	
ARTH 350	American Art 1750-1900	
ARTH 351	Early American Modernism	
ARTH 361	Contemporary Art	
ARTH 440	Romantic Art	
ARTH 443	The Russian Avant-Garde: Revolutionary Forms and Socialist Norms	
ARTH 445	European Art Between the Wars	
ARTH 447	France and Its Others	
ARTH 450	Institutional Critique	
ARCH 415	Modernity's Mirror: Nineteenth-Century Architecture 1750-1900	
ARCH 416	The Architecture of the United States, c.1650 to Present	
ARCH 417	Modern and Contemporary Global Architecture	
One Advanced art history course (ARTH) 300 or 400 level not used elsewhere		

Code	Title	Hours
Total Hours		18

Art History Seminar

Course List

Code	Title	Hours
ARTH 495	Undergraduate Seminar in Art History (3 hours, completed twice)	6

Art & Design Electives

Course List

Code	Title	Hours
4 ARTS or ARTD courses (at any level)		12
5 ARTS or ARTD courses (at any level)		15
Seven (7) additional courses in the School of Art and Design (at any level), including courses with the following rubrics: ARTE, ARTD, ARTH, ARTJ or ARTS		21
Total Hours		36

Summary of Credit Hours for the Bachelor of Fine Arts in Art and Art History

Course List

Code	Title	Hours
General Education		
First-Year Curriculum		17
Art History		18
Art History Seminar		6
Art & Design Electives		36
Electives to bring the total hours earned to 122, including a minimum of 40 credits at the 300- or 400-level.		
Total Hours		122

Corresponding Degree	BFA Bachelor of Fine Arts

Program Features

Academic Level	Undergraduate
Does this major have transcripted concentrations?	No

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

What are the minimum Total Credit Hours required for this program?
  122

CIP Code	500703 - Art History, Criticism and Conservation.

Is This a Teacher Certification Program?
        No

Will specialized accreditation be sought for this program?

No

Delivery Method

This program is
available:
   On Campus - Students are required to be on campus, they may take some online courses.

Admission Requirements

Desired Effective
Admissions Term

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

   No

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

Describe how this revision or phase down/elimination will impact enrollment and degrees awarded. If this is
an elimination/phase down proposal include the plans for the students left in the program.
                     No impact.

Estimated Annual Number of Degrees Awarded

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

What is the   Fall
matriculation
term for this
program?

Budget

Are there   No
budgetary
implications for
this revision?

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

Additional Budget
Information

Attach File(s)

Financial Resources

How does the unit intend to financially support this proposal?

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

> No

Attach letters of
support

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

> FAA Differential

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

> No

Faculty Resources

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

No impact.

Library Resources

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

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

EP Documentation

EP Control   EP.25.014
Number

Attach Rollback/
Approval Notices

This proposal   No
requires HLC
inquiry

DMI Documentation

Attach Final   U Program Review Comments KEY 537 Art & Art History, BFA
Approval Notices   8_27_2024.docx

Banner/Codebook Name	BFA:Art & Art History - UIUC					
Program Code:	10KR5720BFA					

Minor Code	Conc Code	Degree Code	BFA	Major Code
5720				

Senate Approval Date	
Senate Conference Approval Date	
BOT Approval Date	
IBHE Approval Date	
HLC Approval Date	
DOE Approval Date	n/a
Effective Date:	
Attached Document Justification for this request	

Program Reviewer Comments	**Brooke Newell (bsnewell) (08/27/24 9:16 am):** U Program Review comments are attached in the DMI Documentation section **Brooke Newell (bsnewell) (09/09/24 3:37 pm):** Edit that was made to clarify ARTH rubric caused unintentional course linking. Worked with College contact to correct that in the Program of Study.

Key: 537

Program Change Request

Date Submitted: 04/29/24 3:46 pm

Viewing: **10KR5639BS : Computer Science + Music, BS**

Last approved: 03/17/22 9:33 am

Last edit: 09/27/24 8:02 am

Changes proposed by: Nicole Turner

Catalog Pages
Using this
Program

[Computer Science + Music, BS](#)

Proposal Type:

In Workflow

1. **U Program Review**
2. **1495 Committee Chair**
3. **1495 Head**
4. **1434 Head**
5. **KP Committee Chair**
6. **KP Dean**
7. **KR Dean**
8. **University Librarian**
9. **COTE Programs**
10. **Provost**
11. **Senate EPC**
12. Senate
13. U Senate Conf
14. Board of Trustees
15. IBHE
16. HLC
17. DMI

Approval Path

1. 05/02/24 7:49 am
Donna Butler
(dbutler):
Approved for U
Program Review
2. 06/04/24 11:05
am
Gayle Magee
(gsmagee):
Approved for 1495
Committee Chair
3. 06/21/24 11:23
am
Linda Moorhouse
(moorhouz):
Approved for 1495
Head
4. 08/07/24 1:41 pm
Margaret Fleck

(mfleck):
Approved for 1434
Head

5. 08/09/24 8:50 am
Ashley Hallock
(ahallock):
Approved for KP
Committee Chair

6. 08/09/24 9:52 am
Cindy Pruitt
(cpruitt):
Approved for KP
Dean

7. 09/11/24 10:13
am
Nicole Turner
(nicturn):
Approved for KR
Dean

8. 09/17/24 6:51 am
Claire Stewart
(clairest):
Approved for
University
Librarian

9. 09/19/24 1:32 pm
Suzanne Lee
(suzannel):
Approved for
COTE Programs

10. 09/19/24 1:39 pm
Brooke Newell
(bsnewell):
Rollback to KR
Dean for Provost

11. 09/20/24 12:37
pm
Nicole Turner
(nicturn):
Approved for KR
Dean

12. 09/23/24 10:23
am
Tom Teper
(tteper): Approved
for University
Librarian

13. 09/23/24 11:12

am
Suzanne Lee
(suzannel):
Approved for
COTE Programs

14. 09/25/24 3:43 pm
Brooke Newell
(bsnewell):
Approved for
Provost

History

1. Feb 22, 2019 by
Deb Forgacs
(dforgacs)
2. Feb 22, 2019 by
Deb Forgacs
(dforgacs)
3. Sep 9, 2019 by
Nicole Turner
(nicturn)
4. Feb 3, 2020 by
Deb Forgacs
(dforgacs)
5. Sep 24, 2020 by
Linda Moorhouse
(moorhouz)
6. Mar 17, 2022 by
Linda Moorhouse
(moorhouz)

Major (ex. Special Education)

This proposal is
for a:
Revision

Administration Details

Official Program Name	Computer Science + Music, BS
Diploma Title	
Sponsor College	Fine & Applied Arts
Sponsor Department	Music
Sponsor Name	Dr. Linda Moorhouse

Sponsor Email	moorhouz@illinois.edu		
College Contact	Dr. 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.

Sponsor will edit proposal if rolled back.

Does this program have inter-departmental administration?

Yes

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

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

Computer Science oversees the courses in their area. The School of Music oversees the program.

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

Is there an additional department involved in governance?

No

Proposal Title

Effective Catalog Term	Fall 2024

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

Revise the Bachelor of Science in Computer Science + Music in the College of Fine and Applied Arts

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

Program Justification

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

(1) The formatting of the POS and additional text (e.g., graduation requirements, university requirements, and general education requirements) has been modified to adhere to the campus General Education Template;

(2) Remove MUS 409 as a course requirement - 2 credit hours;

(3) Add MUS 209 as a course requirement - 3 credit hours;

(4) Increase of the major required coursework by 1 credit hour; the overall total hours of the degree program remains unchanged;

(5) Clarify that MUS 299 is the thesis/project course.

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

No

Why are these changes necessary?

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

(2) MUS 409 is currently a requirement for CS+Music majors. This is an electroacoustic seminar focusing on composition projects and topic presentations. It is tangentially related to the CS+Music degree, and may be of interest to some students, but its status as a degree requirement is not fully justifiable. the materials taught in MUS 409 (musical instrument digital interface, sound design, digital audio engineering techniques, etc.,) are not as necessary as the background and historical significance of these topics, which are covered in MUS 407, Electronic Music Techniques I. The School of Music, Composition-Theory Area proposes it be removed. Students are welcome to take this course as an additional free elective if they wish.

(3) Currently, MUS 209 is not a required course for CS+Music majors. This course, previously a music technology survey, has been reconfigured to provide a stronger foundation in musical acoustics. It is an essential study for students working with sound quantitatively or scientifically, and provides important context for other courses in the degree. This change would ensure all CS+Music students take this important fundamentals course in music acoustics. MUS 209 is a Nat Sci Gen Ed, so this information is added to the Gen Ed table and one less gen ed course is included in the sample schedule.

(4) While the major required coursework is increasing by 1 credit hour, the overall total hours of the degree program remains unchanged.

(5) The program of study previously listed both a senior project/thesis and MUS 299, but MUS 299 fulfills that requirement and it is listed underneath to better indicate this in the program of study.

---
40 advanced hours met by:
MUS 313 (3)
MUS 314 (3)
MUS 305 (3)
MUS 407 (3)
CS 361 (3)
CS 374 (4)
CS 421 (3)
CS 448 (3)
CS 340 or 341 (4)
ECE 402 (3)
MUS 201 [MUS 102 and MUS 108] (2)
MUS 202 [MUS 201 and MUS 207] (2)
MUS 207 [MUS 108 and MUS 107] (2)
MUS 208 [MUS 207, MUS 108, MUS 107] (2)

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.

CS+Music graduates will demonstrate:

- An ability to acquire, understand, and integrate foundational knowledge in music and computer science, and to apply that knowledge to discover and engineer creative solutions to various types of complex problems.

- An ability to communicate, collaborate, and effectively engage with diverse people, teams, and communities.

- An understanding of how to apply musical practices and computer engineering principles with a mindfulness toward global cultural, economic, and societal differences.

- An ability to acquire and apply new knowledge as needed, using appropriate learning strategies, in furtherance of a culture of lifelong learning. These revisions will not impact the learning outcomes and assessment of these outcomes.

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　　CS + Music sample schedule.docx
　Attach a revised Sample Sequence (for undergraduate program)
　or college-level forms.

Catalog Page Text - Overview Tab

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

Statement for
Programs of
Study Catalog

Graduation Requirements
Minimum hours required for graduation: 120 hours.

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

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

Course List

Code	Title	Hours
Composition I		4-6
Advanced Composition		3
Humanities & the Arts (6 hours)		6
fulfilled by MUS 313 and MUS 314		
Natural Sciences & Technology (6 hours)		6
fulfilled by MUS 209 and any other course approved as Natural Sciences & Technology		
Social & Behavioral Sciences (6 hours)		6
Cultural Studies: Non-Western Cultures (1 course)		3
Cultural Studies: US Minority Cultures (1 course)		3
Cultural Studies: Western/Comparative Cultures (1 course)		3
Quantitative Reasoning (2 courses, at least one course must be Quantitative Reasoning I)		6-10
fulfilled by CS 124, CS 128, CS 225, MATH 220 or MATH 221, MATH 231		

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

Orientation

Course List

Code	Title	Hours
Orientation to Fine & Applied Arts and Music		
FAA 101	Arts at Illinois	1
MUS 100	First-year Seminar for Music Majors	0
General Education and Graduation Requirements		
Composition I		4
Advanced Composition		3
Humanities and the Arts - fulfilled by MUS 313 and MUS 314		6
Cultural Studies: Western/Comparative Culture(s)		3
Cultural Studies: Non-Western Culture(s)		3
Cultural Studies: U.S. Minority Culture(s)		3
Natural Sciences and Technology		6
Social and Behavioral Sciences		6
Quantitative Reasoning I and II - fulfilled by CS 124 and CS 128		6
Language Other Than English		0-12

Specifics of the language requirements are listed in the Course Explorer.

Music Core

General Education and College OrientationMusic Core

Course List

Code	Title	Hours
Music Theory and Musicianship		
MUS 101	Music Theory and Practice I	2
MUS 102	Music Theory and Practice II	2
MUS 201	Music Theory and Practice III	2
MUS 202	Music Theory and Practice IV	2
MUS 107	Musicianship I	2
MUS 108	Musicianship II	2
MUS 207	Musicianship III	2
MUS 208	Musicianship IV	2
Musicology		
MUS 110	Introd Art Mus: Intl Perspect	3
MUS 313	The History of Music I	3
MUS 314	The History of Music II	3
Keyboard Proficiency		

All students, except keyboard students, must demonstrate keyboard competency when they audition, by proficiency examination when they matriculate, or by enrolling in MUS 172 and/or MUS 173.

| MUS 172 | Grp Instr Pno for Mus Major I | 2 |
| MUS 173 | Grp Instr Pno for Mus Maj II | 2 |

CS + Music Studies

Course List

Code	Title	Hours
Music		

Code	Title	Hours
MUS 105	Computation and Music I	2
MUS 205	Computation and Music II	2
MUS 209	Musical Acoustics	3
MUS 305	Computation and Music III	3
MUS 407	Elect Music Techniques I	3
~~MUS 409~~	~~Elec Music Techniques II~~	~~2~~
Senior Project or Senior Thesis		
MUS 299	Thesis/Adv UG Honors in Music	1 or 2
Computer Science		
CS 124	Introduction to Computer Science I	3
CS 128	Introduction to Computer Science II	3
CS 173	Discrete Structures	3
CS 222	Software Design Lab	1
CS 225	Data Structures	4
Choose one of the following CS combinations:		
CS 233	Computer Architecture	8
& CS 341	and System Programming	
or		
CS 340	Introduction to Computer Systems	
and any two 400-level CS courses above CS 403, excluding CS 421 and CS 491 (6-8 hours)		
CS 361	Probability & Statistics for Computer Science	3
Students who are more interested in systems building can substitute CS 427 for CS 361.		
CS 374	Introduction to Algorithms & Models of Computation	4
CS 421	Programming Languages & Compilers	3
CS 448	Audio Computing Laboratory	3 or 4
Engineering		
ECE 402	Electronic Music Synthesis	3
Math		
MATH 220	Calculus (Students must take the ALEKS placement exam for course entry)	4 or 5
or MATH 221	Calculus I	
MATH 231	Calculus II	3
MATH 225	Introductory Matrix Theory	2 or 3
or MATH 257	Linear Algebra with Computational Applications	
Total Hours		120

Corresponding Degree	BS Bachelor of Science

Program Features

Academic Level	Undergraduate
Does this major have transcripted concentrations?	No

What is the typical time to completion of this program?

4 years

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

CIP Code   110199 - Computer and Information
                  Sciences, Other.

Is This a Teacher Certification Program?
                  No

Will specialized accreditation be sought for this program?

  No

Delivery Method

This program is
available:
  On Campus - Students are required to be on campus, they may take some online courses.

Admission Requirements

Desired Effective   Fall 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.

  There are two parts to the CS+Music application: a portfolio and an interview. The portfolio includes or links to examples of sound art / sound design that demonstrate the applicant's experience and readiness for the degree. The interview involves discussion of the applicant's background, educational interests, and professional goals, and concludes with an ear training and musicianship diagnostic evaluation.

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 revision will not impact enrollment.

Estimated Annual Number of Degrees Awarded

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

What is the   Fall
matriculation
term for this
program?

Budget

Are there budgetary implications for this revision?   No

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

Additional Budget Information
  ~~The revision will not impact staffing.~~ N/A

Attach File(s)

Financial Resources

How does the unit intend to financially support this proposal?
  ~~The revision will not impact finances.~~ No impact.

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

Attach letters of support

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

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

Faculty Resources

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

  The revision will not impact faculty resources.

Library Resources

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

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

EP Documentation

EP Control Number	EP.25.014
Attach Rollback/ Approval Notices	
This proposal requires HLC inquiry	No

DMI Documentation

Attach Final Approval Notices	
Banner/Codebook Name	BS:Computer Sci & Music - UIUC
Program Code:	10KR5639BS

Minor Code	Conc Code	Degree Code	Major Code
5639		BS	

Senate Approval Date	
Senate Conference Approval Date	
BOT Approval Date	
IBHE Approval Date	
HLC Approval Date	
DOE Approval Date	
Effective Date:	
Attached Document Justification for this request	
Program Reviewer Comments	**Brooke Newell (bsnewell) (11/06/23 10:11 am):** Rollback: Email sent to Megan, Nicole, and Linda **Brooke Newell (bsnewell) (04/25/24 11:39 am):** Rollback: Email sent to Nicole

Brooke Newell (bsnewell) (04/29/24 3:44 pm): Rollback: Discussion with Nicole
Brooke Newell (bsnewell) (09/19/24 1:39 pm): Rollback: Per review by Director
for General Education, Under Quantitative Reasoning it should read: "fulfilled by CS
124, CS 128, CS 225, MATH 220 or MATH 221, MATH 231". Please revise the Program
of Study table accordingly and move forward again in workflow.

Key: 136

Program Change Request

Date Submitted: 08/20/24 2:36 pm

Viewing: **10KR5665BASA : Studio Art, BASA**

Last approved: 05/08/24 12:41 pm

Last edit: 09/27/24 8:02 am

Changes proposed by: Nicole Turner

Catalog Pages
Using this
Program

Studio Art, BASA
Studio Art: Fashion, BASA
Studio Art: General Studio Art, BASA
Studio Art: New Media, BASA
Studio Art: Painting, BASA
Studio Art: Photography, BASA
Studio Art: Printmaking, BASA
Studio Art: Sculpture, BASA

Proposal Type:

Approval Path

1. 08/27/24 4:36 pm
   Donna Butler
   (dbutler):
   Approved for U
   Program Review
2. 08/28/24 10:37
   am
   Melissa Pokorny
   (mpokorny):
   Approved for 1526
   Head
3. 09/09/24 2:20 pm
   Nicole Turner
   (nicturn):
   Approved for KR
   Dean
4. 09/09/24 2:38 pm
   Claire Stewart
   (clairest):
   Approved for
   University
   Librarian
5. 09/09/24 2:41 pm
   Suzanne Lee
   (suzannel):

Approved for
COTE Programs
6. 09/10/24 2:54 pm
Brooke Newell
(bsnewell):
Rollback to KR
Dean for Provost
7. 09/23/24 12:51
pm
Nicole Turner
(nicturn):
Approved for KR
Dean
8. 09/23/24 1:32 pm
Tom Teper
(tteper): Approved
for University
Librarian
9. 09/23/24 1:40 pm
Suzanne Lee
(suzannel):
Approved for
COTE Programs
10. 09/25/24 3:43 pm
Brooke Newell
(bsnewell):
Approved for
Provost

History

1. Mar 21, 2019 by
Deb Forgacs
(dforgacs)
2. May 1, 2019 by
Mark Avery
(mavery)
3. Sep 3, 2019 by
Nicole Turner
(nicturn)
4. Jun 10, 2020 by
Deb Forgacs
(dforgacs)
5. Apr 2, 2021 by
Nicole Turner
(nicturn)
6. Feb 2, 2024 by
Nicole Turner

Major (ex. Special Education)

This proposal is
for a:
  Revision

Administration Details

Official Program Name	Studio Art, BASA
Diploma Title	Bachelor of Arts in Studio Art
Sponsor College	Fine & Applied Arts
Sponsor Department	Art and Design
Sponsor Name	Melissa Pokorny
Sponsor Email	mpokorny@illinois.edu

College Contact	Nicole Turner	College Contact Email	nicturn@illinois.edu
College Budget Officer	Greg Anderson		
College Budget Officer Email	gnanders@illinois.edu		

List the role for rollbacks (which role will edit the proposal on questions from EPC, e.g., Dept Head or Initiator) and/or any additional stakeholders. Purpose: List here who will do the editing work if proposal needs rolled back. And any other stakeholders.
  KR Dean Nicole Turner; 1526 Head Melissa Pokorny

Does this program have inter-departmental administration?
  No

Proposal Title

Effective Catalog Term	Fall 2024

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

Revise the Bachelor of Arts in Studio Art in Studio Art in the College of Fine and Applied Arts

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

Program Justification

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

1- Add 3 credit hours of a 200-level ARTS (Studio Art rubric) course from a list to major requirements; 2-Change number of total Studio Art requirements from 16 to 19 credit hours

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 previous revision erroneously removed 3 credit hours from the BASA course requirements, resulting in one less 3-credit hour studio for majors. The faculty group has already voted and this is a correction to what was approved by unit faculty. The course addition is a broad option for students, any 3 credit hours of 200-level ARTS coursework which are studio art courses from a specific list of ARTS courses regularly offered.

2- This addition adds 3 credit hours of major studio art requirements, changing the total for the major from 16 to 19 credit hours.

No changes to total degree hours.

40 ADVANCED HOURS (300/400 LEVEL) ARE:
300-level ARTS course (3 hours)
ARTS 392 (3 hours)
400-level ARTS course (3 hours)
ARTS 448 (4 hours)
27 hours of ARTH or free electives

Note: This program includes 36 amount of free electives in the sample schedule.

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 BASA:

1. Students will understand and be able to apply basic principles of visual and material communication, including two-dimensional pictorial concepts, three-dimensional formal and spatial concepts, and a wide variety of media and formats for artistic production, and possess the ability to apply them to a specific aesthetic intent.

2. Students will demonstrate an ability and willingness to experiment and explore the expressive possibilities of various media, and artistic and creative strategies for self-directed artmaking and investigate the diverse activities and conceptual modes available to the contemporary artist, including work that directly addresses or engages with recent developments in the field of fine art as well as broader social questions and challenges. Students are trained in the production and critique of artworks that explore forms and technologies identified as new or emerging.

3. Students will gain knowledge of, understand, and be able to apply concepts of visual rhetoric in the development of content, and be able to recognize and critically analyze an evolving variety of communicative practices in art and visual culture, including those that that represent diverse cultures and sociopolitical positions, and to demonstrate openness to new social possibilities and a critical empathy towards both audiences and culture producers of differing histories, origins and identities.

4. Students will be willing and able to investigate and accommodate broad-ranging types of knowledge and artistic strategies for the purpose of synthesizing diverse and even disparate ideas to create sophisticated, unique works of art, participate in new types of collaboration, and to make innovative statements and hypotheses, or propose creative solutions to social, organizational, and societal problems using aesthetic strategies.

5. Students will develop an innovative, imaginative, and entrepreneurial self-directed studio practice, will gain a deep understanding of their own creativity, be able to apply it in any context, and will learn to independently generate thematic investigation and implementation of research in a broad variety of social locations, including art and educational institutions, activist forums, and cyberspace. Students in the BASA will produce web and print based documents that serve to market and promote their practice as independent makers.

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

Describe here:

Student learning outcomes for the sophomore and junior years are assessed primarily via successful completion of art and design coursework. All courses in the school of art and design studio art program provide syllabi with stated learning goals and outcomes. Successful completion of these goals is determined through individual and group critiques following each assigned project. Individual student performance will be used to evaluate students' achievement of the course goals and will be evaluated by course instructors at the end of each term. The senior year culminates in a capstone course that requires the completion of a portfolio of work, as well as a written statement that adequately identifies the works intent and positions the work within the broader context of historical and current art practices. BASA students exhibit their work in a group exhibition, which provides an additional assessment mechanism of individual and group levels of achievement.

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.

Course grades, exhibition of artwork, and student feedback are used by program faculty to review and assess the attainment of program student learning outcomes and our last scheduled program meeting each May

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

All programs within the School of Art and Design assess student learning outcomes on an annual basis, in response to the CLOA annual update prompt. Program assessment is led by program chairs, who share assessment plans each fall with the Executive Associate Director and the Program Chairs Committee, followed by a report on plan outcomes and potential impact on program courses and curriculum each spring. The School also has a standing Committee on Outcomes and Assessment who have oversight of shared school-wide courses, curricula, and learning outcomes. Program standards are further assessed by the National Association of Schools of Art and Design, the primary accrediting organization for colleges, schools, and universities in the United States.

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   BASA FA 24 Sample Schedule round 3.docx

BASA side by side FA 24.xlsx
Attach a revised Sample Sequence (for undergraduate program) or college-level forms.

Catalog Page Text - Overview Tab

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

The Bachelor of Arts in Studio Art (BASA) focuses on the study of art, design, and art history in the context of a broader program of general study offered through the diverse research and teaching activities across the University of Illinois, Urbana/Champaign campus. The BASA degree is intended for those students who have strong interests in blending the study of art and creative practices with coursework in other academic areas. It differs from the Bachelor of Fine Arts in that it offers students rigorous education in studio art for students who plan to pursue dual majors, minors, or advanced degrees in non-art fields, while integrating a studio art experience into their undergraduate studies.

First year courses for the BA in Studio Art introduce basic materials and conceptual approaches to making art, using traditional media including drawing and painting, printmaking, clay, plaster, wood and metal, to code, digital imaging, interactive media, and time-based applications.

The advanced BA Studio Art student can look forward to a changing menu of courses on a variety of studio practices and topics, taught by a diverse faculty with expertise in a wide variety of conceptual, material and technical strategies for making art. The BA Studio Art's curriculum offerings are designed to reflect an increasingly dynamic culture and provide students with experiences and skills that promote adaptability after graduation.

BA Studio Art students are provided with studio spaces housed in a communal studio building, where they pursue a self-determined studio practice. The communal studio configuration provides the geography for a strong, vibrant community of student-artists working together as they establish their focus and participate in exhibitions, performances, and critiques.

Students in the School of Art and Design must complete the Campus General Education requirements. Some Art and Design courses will also apply toward the General Education requirements.

A portfolio review is required for admission to the School of Art and Design.

Statement for Programs of Study Catalog

Graduation Requirements
Minimum hours required for graduation: 122 hours.

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

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

General Education Requirements

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

Course List

Code	Title	Hours
Composition I		4-6
Advanced Composition		3
Humanities & the Arts (6 hours)		6
fulfilled by ARTH 110 and any other course approved as Humanities & the Arts		
Natural Sciences & Technology (6 hours)		6
Social & Behavioral Sciences (6 hours)		6
Cultural Studies: Non-Western Cultures (1 course)		3
Cultural Studies: US Minority Cultures (1 course)		3
Cultural Studies: Western/Comparative Cultures (1 course)		3
fulfilled by ARTH 110		
Quantitative Reasoning (2 courses, at least one course must be Quantitative Reasoning I)		6-10
Language Requirement (Completion of the third semester or equivalent of a language other than English is required)		0-15

First-Year Curriculum

Course List

Code	Title	Hours
FAA 101	Arts at Illinois	1
ARTF 101	Contemporary Issues in Art	2
ARTE 101	Art, Design, and Society	2
ARTH 110	Introduction to the History of Art and Visual Culture	3
ARTF 103	Design I	3
ARTF 105	Design II	3
Select one Drawing course:		3
ARTF 102	Observational Drawing	
ARTF 104	Expressive Drawing	
ARTF 106	Visualization Drawing	
Total Hours		17

Course List

Code	Title	Hours
Art History Requirements		
200 level and above ARTH courses		9
Total Hours		9

Course List

Code	Title	Hours
Studio Art requirements		
200-level ARTS course from the following list:		
ARTS 205	Introduction to Printmaking	
ARTS 210	Ceramics Sculpture I	
ARTS 220	Introduction to Fashion	
ARTS 221	Fashion Illustration	
ARTS 245	Beginning Illustration	

Code	Title	Hours		
ARTS 241	Image Practice			
ARTS 243	Time Arts I			
ARTS 251	Beginning Painting			
ARTS 264	Basic Photography			
ARTS 280	Beginning Sculpture			
Any additional 200-level ARTS course		3		
300-level ARTS course		3		
ARTS 392	Current Art Issues Seminar	3		
400-level ARTS course		3		
ARTS 448	BASA Capstone Project	4		
Total Hours		19		

Course List

Code	Title	Hours
Summary of credits for Bachelor of Arts in Studio Arts		
General Education Requirements		
First-Year Curriculum Requirements		17
Art History Requirements		9
Studio Art Requirements		19
Free Electives		
A minimum of 40 credits at the 300 or 400 course level are required		
Total Hours		122

Corresponding Degree	BASA Bachelor of Arts in Studio Art

Program Features

Academic Level	Undergraduate
Does this major have transcripted concentrations?	No

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

What are the minimum Total Credit Hours required for this program?
  122

CIP Code	500702 - Fine/Studio Arts, General.

Is This a Teacher Certification Program?
        No

Will specialized accreditation be sought for this program?

  No

Delivery Method

This program is
available:
  On Campus - Students are required to be on campus, they may take some online courses.

Admission Requirements

Desired Effective
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.

  A portfolio review is required for admission to the School of Art & Design.

Describe how this revision or phase down/elimination will impact enrollment and degrees awarded. If this is
an elimination/phase down proposal include the plans for the students left in the program.
                    No impact.

Estimated Annual Number of Degrees Awarded

Year One Estimate	migration	5th Year Estimate (or when fully implemented)	migration
What is the matriculation term for this program?	Fall		

Budget

Are there budgetary implications for this revision?	No

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

Additional Budget
Information

Attach File(s)

Financial Resources

How does the unit intend to financially support this proposal?

No impact on current support.

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)

Undergraduate FAA Differential

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

No

Faculty Resources

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

No impact.

Library Resources

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

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

EP Documentation

EP Control Number	EP.25.014
Attach Rollback/ Approval Notices	
This proposal requires HLC inquiry	No

DMI Documentation

Attach Final Approval Notices	
Banner/Codebook Name	BASA: Studio Art - UIUC
Program Code:	10KR5665BASA

Minor Code	Conc Code	Degree	BASA	Major Code
5665		Code		Code

Senate Approval Date

Senate Conference Approval Date

BOT Approval Date

IBHE Approval Date

HLC Approval Date

DOE Approval Date	n/a

Effective Date:

Attached Document Justification for this request

Program Reviewer Comments	**Brooke Newell (bsnewell) (08/27/24 9:09 am):** No U Program Review Comments **Brooke Newell (bsnewell) (09/10/24 2:54 pm):** Rollback: Rolled back per request from Nicole Turner

Key: 665

Program Change Request

Date Submitted: 07/23/24 3:07 pm

Viewing: **10KL0051BS : Natural Resources & Environmental Sciences, BS**

Last approved: 03/01/22 10:48 am

Last edit: 09/27/24 8:02 am

Changes proposed by: James Miller

Catalog Pages Using this Program	[Natural Resources & Environmental Sciences: Ecosystem Stewardship & Restoration Ecology, BS](#) [Natural Resources & Environmental Sciences: Environmental Science & Management, BS](#)

[Natural Resources & Environmental Sciences: Fish, Wildlife & Conservation Biology, BS](#)
[Natural Resources & Environmental Sciences: Human Dimensions of the Environment, BS](#)

Proposal Type:

In Workflow

1. **U Program Review**
2. **1875 Committee Chair**
3. **1875 Head**
4. **KL Committee Chair**
5. **KL Dean**
6. **University Librarian**
7. **COTE Programs**
8. **Provost**
9. **Senate EPC**
10. **Senate**
11. U Senate Conf
12. Board of Trustees
13. IBHE
14. HLC
15. DMI

Approval Path

1. 08/06/24 12:05 pm
   Emily Stuby (eastuby): Approved for U Program Review
2. 08/07/24 3:20 pm
   James Miller (jrmillr): Approved for 1875 Committee Chair
3. 08/08/24 9:41 am
   Robert Schooley (schooley): Approved for 1875 Head
4. 09/20/24 1:28 pm
   Brianna Gregg (bjgray2): Approved for KL Committee Chair

History

Major (ex. Special Education)

This proposal is for a:
Revision

Administration Details

Official Program Name	Natural Resources & Environmental Sciences, BS
Diploma Title	
Sponsor College	Agr, Consumer & Env Sciences
Sponsor Department	Natural Res & Env Science
Sponsor Name	Jim Miller, Professor and Chair of the NRES Courses and Curriculum Committee
Sponsor Email	jrmillr@illinois.edu
College Contact	Brianna Gregg ~~Tony Yannarell, Associate Professor and Chair of the ACES Courses and Curriculum Committee~~
College Contact Email	bjgray2@illinois.edu ~~acyann@illinois.edu~~
College Budget Officer	
College Budget Officer Email	

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

Initiator

Does this program have inter-departmental administration?

No

Proposal Title

Effective Catalog Term	Fall 2025

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

Revise the Bachelor of Science in Natural Resources & Environmental Sciences in the College of Agricultural, Consumer and Environmental Sciences

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

This BS proposal (key 86) is related to the department's four concentrations:
Ecosystem Stewardship and Restoration Ecology (key 634); Environmental Science and Management (key 632); Fish, Wildlife, and Conservation Biology (key 631) ; and Human Dimensions of the Environment (key 633).

Program Justification

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

1. Adding ABE 152, ACES 102, ATMS 140, CPSC 113, GEOL 118, MCB 150 and NPRE 101 as electives in our Science requirement.

2. Adding ACE 262 and STAT 107 as an electives in the Statistics requirement.

3. Removing ACE 261 as an elective in the Statistics requirement.

4. Removing RHET 105.

5. Adding ALEC 115 to the Communications requirement.

6. Revising responses to concentration questions in Program Features.

7. Changing the name of the Human Dimensions of the Environment concentration to Environmental Social Sciences.

8. Adding graduation requirements, university requirements, and general education requirements per Office of the Provost General Education Initiative.

9. Moving the coursework required in the Speech Requirement, Quantitative Reasoning, Natural Sciences and Technology, and Social and Behavioral Sciences into a new subheading called Major Requirements. We also created additional headings underneath this requirement to appropriately identify the coursework.

10. Listing courses in the POS Table vertically.

11. Revising text in the Program Regulation and Assessment section.

12. Update course number for NRES 285 to NRES 385.

13. Including the names of the concentrations in the Program of Study table.

14. Changing range of hours for concentration prescribed courses from 19-29 to 18 - 22

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. Adding 7 electives in our Science requirement to relieve a bottleneck that students have been experiencing with our current list of electives.

2. Adding ACE 262 and STAT 107 as an electives in our Statistics requirement as a response to numerous student petitions to substitute this particular course, and faculty input on the merits of the course in meeting the requirement.

3. Removing ACE 261 as an elective in our Statistics requirement because it is no longer offered.

4. Removing RHET 105 because students should follow the campus guidelines for Composition 1 replacement.

5. Adding ALEC 115 as another option from our college to meet the Communications requirement.

6. Revising to be accurate.

7. Changing the name of the Human Dimensions of the Environment concentration to Environmental Social Sciences as the latter is more representative of current scholarship in the department. This is a more contemporary label that emphasizes the scientific basis of disciplines revolving around human-environment interactions rather than the management or communication related outcomes from social science research.

8. To create more consistency to the General Education program across campus and make it easier for students, advisors, and others to navigate our Academic Catalog Programs of Study pages, campus has requested majors to use the Gen Ed template.

9. To adhere to the campus standards for gen ed requirements and as such, more specific lists of courses are now listed in the major that happen to fulfill gen ed requirements.

10. Listing courses in the POS table vertically instead of horizontally to adhere to formatting guidelines.

11. Revising for accuracy.

12, Course number for NRES 285 was changed to NRES 385 because the course is taken by juniors and seniors. This change also facilitates adherence to the IBHE 40 Upper-Division Hour Criterion.

13. Including concentration names for increased transparency and as part of the campus-wide concentration project.

14. Range of hours for concentration prescribed courses has evolved over a long period of time and needed to be updated.

Interim Guidance Regarding Implementation of the IBHE 40 Upper-Division Hour Criterion

Students can meet the 40 hour of upper division coursework requirement by taking the following:

Major Coursework:

NRES 201 - 4 hrs (prerequisites: MATH 115, MATH 234, or equivalent, and CHEM 102)

NRES 325 - 3 hrs

NRES 385 - 2 hrs

NRES 348 - 3 hrs

NRES 421 - 3 hrs

NRES 454 - 4 hrs

NRES 456 - 3 hrs

Concentration Coursework:

range of upper division course hours: 18 - 22

Note: NRES 385 has been approved, effective Fall 2025, and will show as course not found until the Academic Catalog rolls to the next Academic Year, in early 2025. See CIM Course approval documents in the Program of Study section.

Instructional Resources

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

No

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

No

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

Yes

Courses outside of the sponsoring department/ interdisciplinary departments

ABE 152 - Water in Global Environment

ACES 102 - Intro Sustainable Food Systems

ATMS 140 - Climate and Global Change

CPSC 113 - Environment, Agric, & Society

GEOL 118 - Natural Disasters

MCB 150 - Molec & Cellular Basis of Life

NPRE 101 - Introduction to Energy Sources

STAT 107 - Data Science Discovery

RHET 105 - Writing and Research

ACE 262 - App Stat Mthds & Data AnlytcsI

ALEC 115 - Talk About Food, Ag, Env

Please attach any letters of support/ acknowledgement for any Instructional Resources consider faculty, students, and/or other impacted units as appropriate.	Comp I Rhet Update - English Support Letter 1 Feb 12 2024.pdf LetterofSupport_STAT 107 as an elective in NRES curriculum.pdf LetterofSupport_ABE 152_NRES.pdf LetterofSupport_ACE 262 as an NRES elective.pdf LetterofSupport_ALEC 115 as an NRES elective.pdf LetterofSupport_ACES102_NRES.pdf LetterofSupport_ATMS 140_support.pdf LetterofSupport_CPSC 113 LOS NRES.pdf LetterofSupport_GEOL 118 as NRES elective.pdf LetterofSupport_MCB 150 LOS NRES.pdf LetterofSupport_NPRE 101 as an elective in the NRES curriculum.pdf

Program Regulation and Assessment

Plan to Assess and Improve Student Learning

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

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

Students graduating with the B.S. in NRES should be able to:
1. Understand the scientific method/ways of knowing and critically evaluate information.
2. Integrate principles of biological, chemical, physical, and social sciences and apply them to resource and environmental issues using a systems approach.
3. Understand ecological principles underpinning management of resources, populations, communities, and ecosystems.
4. Use data collection and analysis tools (such as field methods, GIS, modeling, and statistics) to develop plans for managing resource/environmental challenges and adapt plans in response to rapid change.
5. Understand the policies governing resources and the environment and identify social dimensions (stakeholders, interests, trade-offs, synergies, ethical principles) to consider in the development of management plans.
6. Communicate effectively with colleagues, stakeholders, and the public about environmental and resource management issues.
7. Recognize how diverse groups understand the environment, experience positive and negative environmental impacts, and perceive just and equitable solutions. ~~All subject areas/courses in the major have been selected because they specifically address the learning objectives of the major.We therefore intend to use student performance in these courses as benchmarks to ensure that students have achieved these educational goals.All courses in Natural Resources and Environmental Sciences regularly undergo peer-review assessments, and we will continue this practice for all courses in the major.~~

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

Describe here:

> Student learning outcomes will be assessed via biannual course-based assessment and analysis of department and campus annual surveys. Course-based assessment focuses on major core requirements taken by all students. The department conducts an annual senior survey to gauge the perspective of graduating seniors on their level of knowledge and preparedness regarding the student learning outcomes. Data collected in the Chancellor's Senior Survey is also considered.

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.

> For most direct measurements in all student learning outcomes, faculty expect 75% or 80% of students to score 80% or higher. Faculty expectations might be higher or lower depending on the item being assessed and prior performance.

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

> An annual summary report will be produced by a subcommittee of the NRES Courses and Curriculum Committee, consisting of the Academic Advising Coordinator, Student Services Coordinator, and Undergraduate Teaching Coordinator. A report on the findings from assessment efforts in the previous academic year is presented at the monthly meeting of the NRES faculty in late September/early October each year. The NRES Courses and Curriculum Committee shall be responsible for utilizing the information from the report and faculty feedback to initiate curriculum improvements.

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   NRES sample sequence Major July 2024.xlsx
NRES 385_ Field Experience course approval.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.

No changes

Statement for Programs of Study Catalog

Graduation Requirements
Minimum hours for graduation: 126 hours.

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

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

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

Course List

Code	Title	Hours
Composition I		4-6
Advanced Composition		3
Humanities & the Arts (6 hours)		6
Natural Sciences & Technology (6 hours)		6
fulfilled by CHEM 102, CHEM 104, IB 103; and IB 104 or IB 150; and ABE 152 or ACES 102 or ATMS 140 or CPSC 113 or GEOL 107 or GEOL 118 or GGIS 103 or MCB 100 or MCB 150 or NPRE 101 or PHYS 101 or PHYS 211		
Social & Behavioral Sciences (6 hours)		6
fulfilled by ACE 100 or ECON 102; and NRES 287		
Cultural Studies: Non-Western Cultures (1 course)		3
Cultural Studies: Western/Comparative Cultures (1 course)		3
fulfilled by NRES 287		
Cultural Studies: US Minority Cultures (1 course)		3
Quantitative Reasoning (6-10 hours; at least one course must be Quantitative Reasoning I)		6-10
fulfilled by MATH 220 or MATH 221 or MATH 234; and ACE 262 or CPSC 241 or ECON 202 or PSYC 235 or SOC 280 or STAT 100 or STAT 107		
Language Requirement (0-15 hours; completion of the third semester or equivalent of a language other than English is required)		0-15

Course List

Code	Title	Hours
Major Requirements		
~~Select one of the following:~~		~~6-7~~
~~RHET 105~~	~~Writing and Research~~	
~~& CMN 101~~	~~and Public Speaking (or equivalent) (see College Composition I requirement)~~	
Communications Requirement		3 or 6
Select from the following:		
CMN 101	Public Speaking	

Code	Title	Hours
CMN 111	Oral & Written Comm I	
& CMN 112	and Oral & Written Comm II	
~~Advanced Composition~~		
~~Select from campus approved list~~		~~3-4~~
~~Cultural Studies~~		
~~Select one course from Western culture, one from non-Western culture, and one from U.S. minority culture from campus approved lists.~~		~~9~~
~~Foreign Language~~		
~~Coursework at or above the third level is required for graduation.~~		
~~Quantitative Reasoning I~~		
~~Select one of the following:~~		~~4-5~~
ALEC 115	Let's Talk about Food, Agriculture, and the Environment	
Economics Requirement		3-4
Select from the following:		
ACE 100	Introduction to Applied Microeconomics	
~~Select one additional course from campus approved list.~~		~~3-4~~
~~Natural Resources and Environmental Sciences Required (Core)~~		
ECON 102	Microeconomic Principles	
Math Requirement		4-5
Select from the following:		
MATH 220	Calculus	
MATH 221	Calculus I	
MATH 234	Calculus for Business I	
~~Quantitative Reasoning II~~		
~~Select one of the following:~~		~~3-4~~
~~ACE 261~~	~~Course ACE 261 Not Found~~	
Statistics Requirement		3-4
Select from the following:		
ACE 262	Applied Statistical Methods and Data Analytics I	
CPSC 241	Intro to Applied Statistics	
ECON 202	Economic Statistics I	
PSYC 235	Intro to Statistics	
SOC 280	Intro to Social Statistics	
STAT 100	Statistics	
~~Natural Sciences and Technology~~		
STAT 107	Data Science Discovery	
Science Requirements		19-22
CHEM 102	General Chemistry I	
& CHEM 103	and General Chemistry Lab I	
CHEM 104	General Chemistry II	
& CHEM 105	and General Chemistry Lab II	
IB 103	Introduction to Plant Biology	
IB 104	Animal Biology	
or IB 150	Organismal & Evolutionary Biol	
& IB 151	and Organismal & Evol Biol Lab	
~~Select one of the following:~~		~~3-5~~
Select one additional course from the following:		

Code	Title	Hours
ABE 152	Water in the Global Environment	
ACES 102	Intro Sustainable Food Systems	
ATMS 140	Climate and Global Change	
CPSC 113	Environment, Agriculture, and Society	
GEOL 107	Physical Geology	
GEOL 118	Natural Disasters	
GGIS 103	Earth's Physical Systems	
MCB 100	Introductory Microbiology	
Humanities and the Arts		
Select from campus approved list.		6
Social and Behavioral Sciences		
MCB 150	Molec & Cellular Basis of Life	
NPRE 101	Introduction to Energy Sources	
PHYS 101	College Physics: Mech & Heat	
PHYS 211	University Physics: Mechanics	
College of ACES Requirements (Core)		2
ACES 101	Contemporary Issues in ACES	
Natural Resources and Environmental Sciences Requirements (Core)		31-33
NRES 102	Introduction to NRES	
NRES 201	Introductory Soils	
NRES 219	Applied Ecology	
NRES 287	Environment and Society	
NRES 325	Natural Resource Policy Mgmt	
NRES 348	Fish and Wildlife Ecology	
NRES 385	Course NRES 385 Not Found	
NRES 421	Quantitative Methods in NRES	
NRES 454	GIS in Natural Resource Mgmt	
NRES 456	Integrative Ecosystem Management	
NRES 285	Field Experience	1,2
One additional Field Experience course		1-2
NRES 285	Field Experience (repeatable)	
Select one additional field experience course from the following:		
NRES 293	Professional Internship	
NRES 294	Resident Internship	
NRES 295	Undergrad Research or Thesis	
NRES 385	Course NRES 385 Not Found	
NRES 396	UG Honors Research or Thesis	
ACES Required		
Required Concentration		
Concentration prescribed courses. See specific requirements for each concentration listed below.		18-22
Ecosystem Stewardship & Restoration Ecology		
Environmental Science & Management		
Environmental Social Sciences		
Fish Wildlife & Conservation Biology		
Total Hours		126

Corresponding   BS Bachelor of Science

Degree

Program Features

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

What is the typical time to completion of this program?

  4 years

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

  126

CIP Code	030104 - Environmental Science.

Is This a Teacher Certification Program?

  No

Will specialized accreditation be sought for this program?

  No

Delivery Method

This program is available:

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

Admission Requirements

Desired Effective Admissions Term	Fall 2025

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

  No

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

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

No change.

Estimated Annual Number of Degrees Awarded

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

What is the   Fall
matriculation
term for this
program?

Budget

Are there   No
budgetary
implications for
this revision?

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

Additional Budget
Information

Attach File(s)

Financial Resources

How does the unit intend to financially support this proposal?
                       These changes only impact courses currently offered, so we do not anticipate any
                       financial costs to this revision.

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

Attach letters of
support

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

NRES Differential

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

Faculty Resources

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

No impact is anticipated.

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, collections, and services are sufficient to support this proposal.

EP Documentation

EP Control Number	EP.25.014
Attach Rollback/ Approval Notices	
This proposal requires HLC inquiry	No

DMI Documentation

Attach Final Approval Notices	U Program Review Comments KEY 86 8_6_2024.docx
Banner/Codebook Name	BS: NRES -UIUC
Program Code:	10KL0051BS

Minor Code	Conc Code	Degree Code	BS	Major Code
0051				

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) (02/23/24 12:18 pm): Rollback: Per discussion and email to James Miller.
Brooke Newell (bsnewell) (03/20/24 9:04 am): Rollback: Email sent to Jim.
Brooke Newell (bsnewell) (04/10/24 1:07 pm): Rollback: Email sent to Jim
Brooke Newell (bsnewell) (05/17/24 12:33 pm): Rollback: Email sent to Jim.
Brooke Newell (bsnewell) (05/22/24 11:39 am): Rollback: Email sent to Jim.
Brooke Newell (bsnewell) (06/27/24 1:06 pm): Rollback: Per discussion with Jim
Brooke Newell (bsnewell) (07/09/24 12:11 pm): Rollback: Email sent to Jim
Brooke Newell (bsnewell) (07/23/24 12:11 pm): Rollback: Email sent to Jim
Brooke Newell (bsnewell) (07/23/24 3:00 pm): Rollback: Per discussion with Jim.
Brooke Newell (bsnewell) (08/06/24 8:27 am): U Program Review Comments are attached in DMI Documentation section

Key: 86

Program Change Request

Date Submitted: 07/23/24 3:35 pm

Viewing: **5685 : Natural Resources & Environmental Sciences: Environmental Science & Management, BS**

Last approved: 11/14/23 5:39 pm

Last edit: 09/27/24 8:03 am

Changes proposed by: James Miller

Catalog Pages Using this Program	[Natural Resources & Environmental Sciences: Environmental Science & Management, BS](#)

Proposal Type:

In Workflow

1. **U Program Review**
2. **1875 Committee Chair**
3. **1875 Head**
4. **KL Committee Chair**
5. **KL Dean**
6. **University Librarian**
7. **COTE Programs**
8. **Provost**
9. **Senate EPC**
10. Senate
11. U Senate Conf
12. Board of Trustees
13. IBHE
14. HLC
15. DMI

Approval Path

1. 08/06/24 12:05 pm
   Emily Stuby (eastuby): Approved for U Program Review
2. 08/07/24 3:20 pm
   James Miller (jrmillr): Approved for 1875 Committee Chair
3. 08/08/24 10:06 am
   Robert Schooley (schooley): Approved for 1875 Head
4. 09/20/24 1:28 pm
   Brianna Gregg (bjgray2): Approved for KL

Committee Chair
5. 09/23/24 10:02 am
   Anna Ball (aball): Approved for KL Dean
6. 09/23/24 10:21 am
   Tom Teper (tteper): Approved for University Librarian
7. 09/23/24 11:13 am
   Suzanne Lee (suzannel): Approved for COTE Programs
8. 09/25/24 3:43 pm
   Brooke Newell (bsnewell): Approved for Provost

History

1. Mar 18, 2019 by Deb Forgacs (dforgacs)
2. Jun 12, 2020 by Susan Helmink (shelmink)
3. Mar 16, 2022 by Brianna Gregg (bjgray2)
4. Nov 14, 2023 by Kathy Martensen (kmartens)

Concentration (ex. Dietetics)

This proposal is for a:
  Revision

Administration Details

Official Program Name   Natural Resources & Environmental Sciences:
                               Environmental Science & Management, BS

Diploma Title	
Sponsor College	Agr, Consumer & Env Sciences
Sponsor Department	Natural Res & Env Science
Sponsor Name	Jim Miller, Professor and Chair of the NRES Courses and Curriculum Committee
Sponsor Email	jrmillr@illinois.edu

College Contact	Brianna Gregg ~~Tony Yannarell, Associate Professor and Chair of the ACES Courses and Curriculum Committee~~	College Contact Email	bygray2@illinois.edu ~~acyann@illinois.edu~~

College Budget Officer

College Budget Officer Email

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

Does this program have inter-departmental administration?

No

Proposal Title

Effective Catalog Term   Fall 2025

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

Revise the Concentration in Environmental Science & Management in the Bachelor of Science in Natural Resources & Environmental Sciences in the College of Agricultural, Consumer and Environmental Sciences

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

This concentration proposal (Key 632) is related to the NRES, BS proposal (Key 86) and concentrations Environmental Social Science (Key 633), Fish Wildlife & Conservation Biology (631), and Ecosystem Stewardship & Restoration Ecology (Key 634).

Program Justification

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

CHANGES TO THE MAJOR
1. Adding ABE 152, ACES 102, ATMS 140, CPSC 113, GEOL 118, MCB 150 and NPRE 101 as electives in our Science requirement.

2. Adding ACE 262 and STAT 107 as an electives in the Statistics requirement.

3. Removing ACE 261 as an elective in the Statistics requirement.

4. Removing RHET 105.

5. Adding ALEC 115 to the Communications requirement.

6. Moving the coursework required in the Speech Requirement, Quantitative Reasoning, Natural Sciences and Technology, and Social and Behavioral Sciences into a new subheading called Major Requirements. We also created additional headings underneath this requirement to appropriately identify the coursework.

7. Listing courses in the POS Table vertically.

8. Revising text in the Program Regulation and Assessment section.

9. Updating course number for NRES 285 to NRES 385.

10. Adding the major requirements into the Program of Study table as per campus request.

11. Adding graduation requirements, university requirements, and general education requirements per Office of the Provost General Education Initiative.

CHANGES TO THE CONCENTRATION
12. Removing NRES 402 as a core requirement in the NRES ESM concentration and replacing it with NRES 401.

13. Removing CEE (GGIS) 459, NRES 438, CPSC 336, UP 405 as electives in the NRES ESM concentration.

14. Adding NRES 482, NRES 455, ESE 445, ESE 482, GGIS 476, and IB 361 to the NRES ESM concentration.

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

No

Why are these changes necessary?

CHANGES TO THE MAJOR

1. Adding 7 electives in our Science requirement to relieve a bottleneck that students have been experiencing with our current list of electives.

2. Adding ACE 262 and STAT 107 as an electives in our Statistics requirement as a response to numerous student petitions to substitute this particular course, and faculty input on the merits of the course in meeting the requirement.

3. Removing ACE 261 as an elective in our Statistics requirement because it is no longer offered.

4. Removing RHET 105 because students should follow the campus guidelines for Composition 1 replacement.

5. Adding ALEC 115 as another option from our college to meet the Communications requirement.

6. To adhere to the campus standards for gen ed requirements and as such, more specific lists of courses are now listed in the major that happen to fulfill gen ed requirements.

7. Listing courses in the POS table vertically instead of horizontally to adhere to formatting guidelines.

8. Revising for accuracy.

9, Course number for NRES 285 was changed to NRES 385 because the course is taken by juniors and seniors. This change also facilitates adherence to the IBHE 40 Upper-Division Hour Criterion.

10. Adding the major requirements for increased transparency and accuracy.

11. To create more consistency to the General Education program across campus and make it easier for students, advisors, and others to navigate our Academic Catalog Programs of Study pages, campus has requested majors to use the Gen Ed template.

CHANGES TO THE CONCENTRATION

12. NRES 402 is no longer offered; NRES 401 is a substitute for NRES 402 in the concentration

13. CEE (GGIS) 459 has proven to be very difficult for our students and has rarely been taken. CPSC 336 and UP 405 are offered irregularly - the former was last taught in 2021 and the latter in 2018.

14. NRES 482, NRES 455 and GGIS 476 are new since the last time the electives in the ESM concentration were revised and are considered suitable for this concentration. ESE 445, ESE 482, and IB 361 are also considered suitable electives for this concentration.

Interim Guidance Regarding Implementation of the IBHE 40 Upper-Division Hour Criterion

Students can meet the 40 hour of upper division coursework requirement by taking the following:

Major Coursework:

NRES 201 - 4 hrs (prerequisites: MATH 115, MATH 234, or equivalent, and CHEM 102)

NRES 325 - 3 hrs

NRES 385 - 2 hrs

NRES 348 - 3 hrs

NRES 421 - 3 hrs

NRES 454 - 4 hrs

NRES 456 - 3 hrs

Concentration Coursework:

NRES 351 - 3 hrs

NRES 401 - 3 hrs

NRES 475 - 3 hrs

Two soil and water science courses - 6-8 hrs

One environmental quality course - 3-4 hrs

range of upper division course hours in concentration: 18 - 21

Note: NRES 385 has been approved, effective Fall 2025, and will show as course not found until the Academic Catalog rolls to the next Academic Year, in early 2025. See CIM Course approval documents in the Program of Study section.

Instructional Resources

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

No

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

No

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

Yes

Courses outside of the sponsoring department/ interdisciplinary departments

ABE 152 - Water in Global Environment

ACES 102 - Intro Sustainable Food Systems

CPSC 113 - Environment, Agric, & Society

ATMS 140 - Climate and Global Change

GEOL 118 - Natural Disasters
MCB 150 - Molec & Cellular Basis of Life
NPRE 101 - Introduction to Energy Sources
ACE 262 - App Stat Mthds & Data AnlytcsI
STAT 107 - Data Science Discovery
RHET 105 - Writing and Research
ALEC 115 - Talk About Food, Ag, Env
GGIS 459 - Ecohydraulics
CPSC 336 - Tomorrow's Environment
ESE 445 - Earth Resources Sustainability
ESE 482 - Challenges of Sustainability
GGIS 476 - Environmental Remote Sensing
IB 361 - Ecology and Human Health
UP 405 - Watershed Ecology and Planning

| Please attach any letters of support/ acknowledgement for any Instructional Resources consider faculty, students, and/or other impacted units as appropriate. | Comp I Rhet Update - English Support Letter 1 Feb 12 2024.pdf
NRES ESM concentration course addition letters.pdf
NRES ESM concentration course subtraction letters.pdf
LetterofSupport_STAT 107 as an elective in NRES curriculum.pdf
LetterofSupport_ABE 152_NRES.pdf
LetterofSupport_ACE 262 as an NRES elective.pdf
LetterofSupport_ALEC 115 as an NRES elective.pdf
LetterofSupport_ACES102_NRES.pdf
LetterofSupport_ATMS 140_support.pdf
LetterofSupport_CPSC 113 LOS NRES.pdf
LetterofSupport_GEOL 118 as NRES elective.pdf
LetterofSupport_MCB 150 LOS NRES.pdf
LetterofSupport_NPRE 101 as an elective in the NRES curriculum.pdf |

Program Regulation and Assessment

Plan to Assess and Improve Student Learning

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

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

Students graduating with the B.S. in NRES should be able to:

1. Understand the scientific method/ways of knowing and critically evaluate information.

2. Integrate principles of biological, chemical, physical, and social sciences and apply them to resource and environmental issues using a systems approach.

3. Understand ecological principles underpinning management of resources, populations, communities, and ecosystems.

4. Use data collection and analysis tools (such as field methods, GIS, modeling, and statistics) to develop plans for managing resource/environmental challenges and adapt plans in response to rapid change.

5. Understand the policies governing resources and the environment and identify social dimensions (stakeholders, interests, trade-offs, synergies, ethical principles) to consider in the development of management plans.

6. Communicate effectively with colleagues, stakeholders, and the public about environmental and resource management issues.

7. Recognize how diverse groups understand the environment, experience positive and negative environmental impacts, and perceive just and equitable solutions. ~~All subject areas/courses in the major have been selected because they specifically address the learning objectives of the major.We therefore intend to use student performance in these courses as benchmarks to ensure that students have achieved these educational goals.All courses in Natural Resources and Environmental Sciences regularly undergo peer-review assessments, and we will continue this practice for all courses in the major.~~

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

Describe here:

Student learning outcomes will be assessed via biannual course-based assessment and analysis of department and campus annual surveys. Course-based assessment focuses on major core requirements taken by all students. The department conducts an annual senior survey to gauge the perspective of graduating seniors on their level of knowledge and preparedness regarding the student learning outcomes. Data collected in the Chancellor's Senior Survey is also considered.

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.

For most direct measurements in all student learning outcomes, faculty expect 75% or 80% of students to score 80% or higher. Faculty expectations might be higher or lower depending on the item being assessed and prior performance.

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

An annual summary report will be produced by a subcommittee of the NRES Courses and Curriculum Committee, consisting of the Academic Advising Coordinator, Student Services Coordinator, and Undergraduate Teaching Coordinator. A report on the findings from assessment efforts in the previous academic year is presented at the monthly meeting of the NRES faculty in late September/early October each year. The NRES Courses and Curriculum Committee shall be responsible for utilizing the information from the report and faculty feedback to initiate curriculum improvements.

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

NRES 385_ Field Experience course approval.pdf
NRES sample sequence ESM 2024 July.xlsx
NRES_ESM_curriculum_revision_proposal_2024 final.docx

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

Catalog Page Text - Overview Tab

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

No changes

Statement for Programs of Study Catalog

Graduation Requirements
Minimum hours for graduation: 126 hours.

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

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

courses required and/or electives in the program.

Course List

Code	Title	Hours
Composition I		4-6
Advanced Composition		3
Humanities & the Arts (6 hours)		6
Natural Sciences & Technology (6 hours)		6
fulfilled by CHEM 102, CHEM 104, IB 103; and IB 104 or IB 150; and ABE 152 or ACES 102 or ATMS 140 or CPSC 113 or GEOL 107 or GEOL 118 or GGIS 103 or MCB 100 or MCB 150 or NPRE 101 or PHYS 101 or PHYS 211		
Social & Behavioral Sciences (6 hours)		6
fulfilled by ACE 100 or ECON 102; and NRES 287		
Cultural Studies: Non-Western Cultures (1 course)		3
Cultural Studies: Western/Comparative Cultures (1 course)		3
fulfilled by NRES 287		
Cultural Studies: US Minority Cultures (1 course)		3
Quantitative Reasoning (6-10 hours; at least one course must be Quantitative Reasoning I)		6-10
fulfilled by MATH 220 or MATH 221 or MATH 234; and ACE 262 or CPSC 241 or ECON 202 or PSYC 235 or SOC 280 or STAT 100 or STAT 107		
Language Requirement (0-15 hours; completion of the third semester or equivalent of a language other than English is required)		0-15

Course List

Code	Title	Hours
Major Requirements		
Communications Requirement		3 or 6
Select from the following:		
CMN 101	Public Speaking	
CMN 111	Oral & Written Comm I	
& CMN 112	and Oral & Written Comm II	
ALEC 115	Let's Talk about Food, Agriculture, and the Environment	
Economics Requirement		3-4
Select from the following:		
ACE 100	Introduction to Applied Microeconomics	
ECON 102	Microeconomic Principles	
Math Requirement		4-5
Select from the following:		
MATH 220	Calculus	
MATH 221	Calculus I	
MATH 234	Calculus for Business I	
Statistics Requirement		3-4
Select from the following:		
ACE 262	Applied Statistical Methods and Data Analytics I	
CPSC 241	Intro to Applied Statistics	
ECON 202	Economic Statistics I	
PSYC 235	Intro to Statistics	
SOC 280	Intro to Social Statistics	
STAT 100	Statistics	
STAT 107	Data Science Discovery	

Code	Title	Hours
Science Requirements		**19-22**
CHEM 102	General Chemistry I	
& CHEM 103	and General Chemistry Lab I	
CHEM 104	General Chemistry II	
& CHEM 105	and General Chemistry Lab II	
IB 103	Introduction to Plant Biology	
IB 104	Animal Biology	
or IB 150	Organismal & Evolutionary Biol	
& IB 151	and Organismal & Evol Biol Lab	
Select one additional course from the following:		
ABE 152	Water in the Global Environment	
ACES 102	Intro Sustainable Food Systems	
ATMS 140	Climate and Global Change	
CPSC 113	Environment, Agriculture, and Society	
GEOL 107	Physical Geology	
GEOL 118	Natural Disasters	
GGIS 103	Earth's Physical Systems	
MCB 100	Introductory Microbiology	
MCB 150	Molec & Cellular Basis of Life	
NPRE 101	Introduction to Energy Sources	
PHYS 101	College Physics: Mech & Heat	
PHYS 211	University Physics: Mechanics	
College of ACES Requirements (Core)		**2**
ACES 101	Contemporary Issues in ACES	
Natural Resources and Environmental Sciences Requirements (Core)		**31-33**
NRES 102	Introduction to NRES	
NRES 201	Introductory Soils	
NRES 219	Applied Ecology	
NRES 287	Environment and Society	
NRES 325	Natural Resource Policy Mgmt	
NRES 348	Fish and Wildlife Ecology	
NRES 385	Course NRES 385 Not Found	
NRES 421	Quantitative Methods in NRES	
NRES 454	GIS in Natural Resource Mgmt	
NRES 456	Integrative Ecosystem Management	
Select one additional field experience course from the following:		
NRES 293	Professional Internship	
NRES 294	Resident Internship	
NRES 295	Undergrad Research or Thesis	
NRES 385	Course NRES 385 Not Found	
NRES 396	UG Honors Research or Thesis	

Course List

Code	Title	Hours
Concentration Core Requirements		
NRES 351	Introduction to Environmental Chemistry	3
NRES 402	Course NRES 402 Not Found	3
or NRES 401	Watershed Hydrology	

Code	Title	Hours
NRES 401	Watershed Hydrology	3
NRES 475	Environmental Microbiology	3
Concentration Elective Requirements		
Two Soil and Water Science Courses		6-8
NRES 429	Aquatic Ecosystem Conservation	
NRES 471	Pedology	
NRES 474	Soil and Water Conservation	
CPSC 336	Tomorrow's Environment	
NRES 482	Aquatic Biogeochemistry	
NRES 485	Stream Ecosystem Management	
NRES 487	Soil Chemistry	
NRES 488	Soil Fertility and Fertilizers	
NRES 490	Surface Water System Chemistry	
ABE 454	Environmental Soil Physics	
GGIS 406	Fluvial Geomorphology	
GGIS 459	Ecohydraulics	
One Environmental Quality Course		3-4
NRES 403	Watersheds and Water Quality	
NRES 438	Soil Nutrient Cycling	
NRES 455	Advanced GIS for Environmental Management	
ATMS 449	Biogeochemical Cycles	
CPSC 431	Plants and Global Change	
ESE 320	Water Planet, Water Crisis	
ESE 445	Earth Resources Sustainability	
ESE 482	Challenges of Sustainability	
GEOL 380	Environmental Geology	
GGIS 476	Environmental Remote Sensing	
IB 361	Ecology and Human Health	
ETMA 352	Land and Water Mgt Systems	
UP 405	Watershed Ecology and Planning	
Total Concentration Hours		18-21
Total Hours		126

Program Relationships

Corresponding
Program(s):

Corresponding Program(s)
Natural Resources & Environmental Sciences, BS

Program Features

Academic Level   Undergraduate

Is This a Teacher Certification Program?

No

Will specialized accreditation be sought for this program?

  No

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

Delivery Method

This program is
available:
  On Campus - Students are required to be on campus, they may take some online courses.

Describe how this revision or phase down/elimination will impact enrollment and degrees awarded. If this is
an elimination/phase down proposal include the plans for the students left in the program.
                    We do not anticipate impacts on enrollment or degrees awarded.

Budget

Are there   No
budgetary
implications for
this revision?

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

Additional Budget
Information

Attach File(s)

Financial Resources

How does the unit intend to financially support this proposal?
                    These changes only impact courses currently offered, so we do not anticipate any
                    financial costs to this revision.

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

Attach letters of
support

Faculty Resources

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

   Faculty resources are sufficient to support this proposal.

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, collections, and services are sufficient to support this proposal.

EP Documentation

EP Control Number	EP.25.014
Attach Rollback/ Approval Notices	
This proposal requires HLC inquiry	No

DMI Documentation

Attach Final Approval Notices	U Program Review Comments KEY 632 8_6_2024.docx
Banner/Codebook Name	Environmental Science and Management
Program Code:	5685

Minor Code		Conc Code	5685	Degree Code	BS	Major Code
0051						

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) (08/06/24 8:27 am): U Program Review Comments are attached in DMI Documentation section
Brooke Newell (bsnewell) (09/24/24 11:05 am): Compiled NRES ESM concentration course addition letters.pdf letter of support includes letters of support for ESE 445, ESE 467 and ESE 482; GGIS 476; and IB 329, IB 361, IB 407, and IB 444. Compiled NRES ESM concentration course subtraction letters.pdf includes letters of acknowledgement for CPSC 336; CEE 432 and CEE 459; and UP 405.

Key: 632

Program Change Request

Date Submitted: 07/23/24 3:34 pm

Viewing: **5686 : Natural Resources & Environmental Sciences: Ecosystem Stewardship & Restoration Ecology, BS**

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

Last edit: 09/27/24 8:03 am

Changes proposed by: James Miller

Catalog Pages Using this Program	Natural Resources & Environmental Sciences: Ecosystem Stewardship & Restoration Ecology, BS

Proposal Type:

In Workflow

1. **U Program Review**
2. **1875 Committee Chair**
3. **1875 Head**
4. **KL Committee Chair**
5. **KL Dean**
6. **University Librarian**
7. **COTE Programs**
8. **Provost**
9. **Senate EPC**
10. Senate
11. U Senate Conf
12. Board of Trustees
13. IBHE
14. HLC
15. DMI

Approval Path

1. 08/06/24 12:05 pm
   Emily Stuby (eastuby): Approved for U Program Review
2. 08/07/24 3:20 pm
   James Miller (jrmillr): Approved for 1875 Committee Chair
3. 08/08/24 10:10 am
   Robert Schooley (schooley): Approved for 1875 Head
4. 09/20/24 1:28 pm
   Brianna Gregg (bjgray2): Approved for KL

Committee Chair

5. 09/23/24 10:02 am
   Anna Ball (aball): Approved for KL Dean

6. 09/23/24 10:21 am
   Tom Teper (tteper): Approved for University Librarian

7. 09/23/24 11:13 am
   Suzanne Lee (suzannel): Approved for COTE Programs

8. 09/24/24 11:50 am
   Brooke Newell (bsnewell): Rollback to KL Committee Chair for Provost

9. 09/24/24 12:26 pm
   Brianna Gregg (bjgray2): Approved for KL Committee Chair

10. 09/24/24 12:53 pm
    Anna Ball (aball): Approved for KL Dean

11. 09/24/24 1:19 pm
    Tom Teper (tteper): Approved for University Librarian

12. 09/24/24 1:54 pm
    Suzanne Lee (suzannel): Approved for COTE Programs

13. 09/25/24 3:43 pm
    Brooke Newell

History

1. Mar 18, 2019 by
   Deb Forgacs
   (dforgacs)
2. Jun 12, 2020 by
   Susan Helmink
   (shelmink)

Concentration (ex. Dietetics)

This proposal is
for a:
  Revision

Administration Details

Official Program Name	Natural Resources & Environmental Sciences: Ecosystem Stewardship & Restoration Ecology, BS
Diploma Title	
Sponsor College	Agr, Consumer & Env Sciences
Sponsor Department	Natural Res & Env Science
Sponsor Name	Jim Miller, Professor and Chair of the NRES Courses and Curriculum Committee
Sponsor Email	jrmillr@illinois.edu

College Contact   Brianna Gregg Tony Yannarell, Associate   College Contact
                  Professor and Chair of the ACES Courses   Email
                  and Curriculum Committee   bjgray2@illinois.edu acyann@illinois.edu

College Budget
Officer

College Budget
Officer Email

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

Does this program have inter-departmental administration?
              No

Proposal Title

Effective Catalog Term	Fall 2025

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

Revise the Concentration in Ecosystem Stewardship & Restoration Ecology in the Bachelor of Science in Natural Resources & Environmental Sciences in the College of Agricultural, Consumer and Environmental Sciences

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

This concentration proposal (Key 634) is related to the NRES, BS proposal (Key 86) and concentrations Environmental Social Science (Key 633), Environmental Science & Management (Key 632), and Fish Wildlife & Conservation BIology (Key 631).

Program Justification

Provide a brief description of what changes are being made to the program.	CHANGES TO THE MAJOR 1. Adding ABE 152, ACES 102, ATMS 140, CPSC 113, GEOL 118, MCB 150 and NPRE 101 as electives in our Science requirement. 2. Adding ACE 262 and STAT 107 as an electives in the Statistics requirement. 3. Removing ACE 261 as an elective in the Statistics requirement. 4. Removing RHET 105. 5. Adding ALEC 115 to the Communications requirement. 6. Moving the coursework required in the Speech Requirement, Quantitative Reasoning, Natural Sciences and Technology, and Social and Behavioral Sciences into a new subheading called Major Requirements. We also created additional headings underneath this requirement to appropriately identify the coursework. 7. Listing courses in the POS Table vertically. 8. Revising text in the Program Regulation and Assessment section. 9. Updating course number for NRES 285 to NRES 385. 10. Adding the major requirements into the Program of Study table as per campus

request.

11. Adding graduation requirements, university requirements, and general education requirements per Office of the Provost General Education Initiative.

CHANGES TO THE CONCENTRATION
12. Removing NRES 402, CEE 432, and UP 405 as electives in the NRES ESRE concentration.

13, Adding NRES 407, IB 329, IB 444, NRES 409, NRES 434, NRES 455, NRES 480, NRES 482, and GGIS 476 as electives in the NRES ESRE concentration.

14. Changing the range of course hours under Concentration Elective Requirements - Two Ecology courses from 6-7 to 6-8 which also shifts the total concentration hours from 19-21 to 19-22

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?

CHANGES TO THE MAJOR

1. Adding 7 electives in our Science requirement to relieve a bottleneck that students have been experiencing with our current list of electives.

2. Adding ACE 262 and STAT 107 as an electives in our Statistics requirement as a response to numerous student petitions to substitute this particular course, and faculty input on the merits of the course in meeting the requirement.

3. Removing ACE 261 as an elective in our Statistics requirement because it is no longer offered.

4. Removing RHET 105 because students should follow the campus guidelines for Composition 1 replacement.

5. Adding ALEC 115 as another option from our college to meet the Communications requirement.

6. To adhere to the campus standards for gen ed requirements and as such, more specific lists of courses are now listed in the major that happen to fulfill gen ed requirements.

7. Listing courses in the POS table vertically instead of horizontally to adhere to formatting guidelines.

8. Revising for accuracy.

9, Course number for NRES 285 was changed to NRES 385 because the course is taken by juniors and seniors. This change also facilitates adherence to the IBHE 40 Upper-Division Hour Criterion.

10. Adding the major requirements for increased transparency and accuracy.

11. To create more consistency to the General Education program across campus and make it easier for students, advisors, and others to navigate our Academic Catalog Programs of Study pages, campus has requested majors to use the Gen Ed template.

CHANGES TO THE CONCENTRATION

12. NRES 402 is no longer offered. CEE 432 was last taught in 2019 and UP 405 was last taught in 2018.

13. NRES 455, NRES 480, NRES 482, and NRES 434 are new since the last time the electives in the ESRE concentration were revised and are considered suitable for this concentration. NRES 407, IB 329, IB 444, NRES 409, and GGIS 476 are also considered suitable electives for this concentration.

14. The range of course hours changed with the addition of new courses.

Interim Guidance Regarding Implementation of the IBHE 40 Upper-Division Hour

Criterion

Students can meet the 40 hour of upper division coursework requirement by taking the following:

Major Coursework:

NRES 201 - 4 hrs (prerequisites: MATH 115, MATH 234, or equivalent, and CHEM 102)

NRES 325 - 3 hrs

NRES 385 - 2 hrs

NRES 348 - 3 hrs

NRES 421 - 3 hrs

NRES 454 - 4 hrs

NRES 456 - 3 hrs

Concentration Coursework:

NRES 419 - 3 hrs

NRES 420 - 4 hrs

NRES 465 - 3 hrs

Two ecology courses - 6-8 hrs

One ecosystem or management course - 3-4 hrs

range of upper division course hours in concentration: 19 - 22

Note: NRES 385 has been approved, effective Fall 2025, and will show as course not found until the Academic Catalog rolls to the next Academic Year, in early 2025. See CIM Course approval documents in the Program of Study section.

Instructional Resources

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

No

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

No

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

Yes

Courses outside of the sponsoring department/ interdisciplinary departments

ABE 152 - Water in Global Environment

ACES 102 - Intro Sustainable Food Systems

ATMS 140 - Climate and Global Change

CPSC 113 - Environment, Agric, & Society

GEOL 118 - Natural Disasters

[MCB 150](#) - [Molec & Cellular Basis of Life](#)
[NPRE 101](#) - [Introduction to Energy Sources](#)
[STAT 107](#) - [Data Science Discovery](#)
[ALEC 115](#) - [Talk About Food, Ag, Env](#)
[ACE 262](#) - [App Stat Mthds & Data AnlytcsI](#)
[IB 444](#) - [Insect Ecology](#)
[IB 329](#) - [Animal Behavior](#)
[GGIS 476](#) - [Environmental Remote Sensing](#)
[CEE 432](#) - [Stream Ecology](#)
[UP 405](#) - [Watershed Ecology and Planning](#)

Please attach any letters of support/ acknowledgement for any Instructional Resources consider faculty, students, and/or other impacted units as appropriate.	[Comp I Rhet Update - English Support Letter 1 Feb 12 2024.pdf](#) [LetterofSupport_STAT 107 as an elective in NRES curriculum.pdf](#) [LetterofSupport_ABE 152_NRES.pdf](#) [LetterofSupport_ACE 262 as an NRES elective.pdf](#) [LetterofSupport_ALEC 115 as an NRES elective.pdf](#) [LetterofSupport_ACES102_NRES.pdf](#) [LetterofSupport_ATMS 140_support.pdf](#) [LetterofSupport_CPSC 113 LOS NRES.pdf](#) [LetterofSupport_GEOL 118 as NRES elective.pdf](#) [LetterofSupport_MCB 150 LOS NRES.pdf](#) [LetterofSupport_NPRE 101 as an elective in the NRES curriculum.pdf](#) [LetterofSupport_UP405 NRES curriculum.pdf](#) [LetterofSupport_GGIS476 NRES curriculum.pdf](#) [LetterofSupport_IBCourses NRES curriculum.pdf](#) [LetterofSupport_CEE459 NRES curriculum.pdf](#)

Program Regulation and Assessment

Plan to Assess and Improve Student Learning

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

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

Students graduating with the B.S. in NRES should be able to:

1. Understand the scientific method/ways of knowing and critically evaluate information.
2. Integrate principles of biological, chemical, physical, and social sciences and apply them to resource and environmental issues using a systems approach.
3. Understand ecological principles underpinning management of resources, populations, communities, and ecosystems.
4. Use data collection and analysis tools (such as field methods, GIS, modeling, and statistics) to develop plans for managing resource/environmental challenges and adapt plans in response to rapid change.
5. Understand the policies governing resources and the environment and identify social dimensions (stakeholders, interests, trade-offs, synergies, ethical principles) to consider in the development of management plans.
6. Communicate effectively with colleagues, stakeholders, and the public about environmental and resource management issues.
7. Recognize how diverse groups understand the environment, experience positive and negative environmental impacts, and perceive just and equitable solutions. ~~All subject areas/courses in the major have been selected because they specifically address the learning objectives of the major.We therefore intend to use student performance in these courses as benchmarks to ensure that students have achieved these educational goals.All courses in Natural Resources and Environmental Sciences regularly undergo peer-review assessments, and we will continue this practice for all courses in the major.~~

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

Describe here:

Student learning outcomes will be assessed via biannual course-based assessment and analysis of department and campus annual surveys. Course-based assessment focuses on major core requirements taken by all students. The department conducts an annual senior survey to gauge the perspective of graduating seniors on their level of knowledge and preparedness regarding the student learning outcomes. Data collected in the Chancellor's Senior Survey is also considered.

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.

For most direct measurements in all student learning outcomes, faculty expect 75% or 80% of students to score 80% or higher. Faculty expectations might be higher or lower depending on the item being assessed and prior performance.

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

An annual summary report will be produced by a subcommittee of the NRES Courses and Curriculum Committee, consisting of the Academic Advising Coordinator, Student Services Coordinator, and Undergraduate Teaching Coordinator. A report on the findings from assessment efforts in the previous academic year is presented at the monthly meeting of the NRES faculty in late September/early October each year. The NRES Courses and Curriculum Committee shall be responsible for utilizing the information from the report and faculty feedback to initiate curriculum improvements.

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

NRES sample sequence ESRE 2024 July.xlsx
NRES 385_ Field Experience course approval.pdf
NRES_ESRE_curriculum_revision_proposal_2024 final_1.docx

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

Catalog Page Text - Overview Tab

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

No changes

Statement for Programs of Study Catalog

Graduation Requirements
Minimum hours for graduation: 126 hours.

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

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

courses required and/or electives in the program.

Course List

Code	Title	Hours
Composition I		4-6
Advanced Composition		3
Humanities & the Arts (6 hours)		6
Natural Sciences & Technology (6 hours)		6
fulfilled by CHEM 102, CHEM 104, IB 103; and IB 104 or IB 150; and ABE 152 or ACES 102 or ATMS 140 or CPSC 113 or GEOL 107 or GEOL 118 or GGIS 103 or MCB 100 or MCB 150 or NPRE 101 or PHYS 101 or PHYS 211		
Social & Behavioral Sciences (6 hours)		6
fulfilled by ACE 100 or ECON 102; and NRES 287		
Cultural Studies: Non-Western Cultures (1 course)		3
Cultural Studies: Western/Comparative Cultures (1 course)		3
fulfilled by NRES 287		
Cultural Studies: US Minority Cultures (1 course)		3
Quantitative Reasoning (6-10 hours; at least one course must be Quantitative Reasoning I)		6-10
fulfilled by MATH 220 or MATH 221 or MATH 234; and ACE 262 or CPSC 241 or ECON 202 or PSYC 235 or SOC 280 or STAT 100 or STAT 107		
Language Requirement (0-15 hours; completion of the third semester or equivalent of a language other than English is required)		0-15

Course List

Code	Title	Hours
Major Requirements		
Communications Requirement		3 or 6
Select from the following:		
CMN 101	Public Speaking	
CMN 111	Oral & Written Comm I	
& CMN 112	and Oral & Written Comm II	
ALEC 115	Let's Talk about Food, Agriculture, and the Environment	
Economics Requirement		3-4
Select from the following:		
ACE 100	Introduction to Applied Microeconomics	
ECON 102	Microeconomic Principles	
Math Requirement		4-5
Select from the following:		
MATH 220	Calculus	
MATH 221	Calculus I	
MATH 234	Calculus for Business I	
Statistics Requirement		3-4
Select from the following:		
ACE 262	Applied Statistical Methods and Data Analytics I	
CPSC 241	Intro to Applied Statistics	
ECON 202	Economic Statistics I	
PSYC 235	Intro to Statistics	
SOC 280	Intro to Social Statistics	
STAT 100	Statistics	
STAT 107	Data Science Discovery	

Code	Title	Hours
Science Requirements		**19-22**
CHEM 102	General Chemistry I	
& CHEM 103	and General Chemistry Lab I	
CHEM 104	General Chemistry II	
& CHEM 105	and General Chemistry Lab II	
IB 103	Introduction to Plant Biology	
IB 104	Animal Biology	
or IB 150	Organismal & Evolutionary Biol	
& IB 151	and Organismal & Evol Biol Lab	
Select one additional course from the following:		
ABE 152	Water in the Global Environment	
ACES 102	Intro Sustainable Food Systems	
ATMS 140	Climate and Global Change	
CPSC 113	Environment, Agriculture, and Society	
GEOL 107	Physical Geology	
GEOL 118	Natural Disasters	
GGIS 103	Earth's Physical Systems	
MCB 100	Introductory Microbiology	
MCB 150	Molec & Cellular Basis of Life	
NPRE 101	Introduction to Energy Sources	
PHYS 101	College Physics: Mech & Heat	
PHYS 211	University Physics: Mechanics	
College of ACES Requirements (Core)		**2**
ACES 101	Contemporary Issues in ACES	
Natural Resources and Environmental Sciences Requirements (Core)		**31-33**
NRES 102	Introduction to NRES	
NRES 201	Introductory Soils	
NRES 219	Applied Ecology	
NRES 287	Environment and Society	
NRES 325	Natural Resource Policy Mgmt	
NRES 348	Fish and Wildlife Ecology	
NRES 385	Course NRES 385 Not Found	
NRES 421	Quantitative Methods in NRES	
NRES 454	GIS in Natural Resource Mgmt	
NRES 456	Integrative Ecosystem Management	
Select one additional field experience course from the following:		
NRES 293	Professional Internship	
NRES 294	Resident Internship	
NRES 295	Undergrad Research or Thesis	
NRES 385	Course NRES 385 Not Found	
NRES 396	UG Honors Research or Thesis	

Course List

Code	Title	Hours
Concentration Core Requirements		
NRES 419	Env and Plant Ecosystems	3
NRES 420	Restoration Ecology	4
NRES 465	Landscape Ecology	3

Code	Title	Hours
Concentration Elective Requirements		
Two Ecology Courses		6-8
NRES 302	Dendrology	
NRES 362	Ecology of Invasive Species	
NRES 407	Wildlife Population Ecology	
NRES 415	Native Plant ID and Floristics	
CPSC 431	Plants and Global Change	
IB 329	Animal Behavior	
IB 439	Biogeography	
IB 444	Insect Ecology	
IB 452	Ecosystem Ecology	
IB 453	Community Ecology	
One Ecosystem or Management Course		3-4
NRES 401	Watershed Hydrology	
NRES 402	Course NRES 402 Not Found	
NRES 409	Fishery Ecol and Conservation	
NRES 418	Wetland Ecology & Management	
NRES 427	Modeling Natural Resources	
NRES 429	Aquatic Ecosystem Conservation	
NRES 434	Environment, Policy, and Conflict	
NRES 455	Advanced GIS for Environmental Management	
NRES 480	Human-Wildlife Interactions	
NRES 482	Aquatic Biogeochemistry	
NRES 485	Stream Ecosystem Management	
CPSC 437	Principles of Agroecology	
CEE 432	Stream Ecology	
GGIS 476	Environmental Remote Sensing	
IB 361	Ecology and Human Health	
IB 451	Conservation Biology	
UP 405	Watershed Ecology and Planning	
UP 406	Urban Ecology	
Total Concentration Required Hours:		19-21
Total Concentration Hours		19-22
Total Hours		126

Program Relationships

Corresponding Program(s):

Corresponding Program(s)
Natural Resources & Environmental Sciences, BS

Program Features

Academic Level	Undergraduate

Is This a Teacher Certification Program?

No

Will specialized accreditation be sought for this program?

No

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

Delivery Method

This program is
available:
On Campus - Students are required to be on campus, they may take some online courses.

Describe how this revision or phase down/elimination will impact enrollment and degrees awarded. If this is
an elimination/phase down proposal include the plans for the students left in the program.
We do not anticipate impacts on enrollment or degrees awarded.

Budget

Are there   No
budgetary
implications for
this revision?

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

Additional Budget
Information

Attach File(s)

Financial Resources

How does the unit intend to financially support this proposal?
These changes only impact courses currently offered, so we do not anticipate any
financial costs to this revision.

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

Attach letters of
support

Faculty Resources

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

Faculty resources are sufficient to support this proposal.

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, collections, and services are sufficient to support this proposal.

EP Documentation

EP Control Number	EP.25.014
Attach Rollback/ Approval Notices	
This proposal requires HLC inquiry	No

DMI Documentation

Attach Final Approval Notices	U Program Review Comments KEY 634 8_6_2024.docx Provost Review Comments Natural Resources & Environmental Sciences Ecosystem Stewardship & Restoration Ecology, BS KEY 634 9_24_2024.docx
Banner/Codebook Name	Ecosystem Stewardship and Restoration Ecology
Program Code:	5686

Minor Code		Conc Code	5686	Degree Code	BS	Major Code
0051						

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) (08/06/24 8:27 am):** U Program Review Comments are attached in DMI Documentation section **Brooke Newell (bsnewell) (09/24/24 11:50 am):** Rollback: Provost Review Comments attached in DMI Documentation section. Rolled back per discussion with Jim Miller.

Key: 634

Program Change Request

Date Submitted: 07/23/24 3:32 pm

Viewing: **5687 : Natural Resources & Environmental Sciences: Fish Wildlife & Conservation Biology, BS**

Last approved: 11/14/23 5:38 pm

Last edit: 09/27/24 8:03 am

Changes proposed by: James Miller

Catalog Pages Using this Program	Natural Resources & Environmental Sciences: Fish, Wildlife & Conservation Biology, BS

Proposal Type:

Approval Path

1. 08/06/24 12:05 pm
   Emily Stuby (eastuby): Approved for U Program Review
2. 08/07/24 3:20 pm
   James Miller (jrmillr): Approved for 1875 Committee Chair
3. 08/08/24 10:14 am
   Robert Schooley (schooley): Approved for 1875 Head
4. 09/20/24 1:28 pm
   Brianna Gregg (bjgray2): Approved for KL

Committee Chair
5. 09/23/24 10:02
am
Anna Ball (aball):
Approved for KL
Dean
6. 09/23/24 10:20
am
Tom Teper
(tteper): Approved
for University
Librarian
7. 09/23/24 11:13
am
Suzanne Lee
(suzannel):
Approved for
COTE Programs
8. 09/25/24 3:43 pm
Brooke Newell
(bsnewell):
Approved for
Provost

History

1. Mar 18, 2019 by
Deb Forgacs
(dforgacs)
2. Jun 12, 2020 by
Susan Helmink
(shelmink)
3. Nov 14, 2023 by
Kathy Martensen
(kmartens)

Concentration (ex. Dietetics)

This proposal is
for a:
Revision

Administration Details

Official Program
Name
Natural Resources & Environmental Sciences: Fish
Wildlife & Conservation Biology, BS

Diploma Title

Sponsor College   Agr, Consumer & Env Sciences

Sponsor Department	Natural Res & Env Science
Sponsor Name	Jim Miller, Professor and Chair of the NRES Courses and Curriculum Committee
Sponsor Email	jrmillr@illinois.edu
College Contact	Brianna Gregg ~~Tony Yannarell, Associate Professor and Chair of the ACES Courses and Curriculum Committee~~
College Contact Email	bygray2@illinois.edu ~~acyann@illinois.edu~~
College Budget Officer	
College Budget Officer Email	

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

Jim Miller

Does this program have inter-departmental administration?

No

Proposal Title

Effective Catalog Term	Fall 2025

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

Revise the Concentration in Fish Wildlife & Conservation Biology in the Bachelor of Science in Natural Resources & Environmental Sciences in the College of Agricultural, Consumer and Environmental Sciences

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

This concentration proposal (Key 631) is related to the NRES, BS proposal (Key 86) and concentrations Environmental Social Science (Key 633), Environmental Science & Management (Key 632), and Ecosystem Stewardship & Restoration Ecology (Key 634).

Program Justification

Provide a brief description of	CHANGES TO THE MAJOR 1. Adding ABE 152, ACES 102, ATMS 140, CPSC 113, GEOL 118, MCB 150 and NPRE

what changes are being made to the program.	101 as electives in our Science requirement.

2. Adding ACE 262 and STAT 107 as an electives in the Statistics requirement.

3. Removing ACE 261 as an elective in the Statistics requirement.

4. Removing RHET 105.

5. Adding ALEC 115 to the Communications requirement.

6. Moving the coursework required in the Speech Requirement, Quantitative Reasoning, Natural Sciences and Technology, and Social and Behavioral Sciences into a new subheading called Major Requirements. We also created additional headings underneath this requirement to appropriately identify the coursework.

7. Listing courses in the POS Table vertically.

8. Revising text in the Program Regulation and Assessment section.

9. Updating course number for NRES 285 to NRES 385.

10. Adding the major requirements into the Program of Study table as per campus request.

11. Adding graduation requirements, university requirements, and general education requirements per Office of the Provost General Education Initiative.

CHANGES TO THE CONCENTRATION
12. Removing IB 335 as an elective in the NRES FWLCB concentration.

13. Adding NRES 480, IB 361, IB 444, and IB 407 as electives in the NRES FWLCB concentration. |
| Did the program content change 25% or more in relation to the total credit hours, since the 2020-2021 catalog. (http://catalog.illinois.edu/archivedacademiccatalogs/2020-2021/) | No |

Why are these changes necessary?

CHANGES TO THE MAJOR
1. Adding 7 electives in our Science requirement to relieve a bottleneck that students have been experiencing with our current list of electives.

2. Adding ACE 262 and STAT 107 as an electives in our Statistics requirement as a response to numerous student petitions to substitute this particular course, and faculty input on the merits of the course in meeting the requirement.

3. Removing ACE 261 as an elective in our Statistics requirement because it is no longer offered.

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11. To create more consistency to the General Education program across campus and make it easier for students, advisors, and others to navigate our Academic Catalog Programs of Study pages, campus has requested majors to use the Gen Ed template.

CHANGES TO THE CONCENTRATION
12. IB 335 is no longer offered.

13. These are all courses that are new since the last time the electives in the FWLCB concentration were revised. All are considered suitable electives for this concentration.

Interim Guidance Regarding Implementation of the IBHE 40 Upper-Division Hour Criterion
Students can meet the 40 hour of upper division coursework requirement by taking the following:
Major Coursework:
NRES 201 - 4 hrs (prerequisites: MATH 115, MATH 234, or equivalent, and CHEM 102)

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NRES 385 - 2 hrs
NRES 348 - 3 hrs
NRES 421 - 3 hrs
NRES 454 - 4 hrs
NRES 456 - 3 hrs
Concentration Coursework:
NRES 407 - 4 hrs
NRES 409 - 4 hrs
One organismal Biology/identification course - 4 hrs
One specialization course - 3-4 hrs
One plant classification/identification course - 4 hrs

range of upper division course hours in concentration: 19 - 20

Note: NRES 385 has been approved, effective Fall 2025, and will show as course not found until the Academic Catalog rolls to the next Academic Year, in early 2025. See CIM Course approval documents in the Program of Study section.

Instructional Resources

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Courses outside of the sponsoring department/ interdisciplinary departments
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NPRE 101 - Introduction to Energy Sources
STAT 107 - Data Science Discovery
RHET 105 - Writing and Research
ACE 262 - App Stat Mthds & Data AnlytcsI

ALEC 115 - Talk About Food, Ag, Env
IB 361 - Ecology and Human Health
IB 444 - Insect Ecology
IB 407 - Plant Diversity and Evolution

Please attach any letters of support/ acknowledgement for any Instructional Resources consider faculty, students, and/or other impacted units as appropriate.	IB courses as NRES electives.pdf
	Comp I Rhet Update - English Support Letter 1 Feb 12 2024.pdf
	LetterofSupport_STAT 107 as an elective in NRES curriculum.pdf
	LetterofSupport_ABE 152_NRES.pdf
	LetterofSupport_ACE 262 as an NRES elective.pdf
	LetterofSupport_ALEC 115 as an NRES elective.pdf
	LetterofSupport_ACES102_NRES.pdf
	LetterofSupport_ATMS 140_support.pdf
	LetterofSupport_CPSC 113 LOS NRES.pdf
	LetterofSupport_GEOL 118 as NRES elective.pdf
	LetterofSupport_MCB 150 LOS NRES.pdf
	LetterofSupport_NPRE 101 as an elective in the NRES curriculum.pdf

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Revised programs

NRES_385_ Field Experience course approval.pdf
NRES_FWCB_curriculum_revision_proposal_2024 final.docx
NRES sample sequence FWLCB 2024 July.xlsx

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

Catalog Page Text - Overview Tab

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

No changes

Statement for Programs of Study Catalog

Graduation Requirements
Minimum hours for graduation: 126 hours.

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

courses required and/or electives in the program.

Course List

Code	Title	Hours
Composition I		4-6
Advanced Composition		3
Humanities & the Arts (6 hours)		6
Natural Sciences & Technology (6 hours)		6
fulfilled by CHEM 102, CHEM 104, IB 103; and IB 104 or IB 150; and ABE 152 or ACES 102 or ATMS 140 or CPSC 113 or GEOL 107 or GEOL 118 or GGIS 103 or MCB 100 or MCB 150 or NPRE 101 or PHYS 101 or PHYS 211		
Social & Behavioral Sciences (6 hours)		6
fulfilled by ACE 100 or ECON 102; and NRES 287		
Cultural Studies: Non-Western Cultures (1 course)		3
Cultural Studies: Western/Comparative Cultures (1 course)		3
fulfilled by NRES 287		
Cultural Studies: US Minority Cultures (1 course)		3
Quantitative Reasoning (6-10 hours; at least one course must be Quantitative Reasoning I)		6-10
fulfilled by MATH 220 or MATH 221 or MATH 234; and ACE 262 or CPSC 241 or ECON 202 or PSYC 235 or SOC 280 or STAT 100 or STAT 107		
Language Requirement (0-15 hours; completion of the third semester or equivalent of a language other than English is required)		0-15

Course List

Code	Title	Hours
Major Requirements		
Communications Requirement		3 or 6
Select from the following:		
CMN 101	Public Speaking	
CMN 111	Oral & Written Comm I	
& CMN 112	and Oral & Written Comm II	
ALEC 115	Let's Talk about Food, Agriculture, and the Environment	
Economics Requirement		3-4
Select from the following:		
ACE 100	Introduction to Applied Microeconomics	
ECON 102	Microeconomic Principles	
Math Requirement		4-5
Select from the following:		
MATH 220	Calculus	
MATH 221	Calculus I	
MATH 234	Calculus for Business I	
Statistics Requirement		3-4
Select from the following:		
ACE 262	Applied Statistical Methods and Data Analytics I	
CPSC 241	Intro to Applied Statistics	
ECON 202	Economic Statistics I	
PSYC 235	Intro to Statistics	
SOC 280	Intro to Social Statistics	
STAT 100	Statistics	
STAT 107	Data Science Discovery	

Code	Title	Hours
Science Requirements		19-22
CHEM 102	General Chemistry I	
& CHEM 103	and General Chemistry Lab I	
CHEM 104	General Chemistry II	
& CHEM 105	and General Chemistry Lab II	
IB 103	Introduction to Plant Biology	
IB 104	Animal Biology	
or IB 150	Organismal & Evolutionary Biol	
& IB 151	and Organismal & Evol Biol Lab	
Select one additional course from the following:		
ABE 152	Water in the Global Environment	
ACES 102	Intro Sustainable Food Systems	
ATMS 140	Climate and Global Change	
CPSC 113	Environment, Agriculture, and Society	
GEOL 107	Physical Geology	
GEOL 118	Natural Disasters	
GGIS 103	Earth's Physical Systems	
MCB 100	Introductory Microbiology	
MCB 150	Molec & Cellular Basis of Life	
NPRE 101	Introduction to Energy Sources	
PHYS 101	College Physics: Mech & Heat	
PHYS 211	University Physics: Mechanics	
College of ACES Requirements (Core)		2
ACES 101	Contemporary Issues in ACES	
Natural Resources and Environmental Sciences Requirements (Core)		31-33
NRES 102	Introduction to NRES	
NRES 201	Introductory Soils	
NRES 219	Applied Ecology	
NRES 287	Environment and Society	
NRES 325	Natural Resource Policy Mgmt	
NRES 348	Fish and Wildlife Ecology	
NRES 385	Course NRES 385 Not Found	
NRES 421	Quantitative Methods in NRES	
NRES 454	GIS in Natural Resource Mgmt	
NRES 456	Integrative Ecosystem Management	
Select one additional field experience course from the following:		
NRES 293	Professional Internship	
NRES 294	Resident Internship	
NRES 295	Undergrad Research or Thesis	
NRES 385	Course NRES 385 Not Found	
NRES 396	UG Honors Research or Thesis	

Course List

Code	Title	Hours
Concentration Core Requirements		
NRES 407	Wildlife Population Ecology	4
NRES 409	Fishery Ecol and Conservation	4
Concentration Elective Requirements		

Code	Title	Hours
One Organismal Biology/Identification Course		4
IB 461	Ornithology	
IB 462	Mammalogy	
IB 463	Ichthyology	
IB 464	Herpetology	
One Specialization Course		3-4
NRES 362	Ecology of Invasive Species	
NRES 418	Wetland Ecology & Management	
NRES 419	Env and Plant Ecosystems	
NRES 420	Restoration Ecology	
NRES 429	Aquatic Ecosystem Conservation	
NRES 465	Landscape Ecology	
NRES 480	Human-Wildlife Interactions	
NRES 485	Stream Ecosystem Management	
IB 329	Animal Behavior	
IB 361	Ecology and Human Health	
IB 444	Insect Ecology	
IB 451	Conservation Biology	
One Plant Classification/Identification Course		4
NRES 302	Dendrology	
NRES 415	Native Plant ID and Floristics	
IB 335	Course IB 335 Not Found	
IB 407	Plant Diversity and Evolution	
Total Concentration Hours		19-20
Total Hours		126

Program Relationships

Corresponding
Program(s):

Corresponding Program(s)
Natural Resources & Environmental Sciences, BS

Program Features

Academic Level   Undergraduate

Is This a Teacher Certification Program?
                    No

Will specialized accreditation be sought for this program?

  No

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

Delivery Method

This program is
available:
  On Campus - Students are required to be on campus, they may take some online courses.

Describe how this revision or phase down/elimination will impact enrollment and degrees awarded. If this is
an elimination/phase down proposal include the plans for the students left in the program.
                    We do not anticipate impacts on enrollment or degrees awarded.

Budget

Are there   No
budgetary
implications for
this revision?

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

Additional Budget
Information

Attach File(s)

Financial Resources

How does the unit intend to financially support this proposal?
                    These changes only impact courses currently offered, so we do not anticipate any
                    financial costs to this revision.

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

Attach letters of
support

Faculty Resources

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

  Faculty resources are sufficient to support this proposal.

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, collections, and services are sufficient to support this proposal.

EP Documentation

EP Control Number	EP.25.014
Attach Rollback/ Approval Notices	
This proposal requires HLC inquiry	No

DMI Documentation

Attach Final Approval Notices	U Program Review Comments KEY 631 8_6_2024.docx
Banner/Codebook Name	Fish Wildlife and Conservation Biology
Program Code:	5687

Minor Code		Conc Code	5687	Degree Code	BS	Major Code
0051						

Senate Approval Date

Senate Conference Approval Date

BOT Approval Date

IBHE Approval Date

HLC Approval Date

DOE Approval Date

Effective Date:

Attached Document Justification for

this request

Program Reviewer Comments	**Brooke Newell (bsnewell) (07/09/24 12:13 pm):** Rollback: Email sent to Jim **Brooke Newell (bsnewell) (07/23/24 12:21 pm):** Rollback: Email sent to Jim **Brooke Newell (bsnewell) (08/06/24 8:28 am):** U Program Review Comments are attached in DMI Documentation section

Key: 631

Program Change Request

Date Submitted: 08/12/24 1:55 pm

Viewing: **10KR5907BA & 10KS5907MUP : JP: Urban Studies & Planning, BA & Urban Planning, MUP**

Last approved: 10/02/23 8:39 am

Last edit: 10/07/24 7:49 am

Changes proposed by: Nicole Turner

Urban Studies & Planning, BA & Urban Planning, MUP

Catalog Pages
Using this
Program

Proposal Type:

In Workflow

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

Approval Path

1. 08/26/24 3:13 pm
Donna Butler
(dbutler):
Approved for U
Program Review
2. 09/06/24 4:00 pm
Mary Margaret
Edwards
(mmedward):
Approved for 1733
Committee Chair
3. 09/26/24 11:53
am
Mark Doussard
(mdouss1):
Approved for 1733
Head
4. 09/26/24 12:06
pm
Nicole Turner
(nicturn):

History

1. Jun 29, 2020 by Nicole Turner (nicturn)
2. Feb 3, 2022 by Deb Forgacs (dforgacs)
3. Sep 28, 2022 by Nicole Turner (nicturn)
4. Mar 15, 2023 by Nicole Turner (nicturn)
5. Oct 2, 2023 by Nicole Turner (nicturn)

Joint Program (ex. Master of Public Health & PhD. in Community Health)

This proposal is for a:
   Revision

Administration Details

Official Program Name	JP: Urban Studies & Planning, BA & Urban Planning, MUP
Diploma Title	Bachelor of Arts in Urban Studies and Planning; Master of Urban Planning
Sponsor College	Fine & Applied Arts
Sponsor Department	Urban & Regional Planning
Sponsor Name	Marc Doussard
Sponsor Email	mdouss1@illinois.edu

College Contact	Nicole Turner	College Contact Email

nicturn@illinois.edu

College Budget Officer	Greg Anderson
College Budget Officer Email	gnanders@illinois.edu

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

KR Dean

Does this program have inter-departmental administration?

No

Proposal Title

Effective Catalog Term	Fall 2024

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

Revise the Joint Program in the Bachelor of Arts in Urban Studies & Planning and the Master of Urban Planning in Urban Planning 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) Add Gen Ed template; (2) Embed BAUSP FA 24 curricular changes; (3) Minor editorial updates to headers. (4) Created joint program summary table.

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

No

Why are these changes necessary?

1- Inputting new campus gen ed requirement template per office of the provost initiative.
2- Remove RHET 105 from the BAUSP foundation core (letter attached).
3- Change header acronyms to typed out names.
4- Created summary table to summarize the 120 credit hour undergraduate degree and 32 hour master's degree for a total of 152 credit hours.

No changes to sample schedule, major requirements, or degree hours.

40 hour upper division/advanced course requirement
UP 312 - 4 hours
UP 316 - 3 hours
UP 347 - 4 hours
Senior Workshop - 4 hours
UP 401 - 1 hour
24 hours selected from UP course electives/select from list, UP concentration courses, or free electives

Instructional Resources

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

No

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

No

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

Yes

Courses outside of the sponsoring department/ interdisciplinary

departments
  RHET 105 - Writing and Research

| Please attach any letters of support/ acknowledgement for any Instructional Resources consider faculty, students, and/or other impacted units as appropriate. | Comp I Rhet Update - English Support Letter FA 24-1.docx |

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.

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

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

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

Describe here:

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

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.

In 2020-2021, a team of two faculty members assessed learning outcomes of five students in UP 501 Planning History and Theory and five Capstone Projects/Theses. UP 501 is a core course for the first year MUP students. The team reviewed the course syllabus and five instances of one assignment selected at random by the course instructor. The assignment required students to evaluate the processes through which planning interventions transform knowledge into action. Students are required to select and analyze an 'award-winning' plan, focusing on the alignment between planning processes and anticipated planning outcomes. The assignments demonstrated students' understanding of the roles of assumptions underpinning particular theories of change, which in turn influence policy and planning approaches. For the second year MUP students, the team randomly selected five complete capstone projects from the 2020 pool. They reviewed each of the projects against the LOA criteria. Overall, the assessment results show that both MUP1 and MUP2 students demonstrated their competence. For UP 501 Assignment, only two students received '1= not yet competent' in 'social justice' and one student in 'planning theory' while all students' work were assessed to meet or exceed expectations in all other categories. The two reviewers assess 2020 Capstone projects to exceed expectations in many KSV categories, especially in 'planning skills'. The 2019-2020 reviewers reported concerns about our students' writing skills and lack of reflection on policy and planning implications of their own work. The 2020-2021 reviewers, however, assess that four students exceed expectations in 'written, oral and graphic communication' and two in 'plan creation and implementation'. This is a huge progress.

In 2021-2022, a pair of randomly selected faculty reviewers reviewed, independently from one another, 5 sample work products from early in the program (an essay assigned in a core course) and the end of the program (capstones). Reviews of learning were independently tabulated and then harmonized in a synthetic write-up, with back-checking for concordance. Work products were systematically evaluated on 18 distinct dimensions. We learned that capstones are exceeding expectations, in that they show significant comfort with core planning skills. We also became aware of potentially valuable improvements to underlying methodological skill acquisition for both quantitative and qualitative methods. The essays were uniformly above expectations, In addition to above-grade writing and data organization skills, they demonstrated high levels of competence with core planning knowledge about human settlements, the future and global elements of planning.

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

The assessment results are shared with the instructors and both the instructor and capstone advisor will offer improved advising due to knowledge gained from the assessment. For 2022-2023, it will be determined avenues for sharing assessment results and moving forward with continued assessment, consulting five randomly selected capstones and five early-program work products in a core course. The latter will be from a different course ideally, in order to maximize curricular coverage.

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   BA MUP FA 24 sample schedule.docx
                     BA MUP FA 24 side by side.xlsx

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

Catalog Page Text - Overview Tab

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

The 4+1 program allows for students completing the BAUSP degree in the Department to complete the MUP on an accelerated timeline. The 4+1 program is highly selective. Each year, a limited number of outstanding BAUSP juniors are identified and invited to apply to the program. While students can notify the BAUSP Director of their interest in the 4+1 program, the Department will independently review student academic records to identify eligible candidates for the program.

In the fall and spring semesters of their senior year, the BAUSP Director will collect feedback on 4+1 student performance from their course instructors, and will make a determination regarding adequate progress in the program.

At the end of the senior year, the 4+1 student is qualified to graduate with the BAUSP degree, having met all the requirements of that program. In the senior year, 4+1 students wishing to complete the MUP degree will formally apply to the MUP program, submitting a full application package including recommendations, GRE scores, and transcripts.

Statement for Programs of Study Catalog

Graduation Requirements
Minimum hours required for graduation: 152 hours.
Bachelor of Arts in Urban Studies & Planning Requirements: 120 hours.
Master of Urban Planning in Urban Planning: 32 hours.
University Requirements
~~BAUSPGeneraleducation: Students must complete the Campus General Education requirements including the campus general education languagerequirement.~~Minimum ~~hours for graduation is 120 to include a minimum~~ of 40 hours of upper-division coursework, ~~coursework~~ generally at the 300- or ~~and~~ 400-level. These hours can be drawn from all elements of the degree. Students should consult their academic advisor for additional guidance in fulfilling this requirement. ~~degree.~~

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

General Education Requirements

Follows ~~Students must complete~~ the campus ~~Campus~~ General Education (Gen Ed) requirements. ~~requirements including the campus general education language requirement.~~ Some Gen Ed requirements may be met by courses required and/or electives in the program.

Course List

Code	Title	Hours
Composition I		4-6
Advanced Composition		3
fulfilled by UP 312		
Humanities & the Arts (6 hours)		6
Natural Sciences & Technology (6 hours)		6
Social & Behavioral Sciences (6 hours)		6
fulfilled by ECON 102 or ACE 100; and AAS 100 or AFRO 100 or AIS 102 or GGIS 101 or GGIS 104 or LLS 100 or SOC 100		
Cultural Studies: Non-Western Cultures (1 course)		3
Cultural Studies: US Minority Cultures (1 course)		3
Cultural Studies: Western/Comparative Cultures (1 course)		3
Quantitative Reasoning (2 courses, at least one course must be Quantitative Reasoning I)		6-10
fulfilled by UP 116 or STAT 100; and UP 316		
Language Requirement (Completion of the third semester or equivalent of a language other than English is required)		0-15

Urban Studies & Planning Foundation Courses

Course List

Code	Title	Hours
FAA 101	Arts at Illinois	1
~~RHET 105~~	~~Writing and Research (or equivalent)~~	~~4~~
ECON 102	Microeconomic Principles	3
or ACE 100	Introduction to Applied Microeconomics	
UP 116	Urban Informatics I (or equivalent)	3
or STAT 100	Statistics	
3-4 hours selected from:		3-4
AAS 100	Intro Asian American Studies	
AFRO 100	Intro to African American St	
AIS 102	Contemp Issues in Ind Country	
GGIS 101	Global Development & Environment	
GGIS 104	Social and Cultural Geography	
LLS 100	Intro Latina/Latino Studies	
SOC 100	Introduction to Sociology	
Total Hours		10

Urban Studies & Planning Core

Course List

Code	Title	Hours
UP 101	Introduction to City Planning	3
UP 201	Planning in Action	3
UP 203	Cities: Planning & Urban Life	3
or UP 204	Chicago: Planning & Urban Life	

Code	Title	Hours
UP 211	Local Planning, Gov't and Law	3
UP 312	Communication for Planners	4
UP 316	Urban Informatics II	3
UP 347	Junior Planning Workshop	4
UP 401	Professional Development Seminar	1
Total Hours		24

Urban Studies & Planning Required Concentration

Course List

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

Course List

Code	Title	Hours
BAUSP Senior Year		
The MUP core courses meet the BAUSP requirements for UP electives and planning-related electives. 4+1 students are expected to enroll in the first year MUP core courses in their senior year, although they are not yet admitted to the MUP program.		
Senior Workshop (pick 1 from the following or discuss other offerings with your advisor)		4
UP 447	Land Use Planning Workshop	
UP 455	Economic Development Workshop	
UP 456	Sustainable Planning Workshop	
UP 457	Small Town/Rural Planning Workshop	
UP 478	Community Development Workshop	
Select at least four courses from:		16-20
UP 501	Planning History and Theory	
UP 503	Physical Planning	
UP 504	Urban History and Theory	
UP 505	Urban and Regional Analysis	
UP 511	Law and Planning	

Master of Urban Planning in Urban Planning Requirements

Course List

Code	Title	Hours
Complete any of the 500-level courses not completed in year four (UP 501, 503, 504, 505, 511)		0-4
UP 510	Plan Making	4
UP 591	Capstone Seminar (enrollment required for two terms- 0 hours each for Thesis students or 4 in fall, 0 in spring for Non-Thesis students)	0 OR 4
UP 598	Master's Project (UP 598 for 4 total hours or UP 599 for 8 total hours)	4 OR 8
or UP 599	Thesis Research	
Once admitted to the MUP program, a 4+1 student must take 32 hours of graduate courses, 20 of which must be UP courses. These courses include the capstone seminar and master's project or thesis. The 32 hours of graduate courses is a minimum requirement for the MUP degree; it cannot be reduced by UP 590 internship or course waivers.		32

Grad Other Degree Requirements

Requirement	Description
Other MUP Requirements	
Up to two MUP core courses may be included among the 32 hours. If more core courses are needed, then correspondingly more than 32 hours will be required for the MUP degree.	
Minimum Hours Required Within the Unit:	20
Minimum 500-level Hours Required Overall:	16 (12 in UP)
Minimum GPA:	3.0

Summary of Credits for the joint Bachelor of Arts in Urban Studies and Planning and Master of Urban Planning in Urban Planning

Course List

Code	Title	Hours
BA in Urban Studies & Planning		120
General Education		
Foundation		10
Core		24
Concentration		9-11
Senior Year		20-24
Free Electives		
MUP in Urban Planning		32
A minimum of 16 credits at the 500 course level are required, 12 must be in UP.		
Total Hours		152
~~MUP~~		

Program Relationships

Identify the existing programs to be joined:

Corresponding Program(s)
Urban Planning, MUP
Urban Studies & Planning, BA

Program Features

Academic Level   Undergraduate
                  Graduate

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

What are the minimum Total Credit Hours required for this program?
  152

What is the   3.0
required GPA?

Is This a Teacher Certification Program?

No

Will specialized accreditation be sought for this program?

No

Delivery Method

This program is
available:
   On Campus - Students are required to be on campus, they may take some online courses.

Admission Requirements

Desired Effective
Admissions Term

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

No

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

Describe how this revision or phase down/elimination will impact enrollment and degrees awarded. If this is an elimination/phase down proposal include the plans for the students left in the program.
            No impact.

Estimated Annual Number of Degrees Awarded

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

Budget

Are there   No
budgetary
implications for
this revision?

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

Additional Budget
Information

Attach File(s)

Financial Resources

How does the unit intend to financially support this proposal?

There is no financial impact of this proposal.

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

No

Attach letters of
support

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

FAA Undergrad Differential/4 years and FAA Grad Differential/1
year

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

No

Faculty Resources

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

No impact.

Library Resources

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

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

EP Documentation

EP Control
Number

EP.25.014

Attach Rollback/
Approval Notices

This proposal
requires HLC
inquiry

No

DMI Documentation

Attach Final

U Program Review Comments KEY 943 8-24-2024.docx

Approval Notices

Banner/Codebook Name	BA:BA USP/MUP UP - UIUC & MUP:BA USP/MUP UP - UIUC
Program Code:	10KR5907BA & 10KS5907MUP

Minor Code		Conc Code	5907		Degree Code		Major Code

Senate Approval Date	
Senate Conference Approval Date	
BOT Approval Date	
IBHE Approval Date	
HLC Approval Date	
DOE Approval Date	NA
Effective Date:	
Attached Document Justification for this request	
Program Reviewer Comments	**Mary Lowry (lowry) (07/26/24 4:07 pm):** Rollback: Please see email sent to Nicole Turner dated 7-26-24. **Mary Lowry (lowry) (08/23/24 4:27 pm):** U Program Review comments attached in DMI Documentation section

Key: 943

Program Change Request

Date Submitted: 09/23/24 9:42 am

Viewing: **0365 : Social Work Minor, UG**

Last approved: 09/27/22 1:40 pm

Last edit: 10/07/24 7:49 am

Changes proposed by: Erin Cockrum

[Social Work Minor](#)

Catalog Pages
Using this
Program

Proposal Type:

In Workflow

1. **U Program Review**
2. **1783 Head**
3. **LL Committee Chair**
4. **LL Dean**
5. **University Librarian**
6. **COTE Programs**
7. **Provost**
8. **Senate EPC**
9. Senate
10. U Senate Conf
11. Board of Trustees
12. IBHE
13. HLC
14. DMI

Approval Path

1. 09/25/24 1:54 pm
   Donna Butler
   (dbutler):
   Approved for U
   Program Review
2. 09/25/24 2:01 pm
   Cheryl Street
   (street): Approved
   for 1783 Head
3. 09/25/24 2:03 pm
   Cheryl Street
   (street): Approved
   for LL Committee
   Chair
4. 09/25/24 5:35 pm
   Janet Liechty
   (jliechty):
   Approved for LL
   Dean
5. 09/25/24 6:07 pm
   Claire Stewart
   (clairest):
   Approved for

University Librarian

6. 09/25/24 9:06 pm Suzanne Lee (suzannel): Approved for COTE Programs
7. 10/02/24 2:52 pm Brooke Newell (bsnewell): Approved for Provost

History

1. Sep 27, 2022 by Erin Cockrum (cockrum)

Minor (ex. European Union Studies)

This proposal is for a:
  Revision

Administration Details

Official Program Name	Social Work Minor, UG
Diploma Title	
Sponsor College	Social Work, School of
Sponsor Department	Social Work
Sponsor Name	Flavia Andrade ~~Erin Cockrum~~
Sponsor Email	fandrade@illinois.edu ~~cockrum@illinois.edu~~
College Contact	Erin Cockrum

College Contact Email

cockrum@illinois.edu

College Budget Officer

College Budget Officer Email

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

Initiator

Does this program have inter-departmental administration?

No

Proposal Title

Effective Catalog Term   Spring 2025

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

Revise the Undergraduate Minor in Social Work in the School of Social Work

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

No

Program Justification

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

1. Adding new course to the choose-from list: SOCW 220: Technology and Social Issues
2. Updating renumbered courses with accurate course numbers in the choose-from list: SOCW 210 was renumbered to SOCW 425 and SOCW 375 was renumbered to SOCW 445
3. Removing course that is not currently offered from the choose-from list: SOCW 436: Intl SW & Development
4. Updating the Program Regulation and Assessment: Student Learning Outcomes
5. Added minimum required hours wording to Study Table ("Minimum required hours and supporting coursework: At least six hours of advanced (300-400 level) coursework must be distinct from credit earned for the student's major or another minor. Minimum hours for minor: 18 credit hours.")

Total hours for the minor remain unchanged.

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 . Adding SOCW 220 aligns with current trends and addresses emerging topics while giving the SW minor students expanded options to explore the Social Work field.

        2. Updating the renumbered courses to bring the choose-from list for the SW minor up-to-date.

        3. Remove a course not currently offered from the choose-from list to ensure students do not encounter obsolete courses while planning the SW minor.

        4. Adding Student Learning Outcomes for the Social Work minor as requested. However, the students will only be assessed as part of the minor, and these learning outcomes are expected as part of the minor coursework requirements.

        5. The minimum hours required for the study table were added to clarify the requirements for the social work minor.

Instructional Resources

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

  No

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

  No

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

      No

Program Regulation and Assessment

Plan to Assess and Improve Student Learning

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

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

      • Grasp the core values of social work, including service, social justice, dignity and worth of the person, importance of human relationships, integrity, and competence.
      • Gain an understanding of human behavior in the social environment across the lifespan.
      • Learn about the history and current structures of social welfare services and policies.
      • Understand the ethical principles and standards of the social work profession.
      • Develop cultural competency to work effectively in a diverse society. N/A

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

Describe here:

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

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

Program
Description and
Requirements
Attach Documents

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

No

Program of Study

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

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

Yes

Revised programs   Side by Side_Social Work, Minor.xlsx
   Attach a revised Sample Sequence (for undergraduate program)
   or college-level forms.

Catalog Page Text - Overview Tab

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

Statement for
Programs of
Study Catalog   **Minimum required hours and supporting coursework:** At least six hours of advanced (300-400 level) coursework must be distinct from credit earned for the student's major or another minor. Minimum hours for minor: 18 credit hours.

Course List

Code	Title	Hours
Minor required courses:		12
SOCW 200	Introduction to Social Work	

Code	Title	Hours
SOCW 300	Diversity: Identities & Issues	
SOCW 410	Social Welfare Pol and Svcs	
SOCW 451	HBSE I: Human Development	
Choose Two:		6
SOCW 210	Course SOCW 210 Not Found	
SOCW 220	Technology and Social Issues	
SOCW 240	Death & Dying	
SOCW 245	Doing Good through the Nonprofit Sector	
SOCW 297	Asian Families in America	
SOCW 310	UG Research Assistance	
SOCW 315	Social Work Services for Older Adults	
SOCW 321	Social Entre & Social Change	
SOCW 330	International Perspectives	
SOCW 360	Social Work and the Military	
SOCW 370	Social Work and Disability Studies	
SOCW 375	Course SOCW 375 Not Found	
SOCW 380	Current Topics in Social Work	
SOCW 412	Hispanics in the U.S.	
SOCW 416	Child Welfare Issues & Trends	
SOCW 418	Independent Study	
SOCW 420	Subst Use in Social Context	
SOCW 436	Intl SW & Development	
SOCW 425	Queer Visibility	
SOCW 445	Social Enterprise Lab	
SOCW 455	Social Work with Women	
SOCW 475	Undergraduate Research Abroad	
SOCW 480	UG Research Project	
Total Hours		18

Program Features

Academic Level   Undergraduate

Is this minor?
  A Comprehensive study in a single discipline

Is This a Teacher Certification Program?
                    No

Will specialized accreditation be sought for this program?

  No

Other than certification via the students' degree audits, is there any additional planned mechanism to award/honor successful completion of the minor?
                    No

Delivery Method

This program is available:

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

Enrollment

Will the department limit enrollment to the minor?

       No

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

       Admission to/enrollment in the Social Work minor is overseen through the use of minor forms, which can be accessed online or in paper format.

Are there any prerequisites for the proposed minor?

       No

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

       Revisions will not impact enrollment or degree awarded.

Budget

Are there budgetary implications for this revision?   No

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

       No

Additional Budget Information

Attach File(s)

Financial Resources

How does the unit intend to financially support this proposal?

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

       No

Attach letters of support

Library Resources

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

Assessment from Behavioral Sciences librarian Yali Feng:

The new course SOCW 220 Technology and Social Issues should be well-supported by the existing library resources, and its impact on library resources is expected to be minimal. The other changes (i.e., removing a course and renumbering two courses) to the minor have no impact on the Library's resources, collections, and services.

EP Documentation

EP Control Number	EP.25.014
Attach Rollback/ Approval Notices	
This proposal requires HLC inquiry	No

DMI Documentation

Attach Final Approval Notices	U Course Review Comments KEY 295 Social Work Minor 9_10_2024.docx
Banner/Codebook Name	Social Work
Program Code:	0365

Minor Code	0365	Conc Code	Degree Code	Major Code

Senate Approval Date	
Senate Conference Approval Date	
BOT Approval Date	
IBHE Approval Date	
HLC Approval Date	
DOE Approval Date	NA

Effective Date:

Attached
Document
Justification for
this request

Program Reviewer
Comments

Brooke Newell (bsnewell) (10/16/23 8:22 pm): Rollback: Email sent to Erin and Carol

Brooke Newell (bsnewell) (03/19/24 2:05 pm): Rollback: Email sent to Erin and Carol

Brooke Newell (bsnewell) (09/10/24 9:47 am): U Program Review comments attached in DMI Documentation section

Brooke Newell (bsnewell) (09/10/24 9:48 am): Rollback: Per discussion with Erin and Cheryl.

Brooke Newell (bsnewell) (09/25/24 12:52 pm): No U Program Review Comments

Key: 295

Program Change Request

Date Submitted: 09/23/24 1:17 pm

Viewing: **6216 : Studio Art: Interdisciplinary Practice, BFASA**

Last approved: 08/02/24 5:03 pm

Last edit: 10/07/24 7:50 am

Changes proposed by: Nicole Turner

Studio Art: Interdisciplinary Practice, BFASA

Catalog Pages
Using this
Program

Proposal Type:

Approval Path

1. 09/26/24 11:25 am
Donna Butler (dbutler): Approved for U Program Review
2. 09/26/24 11:45 am
Melissa Pokorny (mpokorny): Approved for 1526 Head
3. 09/26/24 12:06 pm
Nicole Turner (nicturn): Approved for KR Dean
4. 09/27/24 12:37 pm
Claire Stewart (clairest): Approved for University Librarian

History

1. Mar 13, 2019 by Deb Forgacs (dforgacs)
2. Apr 16, 2021 by Nicole Turner (nicturn)
3. Aug 2, 2024 by Nicole Turner (nicturn)

Concentration (ex. Dietetics)

This proposal is for a:
Revision

Administration Details

Official Program Name	Studio Art: Interdisciplinary Practice, BFASA
Diploma Title	Bachelor of Fine Arts in Studio Art
Sponsor College	Fine & Applied Arts
Sponsor Department	Art and Design
Sponsor Name	Melissa Pokorny
Sponsor Email	mpokorny@illinois.edu
College Contact	Nicole Turner
College Contact Email	nicturn@illinois.edu
College Budget Officer	Greg Anderson
College Budget	gnanders@illinois.edu

Officer Email

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

Nicole Turner; Melissa Pokorny

Does this program have inter-departmental administration?

No

Proposal Title

Effective Catalog Term   Fall 2024

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

Revise the Concentration in Interdisciplinary Practice in the Bachelor of Fine Arts in Studio Art in Studio Art in the College of Fine and Applied Arts

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

Program Justification

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

1- Specify 3 credit hours from the 12 hours of 200-level ARTS (Studio Art rubric) course requirement to be from a set list of 10 course options

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

No

Why are these changes necessary?

1- The previous revision included the courses in the added list within the first-year curricula. With that change, the specification of the specific 200-level courses was removed. The studio art faculty has voted to revise the 12 credit hours of additional 200-level ARTS coursework to be 3 hours from a set list of ARTS 200-level courses (10 options) and 9 additional hours of any ARTS 200-level courses.

No changes to total degree hours or total concentration hours.

40 advanced hours
ARTS 351 - 3 hrs
ARTS 450 - 3 hrs
ARTS 350 - 3 hrs
Additional 300/400 level ARTS - 24 hrs
ARTS 392 - 3 hrs
ARTS 451 - 4 hrs

The sample schedule allows for 3 credit hours of free electives, which is unchanged from the previous revision.

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.

ALL BFASA concentrations share the following 7 LO's, with each concentration having additional learning outcomes reflective of those specializations.

1. Students will understand and be able to apply basic principles of visual and material communication, including two-dimensional pictorial concepts, three-dimensional formal and spatial concepts, and a wide variety of media and formats for artistic production, and possess the ability to apply them to a specific aesthetic intent.

2. Students will demonstrate an ability and willingness to experiment and explore the expressive possibilities of various media, and artistic and creative strategies for self-directed art-making and investigate the diverse activities and conceptual modes available to the contemporary artist, including work that directly addresses or engages with recent developments in the field of fine art as well as broader social questions and challenges. Students are trained in the production and critique of artworks that explore forms and technologies identified as new or emerging.

3. Students will gain knowledge of, understand, and be able to apply concepts of visual rhetoric in the development of content, and be able to recognize and critically analyze an evolving variety of communicative practices in art and visual culture, including those that represent diverse cultures and sociopolitical positions, and to demonstrate openness to new social possibilities and a critical empathy towards both audiences and culture producers of differing histories, origins and identities.

4. Students will develop an innovative, imaginative, and entrepreneurial self-directed studio practice, will gain a deep understanding of their own creativity, be able to apply it in any context, and will learn to independently generate thematic investigation and implementation of research in a broad variety of social locations, including art and educational institutions, activist forums, and cyberspace.

5. Students will be willing and able to investigate and accommodate broad-ranging types of knowledge and artistic strategies for the purpose of synthesizing diverse and even disparate ideas in order to create sophisticated, unique works of art, participate in new types of collaboration, and to make innovative statements and hypotheses, or propose creative solutions to social, organizational and societal problems using aesthetic strategies.

6. While pursuing a BFASA, students prepare for work as artists at a time when artists are employed in a variety of spheres – artistic direction, project management, education, research, fine art, curation, performance, non-profit work, activism, advertising, and many others. As digital medias evolve, our graduates will be flexible, able to understand the best use of emerging technologies while crafting new economic and social connections.

7. Students will produce an integrated, cohesive, critically informed body of work for a thesis exhibition, supported by a written thesis document that serves to position their artistic practice within the broader sphere of contemporary art practices, exhibition strategies, audiences, and economies.

In addition, for the Interdisciplinary Practice concentration:

8. BFASA students in the Interdisciplinary Practice concentration will have the ability to conceive, design, and create works in one or more specific fine arts disciplines.
9. Students in the Interdisciplinary Practice concentration will have an understanding of the similarities, differences, and relationships among the various fine arts areas.
10. Students in the Interdisciplinary Practice concentration will have experiences that encourage familiarity with a broad variety of work in various specializations and media, including broad exposure to works of art.
11. Students in the Interdisciplinary Practice concentration will have opportunities to develop an area of emphasis in at least one fine arts area, process, or medium.

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

Describe here:

Student learning outcomes for the sophomore and junior years are assessed primarily via successful completion of art and design coursework. All courses in the school of art and design studio art program provide syllabi with stated learning goals and outcomes. Successful completion of these goals is determined through individual and group critiques following each assigned project. Individual student performance will be used to evaluate students' achievement of the course goals and will be evaluated by course instructors at the end of each term. The senior year culminates in a capstone course that requires the completion of a portfolio of work, as well as a written statement that adequately identifies the works intent and positions the work within the broader context of historical and current art practices. BASA students exhibit their work in a group exhibition, which provides an additional assessment mechanism of individual and group levels of achievement.

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.

Course grades, exhibition of artwork, and student feedback are used by program faculty to review and assess the attainment of program student learning outcomes and our last scheduled program meeting each May.

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

The programs within the School of Art and Design assess student learning outcomes on an annual basis, in response to the CLOA annual update prompt. Program assessment is led by program chairs, who share assessment plans each fall with the Executive Associate Director and the Program Chairs Committee, followed by a report on plan outcomes and potential impact on program courses and curriculum each spring. The school also has a standing Committee on Outcomes and Assessment who have oversight of shared school-wide courses, curricula, and learning outcomes. Program standards are further assessed by the National Association of Schools of Art and Design, the primary accrediting organization for colleges, schools, and universities in the United States.

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   [BFA Interdisc FA 24 side by side 92624.xlsx](#)
[Studio Art Interdisciplinary Practice, BFASA sample schedule-2.docx](#)

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

Catalog Page Text - Overview Tab

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

A portfolio review is required for admission to the School of Art and Design.

The BFA in Studio Art with a concentration in Interdisciplinary Practice offers a student-initiated path through a variety of studio art course offerings. This concentration is meant for those students who want to develop multiple approaches to making art, rather than focusing on a singular discipline or medium. The contemporary art world is inherently interdisciplinary, flexible, and responsive to new technologies and methods of expression. The Interdisciplinary Studio concentration recognizes this and offers students the opportunity to approach, hone and develop skills across the wide range of related fine arts practices offered in the School of Art and Design. Students who choose the Interdisciplinary Practice concentration develop an array of practical approaches, weaving together experience and skills from courses across our studio areas and faculty expertise. Interdisciplinary courses at the sophomore, junior, and senior level focus on developing practical skills in a variety of material applications. Advanced courses center on building critical, theoretical, and professional competencies and expertise in unique studio practices.

Students in the BFA Studio Art degree, major in Studio Art, must declare one concentration and students may not declare more than one concentration.

Statement for
Programs of
Study Catalog

Graduation Requirements

Minimum hours required for graduation: 122 hours.

University Requirements

Minimum of 40 hours of upper-division coursework, generally at the 300- or 400-level. These hours can be

drawn from all elements of the degree. Students should consult their academic advisor for additional guidance in fulfilling this requirement.

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

General Education Requirements

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

Course List

Code	Title	Hours
Composition I		4-6
Advanced Composition		3
Humanities & the Arts (6 hours)		6
fulfilled by ARTH 110 and any other course approved as Humanities & the Arts		
Natural Sciences & Technology (6 hours)		6
Social & Behavioral Sciences (6 hours)		6
Cultural Studies: Non-Western Cultures (1 course)		3
Cultural Studies: US Minority Cultures (1 course)		3
Cultural Studies: Western/Comparative Cultures (1 course)		3
fulfilled by ARTH 110		
Quantitative Reasoning (2 courses, at least one course must be Quantitative Reasoning I)		6-10
Language Requirement (Completion of the third semester or equivalent of a language other than English is required)		0-15

First Year Curriculum

Course List

Code	Title	Hours
FAA 101	Arts at Illinois	1
ARTF 101	Contemporary Issues in Art	2
ARTE 101	Art, Design, and Society	2
ARTH 110	Introduction to the History of Art and Visual Culture	3
ARTF 103	Design I	3
ARTF 105	Design II	3
Select one Drawing course:		3
ARTF 102	Observational Drawing	
ARTF 104	Expressive Drawing	
ARTF 106	Visualization Drawing	
Total Hours		17

Art History Requirements

Course List

Code	Title	Hours
200 level and above ARTH courses		9

Interdisciplinary Practice Concentration Requirements

Students must declare one concentration, students may not declare more than one concentration.

Course List

Code	Title	Hours
ARTS 252	Making and Meaning	3
200-level ARTS course from the following list:		3
ARTS 205	Introduction to Printmaking	
ARTS 210	Ceramics Sculpture I	

Code	Title	Hours
ARTS 220	Introduction to Fashion	
ARTS 221	Fashion Illustration	
ARTS 241	Image Practice	
ARTS 243	Time Arts I	
ARTS 245	Beginning Illustration	
ARTS 251	Beginning Painting	
ARTS 264	Basic Photography	
ARTS 280	Beginning Sculpture	
Additional 200-level ARTS courses		9
ARTS 350	Interdisciplinary Studio	3
ARTS 351	Research and Resources	3
ARTS 450	Advanced Interdisciplinary Studio	3
Additional 300- and 400-level ARTS courses		24
Total Hours		48

Capstone Requirements

Course List

Code	Title	Hours
ARTS 392	Current Art Issues Seminar	3
ARTS 451	BFASA Capstone Studio	4

Summary of credits for Bachelor of Fine Arts in Studio Arts

Course List

Code	Title	Hours
General Education		
First-Year Curriculum		17
Art History		9
Concentration		48
Capstone		7
Free electives to bring the total hours earned to 122, including a minimum of 40 credits at the 300- or 400-level.		
Total Hours		122

Program Relationships

Corresponding Program(s):

Corresponding Program(s)
Studio Art, BFASA

Program Features

Academic Level   Undergraduate

Is This a Teacher Certification Program?
          No

Will specialized accreditation be sought for this program?

No

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

Students in the BFASA Interdisciplinary Practice concentration will be advised by program faculty and staff advisors.

Delivery Method

This program is available:
   On Campus - Students are required to be on campus, they may take some online courses.

Describe how this revision or phase down/elimination will impact enrollment and degrees awarded. If this is an elimination/phase down proposal include the plans for the students left in the program.
   No impact.

Budget

Are there budgetary implications for this revision?   No

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

Additional Budget Information
   ~~No new staffing is required.~~

Attach File(s)

Financial Resources

How does the unit intend to financially support this proposal?
   ~~Not applicable.~~

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

Attach letters of support

Faculty Resources

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

No impact.

Library Resources

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

Library's resources, collections, and services are sufficient to meet the needs of the program outlined in this proposal.

EP Documentation

EP Control Number	EP.25.014
Attach Rollback/ Approval Notices	
This proposal requires HLC inquiry	No

DMI Documentation

Attach Final Approval Notices	U Program Review Comments KEY 645 Studio Art Interdisciplinary Practice, BFASA 9_25_2024.docx
Banner/Codebook Name	Interdisciplinary Practice
Program Code:	6216

Minor Code		Conc Code	6216	Degree Code	BFASA	Major Code
5665						

Senate Approval Date

Senate Conference Approval Date

BOT Approval Date

IBHE Approval Date

HLC Approval Date

DOE Approval Date	na
Effective Date:	
Attached Document Justification for this request	
Program Reviewer Comments	**Brooke Newell (bsnewell) (09/25/24 2:13 pm):** U Program Review Comments attached in the DMI Documentation section

Key: 645

Program Change Request

Date Submitted: 09/23/24 3:23 pm

Viewing: **10KV0300BS : Chemical Engineering, BS**

Last approved: 03/30/19 6:10 pm

Last edit: 10/07/24 7:50 am

Changes proposed by: Kathy Thomas-Stagg

Chemical Engineering, BS

Catalog Pages
Using this
Program

Proposal Type:

In Workflow

1. **U Program Review**
2. **1687 Head**
3. **SOCS Head**
4. **KV Dean**
5. **University Librarian**
6. **COTE Programs**
7. **Provost**
8. **Senate EPC**
9. Senate
10. U Senate Conf
11. Board of Trustees
12. IBHE
13. HLC
14. DMI

Approval Path

1. 09/25/24 1:54 pm
Donna Butler
(dbutler):
Approved for U
Program Review
2. 09/25/24 2:21 pm
Christopher Rao
(cvrao): Approved
for 1687 Head
3. 09/25/24 2:23 pm
Paul Kenis (kenis):
Approved for
SOCS Head
4. 10/01/24 2:57 pm
Stephen Downie
(sdownie):
Approved for KV
Dean
5. 10/01/24 4:41 pm
Claire Stewart
(clairest):
Approved for
University
Librarian

History

1. Mar 30, 2019 by Deb Forgacs (dforgacs)

Major (ex. Special Education)

This proposal is for a:
Revision

Administration Details

Official Program Name	Chemical Engineering, BS
Diploma Title	Bachelor of Science in Chemical Engineering
Sponsor College	Liberal Arts & Sciences
Sponsor Department	Chemical and Biomolecular Engineering
Sponsor Name	Chris Rao
Sponsor Email	cvrao@illinois.edu
College Contact	Stephen R. Downie
College Contact Email	sdownie@illinois.edu
College Budget Officer	Michael Wellens
College Budget Officer Email	wellens@illinois.edu

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

Baron Peters - DUS head - baronp@illinois.edu
Kathy Thomas-Stagg - CHBE Undergraduate Coordinator - chbe-ugprogramoffice@illinois.edu

Does this program have inter-departmental administration?
No

Proposal Title

Effective Catalog Term

Spring 2025

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

Revise the Bachelor of Science in Chemical Engineering in the College of Liberal Arts and Sciences

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

This BS proposal (key 268) is related to the Chemical Engineering: Biomolecular Engineering, BS concentration (Key 734).

Program Justification

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

1) Updated ENG 100 to the appropriate 1 credit hour. Due to this increase, we are decreasing Technical Electives by 1 credit hour. This decrease is reflected in the currently approved requirement, which states that students can take "Any 400 level course from List 2" and is being revised to say "One additional 400-level course from List 1 or List 2.""

2) Adding MATH 257 as alternative course choice for MATH 415.

3) Adding CHBE 411 and STAT 400 as alternative course options to IE 300.

4) Removing the additional 4 hours of Humanities/Social Science elective to be in line with campus standards.

5) Adding list of courses to the technical electives and removing the link to an external department website with the course listings.

6) Modifying the formatting of the POS and additional text (e.g., graduation requirements, university requirements, and general education requirements) to adhere to the campus General Education Template. Removed RHET 105 as being a requirement in the POS.

7) Updated the header names to more clearly indicate what is major vs. concentration coursework.

8) Removed footnotes and moved relevant material from footnotes into the POS table.

9) Program features and concentration questions have been updated for accuracy.

10) Added text about optional concentration within the POS table.

11) Updated/reworded text in Technical Elective heading to read, "These courses stress the rigorous analysis and design principles practiced in the major subdisciplines of chemical engineering, embodied in the standard chemical engineering program and in the biomolecular engineering concentration."

12) Reworded "total hours" statement for technical core and tech electives.

13) Edited the list of 548 tech elective options offered to ChBE students down to a list of 138 tech elective options.

14) Attached a letter the ChBE department sent out to those departments whose tech electives we are using or have removed from our initial list of approved tech electives when we started the CIM-P revision process.

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) A few years ago, ENG 100 was increased from 0 to 1 credit hours. In order for us to account for that change, we have decreased our Chemical Engineering Technical Electives requirement from 19 to 18 hours. Thus, the credit hours for this degree program remain unchanged. The requirement has been expanded to include more options for students.

2) Math recommends MATH 257 for engineering students because it combines numerical examples and algorithm implementation via Python programming making it more relevant for modern engineering students and applicable to data science needs.

3) All three courses include an introduction to the foundations of probability and statistics with applications -- random variables, distribution function models, hypothesis testing, confidence intervals, regression techniques, analysis of variance, and error propagation. CHBE 411 adds specific applications for chemistry, chemical engineering, and biomolecular engineering. CHBE 411 is now the preferred course for the Chemical Engineering degree with IE 300 and STAT 400 as acceptable substitutes.

4) This change makes CHBE consistent with other programs across campus, improves accessibility for students, and improves cross campus transparency. The additional 4 hours of required Social Sciences or Humanities was based on historical requirements from accreditation agencies, which have long since been removed.

5) Required by the Office of the Provost to conform with CIM-P process, increasing transparency and accessibility to course lists.

6) Per Office of the Provost General Education initiative for transparency and accessibility. Removed RHET 105 requirement because students should follow the campus guidelines for Composition I placement.

7) Header names updated to more accurately convey the standard ChemE program of study, which does not require any Biomolecular Engineering technical core classes in order to complete the program.

8) Removed footnotes and added relevant material from footnotes in the POS table for accessibility.

9) Program features concentration questions were updated to reflect current practice.

10) Added text about optional concentration within the POS table for transparency and clarity.

11) Updated text/reworded text in Technical Elective heading for clarity and transparency and following the request and suggestion of the Provost's Office.

12) Reworded for clarity and transparency.

13 & 14) At the beginning of this revision process, we had 548 tech electives, and each owning departments were contacted for approval of the use of their course in the ChBE

POS and approval letters from those departments were collected for the CIM-P revisions. Upon further review, because of the large amount of tech electives, the department researched what electives were only being taken by the ChBE department's students over the past 5 years. Those classes/tech electives that had 1 or fewer students taking the course were deleted from the tech elective list and the corresponding/owning departments were notified of their deletion from the ChBE Tech Elective list. This created a new/updated list of 138 tech electives, which significantly improves the focus of the ChBE Tech Elective lists for ChBE students with negligible impact on any other department.

List of upper-division courses (Note: 200-level courses having two or more prerequisites also constitute upper-division (upper-level) courses and are not indicated in the list below.):

2 hrs CHEM 315: Instrumental Chem Systems Lab
2 hrs CHEM 420: Instrumental Characterization
3 hrs MCB 450: Introductory Biochemistry
4 hrs CHEM 442: Physical Chemistry I
4 hrs CHBE 321: Thermodynamics
3 hrs CHBE 411 Probability and Statistics
4 hrs CHBE 421: Momentum and Heat Transfer
4 hrs CHBE 422: Mass Transfer Operations
3 hrs CHBE 424: Chemical Reaction Engineering
4 hrs CHBE 430: Unit Operations Laboratory
4 hrs CHBE 431: Process Design
3 hrs CHBE 440: Process Control and Dynamics
3 hrs Technical Elective (list 2, 400 level)
3 hrs Technical Elective (CHBE 400 level)
3 hrs Technical Elective (CHBE 400 level)
3 hrs Technical Elective (list 1, 400 level)

-52 hrs of Upper-Level Course
-NOTE: Total credit hours of program remain unchanged with this revision.

Instructional Resources

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

No

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

No

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

Yes

Courses outside of the sponsoring department/ interdisciplinary departments

ABE 436 - Renewable Energy Systems
ABE 483 - Engr Props Food Materials
ABE 488 - Bioprocessing Biomass for Fuel
ABE 425 - Engrg Measurement Systems
ABE 430 - Project Management
ABE 497 - Independent Study
ABE 498 - Special Topics
ANSC 445 - Statistical Methods
ANSC 450 - Comparative Immunobiology
ATMS 420 - Atmospheric Chemistry
ATMS 421 - Earth Systems Modeling
BADM 461 - Tech, Eng, & Mgt Final Project
BIOC 446 - Physical Biochemistry
BIOE 476 - Tissue Engineering
CEE 320 - Construction Engineering
CEE 330 - Environmental Engineering
CEE 350 - Water Resources Engineering
CEE 407 - Airport Design
CEE 440 - Fate Cleanup Environ Pollutant
CEE 442 - Env Eng Principles, Physical
CEE 443 - Env Eng Principles, Chemical
CEE 450 - Surface Hydrology
CEE 452 - Hydraulic Analysis and Design
CEE 497 - Independent Study
CEE 498 - Special Topics
CHEM 436 - Fundamental Organic Chem II
CHEM 437 - Organic Chemistry Lab
CHEM 444 - Physical Chemistry II
CHEM 445 - Physical Principles Lab I
CHEM 483 - Solid State Structural Anlys
CHEM 497 - Individual Study Senior
CPSC 414 - Forage Crops & Pasture Ecology
CPSC 415 - Bioenergy Crops
CPSC 418 - Crop Growth and Management
CPSC 419 - Midwest Agricultural Practices
CPSC 453 - Principles of Plant Breeding
CS 357 - Numerical Methods I
CS 411 - Database Systems
CS 427 - Software Engineering I
CS 440 - Artificial Intelligence
CS 446 - Machine Learning
CS 498 - Special Topics
ECE 304 - Photonic Devices

- ECE 313 - Probability with Engrg Applic
- ECE 333 - Green Electric Energy
- ECE 380 - Biomedical Imaging
- ECE 416 - Biosensors
- ECE 444 - IC Device Theory & Fabrication
- ECE 481 - Nanotechnology
- ECE 490 - Introduction to Optimization
- FSHN 414 - Food Chemistry
- FSHN 418 - Food Analysis
- FSHN 426 - Biochemical Nutrition I
- FSHN 428 - Community Nutrition
- FSHN 460 - Food Processing Engineering
- FSHN 465 - Principles of Food Technology
- FSHN 471 - Food & Industrial Microbiology
- FSHN 480 - Basic Toxicology
- FSHN 481 - Food Processing Unit Ops I
- FSHN 483 - Food Processing Unit Ops II
- GEOL 450 - Investigating Earth's Interior
- GEOL 451 - Environmental Geophysics
- GEOL 454 - Introduction to Seismology
- GEOL 470 - Introduction to Hydrogeology
- IB 451 - Conservation Biology
- IS 467 - Ethics & Policy for Data Scien
- MATH 402 - Non Euclidean Geometry
- MATH 413 - Intro to Combinatorics
- MATH 417 - Intro to Abstract Algebra
- MATH 442 - Intro Partial Diff Equations
- MATH 446 - Applied Complex Variables
- MATH 461 - Probability Theory
- MATH 487 - Advanced Engineering Math
- MCB 408 - Immunology
- MCB 424 - Microbial Biochemistry
- MCB 436 - Global Biosecurity
- MCB 450 - Introductory Biochemistry
- MCB 462 - Integrative Neuroscience
- ME 400 - Energy Conversion Systems
- ME 471 - Finite Element Analysis
- ME 482 - Musculoskel Tissue Mechanics
- ME 483 - Mechanobiology
- ME 487 - MEMS-NEMS Theory & Fabrication
- MSE 304 - Electronic Properties of Matls
- MSE 307 - Materials Laboratory I
- MSE 308 - Materials Laboratory II
- MSE 401 - Thermodynamics of Materials
- MSE 402 - Kinetic Processes in Materials
- MSE 403 - Synthesis of Materials
- MSE 406 - Thermal-Mech Behavior of Matls
- MSE 420 - Ceramic Materials & Properties

Please attach any letters of support/ acknowledgement for any Instructional Resources consider faculty, students, and/or other impacted units as appropriate.	Letter of Acknowledgement_IE 300.pdf
	Letter of Support_UP.pdf
	Letter of Support_TAM.pdf
	Letter of Support_STAT.pdf
	Letter of Support_SE.pdf
	Letter of Support_PHYS.pdf
	Letter of Support_NRES.pdf
	Letter of Support_NPRE.pdf
	Letter of Support_MSE.pdf
	Letter of Support_ME.pdf
	Letter of Support_MCB.pdf
	Letter of Support_MATH.pdf
	Letter of Support_IS.pdf
	Letter of Support_IB.pdf
	Letter of Support_GEOL.pdf
	Letter of Support_FSHN.pdf
	Letter of Support_ECE.pdf
	Letter of Support_ECE 2.pdf
	Letter of Support_CS-CSE.pdf
	Letter of Support_CPSC.pdf
	Letter of Support_CHEM.pdf
	Letter of Support_CEE.pdf
	Letter of Support_BIOE.pdf
	Letter of Support_BIOC.pdf
	Letter of Support_BADM.pdf
	Letter of Support_ATMS.pdf
	Letter of Support_ANSC.pdf
	Letter of Support_ANSC 2.pdf
	Letter of Support_ABE.pdf
	Letter of Removal_CHBE Tech Electives.pdf
	Letter of Acknowledgement_RHET 105.pdf
	Letter of Support_MATH 257.pdf
	Letter of Support_STAT 400.pdf

Program Regulation and Assessment

Plan to Assess and Improve Student Learning

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

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

Student learning outcomes are based on learning outcomes in line with the Accreditation Board for Engineering and Technology (ABET) accreditation process.

Upon completing this program, students are expected to be able to:

1) Identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics.

2) Apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors.

3) Communicate effectively with a range of audiences.

4) Recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts.

5) Function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives.

6) Develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions.

7) Acquire and apply new knowledge as needed, using appropriate learning strategies.

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

Describe here:

Course and Student Outcomes are directly and quantitatively measured in undergraduate core chemical engineering courses each semester. Adjustments and changes to lectures, problem sets, course projects and course emphasis are based on student performance on specific outcomes. The assessment process was applied to the core courses and quantitative and qualitative assessment of student performance, based on specific outcomes, have significantly shaped course improvement and instruction.

At the individual course level, course outcomes are developed by the faculty teaching that course with input from the entire faculty and are described within the individual course syllabi. Each of the course outcomes are matched with relevant student outcomes. Our approach for evaluating student achievement of outcomes involves instructors completing spreadsheets each semester for core courses. In their entirety, the documentation contained within the outcomes assessment spreadsheets directly and quantitatively demonstrates the achievement of student outcomes and tracks course improvement. Our spreadsheet-based process for documenting and measuring the achievement of our outcomes involves several steps:

1. Each instructor or teaching team develops and documents their course outcomes, with input from the faculty.

2. Each instructor designs assessment tools (exams, quizzes, projects, homework assignments, etc.) for each course outcome. These course outcomes are then mapped to student outcomes.

3. Each instructor determines the acceptable level of achievement for each outcome for which students as a whole will be assessed. These attainment levels typically range from 60% to 75% depending upon the type and difficulty of the assessment tool and course material.

4. Each instructor, with the help of a TA, compiles overall student achievement levels for each assessment tool and compares this average to the predetermined minimum achievement level.

5. If any outcome is not achieved, instructors suggest changes or possible reasons for the achievement level below the minimum acceptable level. These course improvements can also be prompted by lower than expected student performance on specific assessment instruments, instructor observations of the course, or best practices in engineering education.

6. In subsequent semesters, the instructors or teaching team close the loop and implement their suggested changes. Individual instructors adjust lectures, problem sets and course deliverables in response to course assessments. Once a change has been implemented, it is evaluated for efficacy. If an outcome is still not being achieved, further modifications are considered. These suggestions for modification can be instructor-derived, or solicited from other faculty, from a faculty, subcommittee, annual Curriculum Assessment and Review meeting, or from one of the various teaching support resources available to faculty outlined in Criterion 8. This process of iterative

7. Faculty members submit spreadsheets documenting items 1 through 6 as well as graded samples of all assessment tools which directly measure the achievement of one or more course outcomes tied to one or more student outcomes. This documentation is reviewed for completeness and archived by the Assessment Committee.

Extensive quantitative assessment of student outcomes is reviewed every six years.

Additional qualitative assessment are performed based on instructor observation, which prompt additional course improvements. Individual course spreadsheets, along with course improvement suggestions, samples of graded student work, and annual curriculum meeting minutes are collected and archived by the Assessment Committee every semester and can be made available if desired.

Graduating Student Survey

Senior students are surveyed starting 1-2 months before graduation to collect feedback on outcomes achievement and overall perception of the program. The graduating senior survey is kept open and available for completion for 1-2 months after graduation. This survey is conducted twice a year to allow every student an opportunity to provide feedback, as some students graduate in December. One important aspect of this survey is collecting feedback on the students' own perceived level of achievement of the student outcomes. Though these data are self-reflective, it is an important aspect of assessment since it helps us gauge the students' perceived level of preparedness, achievement and confidence at the time of graduation.

Students are asked to rate on a 1-5 scale their perceived level of achievement of the student outcomes.

For all surveys, any qualitative suggestions are documented and grouped based on topic. The quantitative and qualitative results of the Graduating Senior Survey are compiled, documented, and presented to the faculty once a year. Faculty discussion and resulting action items are documented in the Faculty Curriculum meeting minutes. Often action items are delegated to a sub group of faculty, such as the Undergraduate Curriculum Committee, for further analysis and suggested action if warranted.

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.

Additional qualitative assessment are performed based on instructor observation, which prompt additional course improvements. Individual course spreadsheets, along with course improvement suggestions, samples of graded student work, and annual curriculum meeting minutes are collected and archived by the Assessment Committee every semester and can be made available if desired.

Graduating Student Survey

Senior students are surveyed starting 1-2 months before graduation to collect feedback

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

on outcomes achievement and overall perception of the program. The graduating senior survey is kept open and available for completion for 1-2 months after graduation. This survey is conducted twice a year to allow every student an opportunity to provide feedback, as some students graduate in December. One important aspect of this survey is collecting feedback on the students' own perceived level of achievement of the student outcomes. Though these data are self-reflective, it is an important aspect of assessment since it helps us gauge the students' perceived level of preparedness, achievement and confidence at the time of graduation.

Students are asked to rate on a 1-5 scale their perceived level of achievement of the student outcomes.

For all surveys, any qualitative suggestions are documented and grouped based on topic. The quantitative and qualitative results of the Graduating Senior Survey are compiled, documented, and presented to the faculty once a year. Faculty discussion and resulting action items are documented in the faculty curriculum meeting minutes.

Annually CHBE faculty hold a Curriculum Assessment and Review meeting. Within this meeting, a representative from each core CHBE course reports assessment information, overall perceptions of student strengths, and areas in need of improvement. This meeting is an opportunity to discuss the curriculum as a whole and the propagation of student skills throughout the program. Facilitating smooth transitions from a prerequisite class to a higher level course are discussed and improvements to strengthen the prerequisite course or its structure are evaluated. Specifically, evaluations of overall student strengths and areas in need of improvement are conducted by the faculty teaching the capstone courses, design (CHBE 431) and unit operations (CHBE 430) who continuously evaluate and improve the curriculum through a holistic approach. If the results of this annual Curriculum Assessment and Review meeting suggest the need for significant changes in course, structure or coverage, these concerns are referred to the Undergraduate Curriculum Committee for consideration. Often action items are delegated to a sub group of faculty, such as the Undergraduate Curriculum Committee, for further analysis and suggested action if warranted.

Indirect Assessments/Informal Data Sources

To augment Alumni and Employer Surveys which often have very low response rates, the department head and other faculty meet with alumni and recruiters/employers, as many are alumni, when they visit campus. Representatives from industry visit faculty

Program Description and Requirements
Attach Documents

Is the career/profession for graduates of this program regulated by the State of Illinois?
No

Program of Study

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

| Revised programs | (LAS)_Sample_Sequence_Chemical_Engineering,_BS v 9-17-24 for CIMP.docx |
| | Side by Side - Chemical Engineering v 9-23-2024.xlsx |

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

Catalog Page Text - Overview Tab

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

The first two years of the Chemical Engineering curriculum provide a strong foundation in basic sciences through Physics, Mathematics, Chemistry, an introduction to what Chemical Engineers do, and the fundamental basis of Chemical Engineering (Mass and Energy Balances and Thermodynamics.) In the third year, students delve deeper into more specialized Chemistry courses such as Physical and Analytical Chemistry, while exploring fundamental Chemical Engineering courses such as Momentum Transfer, Separations, and Reactor Design. The Senior year incorporates all of this learning through high level technical electives, Process Control, Capstone Lab, and Capstone Design courses. It is through the lab and design class that students apply everything they have learned in previous Chemical Engineering courses to real-world team projects and presentations.

The Chemical Engineering specialized curriculum provides a concentration in Biomolecular Engineering, with the Biomolecular concentration's technical electives focusing more on bio-applied processing and technology.

Statement for Programs of Study Catalog

Graduation Requirements
Minimum hours required for graduation: 129 hours.

General education: Students must complete the Campus General Education requirements including the campus general education language requirement. Minimum required major and supporting coursework: A grade point average of 2.5 or higher in all courses required for the major earned on the UIUC campus is required in order to be accepted by the department as juniors and seniors.

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

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

Course List		
Code	Title	Hours
Composition I		4-6
Advanced Composition		3
fulfilled by CHBE 431		
Humanities & the Arts (6 hours)		6
Natural Sciences & Technology (6 hours)		6
fulfilled by CHEM 202 and CHEM 204, or CHEM 102 and CHEM 104; and PHYS 211, PHYS 212		
Social & Behavioral Sciences (6 hours)		6
Cultural Studies: Non-Western Cultures (1 course)		3
Cultural Studies: US Minority Cultures (1 course)		3
Cultural Studies: Western/Comparative Cultures (1 course)		3
Quantitative Reasoning (2 courses, at least one course must be Quantitative Reasoning I)		6-10

Code	Title	Hours
fulfilled by MATH 220 or MATH 221; and MATH 231, MATH 241, MATH 285, PHYS 211, PHYS 212, CS 101		
Language Requirement (Completion of the third semester or equivalent of a language other than English is required.)		0-15

~~Minimum hours required forgraduation:The curriculum requires 129 hours for graduation and is organized as shownbelow.~~**Orientation and Professional Development**

~~These courses introduce opportunities and resources the college, department, and curriculum offers students.~~

These courses introduce opportunities and resources the college, department, and curriculum offers students. They also provide background on the Chemical Engineering curriculum, what chemical engineers do, and the skills to work effectively and successfully in the engineering profession.

Course List

Code	Title	Hours
CHBE 121	CHBE Profession	1
For non-first-year students, CHBE 121 can be replaced with 1 hour of credit from Technical Elective List 1 or List 2. (Ref List 1 and List 2 below.)		
ENG 100	Grainger Engineering Orientation Seminar	1
Total Hours		2

Foundational Mathematics and Science

~~Foundational Mathematics and Science~~

These courses stress the basic mathematical and scientific principles upon which the engineering discipline is based.

Course List

Code	Title	Hours
Select one group of courses (Accelerated or General Chemistry)		10-12
CHEM 202	Accelerated Chemistry I	
& CHEM 203	and Accelerated Chemistry Lab I	
& CHEM 204	and Accelerated Chemistry II	
& CHEM 205	and Accelerated Chemistry Lab II	
~~CHEM 203~~	~~Accelerated Chemistry Lab I~~	~~2~~
~~CHEM 204~~	~~Accelerated Chemistry II~~	~~3~~
~~CHEM 205~~	~~Accelerated Chemistry Lab II~~	~~2~~
OR		
CHEM 102	General Chemistry I	
& CHEM 103	and General Chemistry Lab I	
& CHEM 104	and General Chemistry II	
& CHEM 105	and General Chemistry Lab II	
& CHEM 222	and Quantitative Analysis Lecture	
& CHEM 223	and Quantitative Analysis Lab	
MATH 221	Calculus I (MATH 220 may be substituted. MATH 220 is appropriate for students with no background in calculus. 4 or 5 credit hours count towards the degree.)	4

Code	Title	Hours
MATH 231	Calculus II	3
MATH 241	Calculus III	4
MATH 257	Linear Algebra with Computational Applications	3
or MATH 415	Applied Linear Algebra	
MATH 285	Intro Differential Equations	3
or MATH 441	Differential Equations	
~~MATH 415~~	~~Applied Linear Algebra~~	~~3~~
PHYS 211	University Physics: Mechanics	4
PHYS 212	University Physics: Elec & Mag	4
PHYS 214	Univ Physics: Quantum Physics	2
Total Hours		37-39

Chemical Engineering Technical Core

~~Chemical and Biomolecular Engineering Technical Core~~

These courses stress fundamental concepts and basic laboratory techniques that comprise the common intellectual understanding of chemical engineering and chemical science.

Course List

Code	Title	Hours
CHBE 221	Principles of CHE	3
CHBE 321	Thermodynamics	4
CHBE 421	Momentum and Heat Transfer	4
CHBE 422	Mass Transfer Operations	4
CHBE 424	Chemical Reaction Engineering	3
CHBE 430	Unit Operations Laboratory	4
CHBE 431	Process Design	4
CHBE 440	Process Control and Dynamics	3
CHEM 236	Fundamental Organic Chem I	4
CHEM 237	Structure and Synthesis	2
CHEM 315	Instrumental Chem Systems Lab	2
	Students must register in one of the Chemical Engineering-specific CHEM 315 lab sections.	
CHEM 420	Instrumental Characterization	2
CHEM 442	Physical Chemistry I	4
CS 101	Intro Computing: Engrg & Sci	3
~~IE 300~~	~~Analysis of Data~~	~~3~~
CHBE 411	Probability and Statistics for ChBE	3-4
or IE 300	Analysis of Data	
or STAT 400	Statistics and Probability I	
Total Hours		49-50

Note: An optional Biomolecular Engineering concentration can be elected. See Chemical Engineering: Biomolecular Engineering, BS. Those who do not elect the optional concentration are required to take the coursework below.

Chemical Engineering Technical Core (cont.)

Course List

Code	Title	Hours
CHEM 436	Fundamental Organic Chem II	3
or MCB 450	Introductory Biochemistry	
Total Hours for Chemical Engineering Technical Core		52-53

Chemical Engineering Technical Electives

For Chemical Engineering

Course List

Code	Title	Hours
Technical Core		49
CHEM 436	Fundamental Organic Chem II	3
or MCB 450	Introductory Biochemistry	
Total Hours		0
Technical Electives		

These courses stress the rigorous analysis and design principles practiced in the major subdisciplines of chemical engineering, ~~engineering~~ embodied in the standard chemical engineering program and biomolecular engineering concentration. ~~concentrations.~~

Course List

Code	Title	Hours
Selected from the departmentally approved List of Approved Chemical Engineering Technical Electives, satisfying these distribution requirements: 6		
400-level ChBE courses, with not more than 3 hours being CHBE 497 or CHBE 499 7		6
Any 400-level course from List 1 7		3
Any courses from List 1 7		6
Any 400-level course from List 2		4
Select 18 credit hours from List 1 and List 2, with specific requirements noted below.		
Note: A maximum of 10 credit hours of undergraduate research may be counted toward Technical Elective credit.		
Two 400-level ChBE courses from List 1, with not more than 3 hours being CHBE 497 or CHBE 499		6
One Additional 400-level course from List 1		3
Two Additional courses from List 1		6
One Additional 400-level course from List 1 or List 2		3
Total Hours for Chemical Engineering Technical Electives		18
LIST 1		
Any 400-level ChBE Course, excluding ChBE core courses CHBE 421, 422, 424, 430, 431 & 440		
ABE 436	Renewable Energy Systems	
ABE 483	Engineering Properties of Food Materials	
ABE 488	Bioprocessing Biomass for Fuel	
ATMS 420	Atmospheric Chemistry	
BIOE 476	Tissue Engineering	
CEE 320	Construction Engineering	
CEE 330	Environmental Engineering	
CEE 350	Water Resources Engineering	
CEE 421	Construction Planning	

Code	Title	Hours
CEE 422	Construction Cost Analysis	
CEE 432	Stream Ecology	
CEE 437	Water Quality Engineering	
CEE 440	Fate Cleanup Environ Pollutant	
CEE 442	Environmental Engineering Principles, Physical	
CEE 443	Env Eng Principles, Chemical	
CEE 450	Surface Hydrology	
CEE 452	Hydraulic Analysis and Design	
CHBE 297	Individual Study Sophomores	
CHBE 397	Individual Study for Juniors	
CS 357	Numerical Methods I	
CS 411	Database Systems	
CS 427	Software Engineering I	
CS 440	Artificial Intelligence	
CS 446	Machine Learning	
CS 450	Numerical Analysis	
CS 498	Special Topics	
ECE 304	Photonic Devices	
ECE 313	Probability with Engrg Applic	
ECE 333	Green Electric Energy	
ECE 380	Biomedical Imaging	
ECE 416	Biosensors	
ECE 444	IC Device Theory & Fabrication	
ECE 481	Nanotechnology	
ECE 490	Introduction to Optimization	
ME 400	Energy Conversion Systems	
ME 471	Finite Element Analysis	
ME 482	Musculoskel Tissue Mechanics	
ME 483	Mechanobiology	
ME 487	MEMS-NEMS Theory & Fabrication	
MSE 304	Electronic Properties of Matls	
MSE 307	Materials Laboratory I	
MSE 308	Materials Laboratory II	
MSE 401	Thermodynamics of Materials	
MSE 402	Kinetic Processes in Materials	
MSE 403	Synthesis of Materials	
MSE 406	Thermal-Mech Behavior of Matls	
MSE 420	Ceramic Materials & Properties	
MSE 441	Metals Processing	
MSE 450	Polymer Science & Engineering	
MSE 457	Polymer Chemistry	
MSE 458	Polymer Physics	
MSE 460	Electronic Materials I	
MSE 470	Design and Use of Biomaterials	
MSE 473	Biomolecular Materials Science	
MSE 474	Biomaterials and Nanomedicine	
MSE 480	Surfaces and Colloids	

Code	Title	Hours
MSE 487	Materials for Nanotechnology	
MSE 489	Matl Select for Sustainability	
NPRE 201	Energy Systems	
NPRE 402	Nuclear Power Engineering	
NPRE 412	Nuclear Power Econ & Fuel Mgmt	
NPRE 441	Radiation Protection	
NPRE 442	Radioactive Waste Management	
NPRE 457	Safety Anlys Nucl Reactor Syst	
NPRE 461	Probabilistic Risk Assessment	
NPRE 470	Fuel Cells & Hydrogen Sources	
NPRE 475	Wind Power Systems	
NPRE 480	Energy and Security	
SE 411	Reliability Engineering	
TAM 211	Statics	
TAM 251	Introductory Solid Mechanics	
TAM 461	Cellular Biomechanics	
LIST 2		
ABE 425	Engrg Measurement Systems	
ABE 430	Project Management	
ABE 497	Independent Study	
ABE 498	Special Topics	
ANSC 445	Statistical Methods	
ANSC 450	Comparative Immunobiology	
ATMS 421	Earth Systems Modeling	
BADM 461	Tech, Eng, & Mgt Final Project	
BIOC 446	Physical Biochemistry	
CEE 407	Airport Design	
CEE 497	Independent Study	
CEE 498	Special Topics	
CHEM 436	Fundamental Organic Chem II	
CHEM 437	Organic Chemistry Lab	
CHEM 444	Physical Chemistry II	
CHEM 445	Physical Principles Lab I	
CHEM 483	Solid State Structural Anlys	
CHEM 497	Individual Study Senior	
CPSC 414	Forage Crops & Pasture Ecology	
CPSC 415	Bioenergy Crops	
CPSC 418	Crop Growth and Management	
CPSC 419	Midwest Agricultural Practices	
CPSC 453	Principles of Plant Breeding	
FSHN 414	Food Chemistry	
FSHN 418	Food Analysis	
FSHN 426	Biochemical Nutrition I	
FSHN 428	Community Nutrition	
FSHN 460	Food Processing Engineering	
FSHN 465	Principles of Food Technology	
FSHN 471	Food & Industrial Microbiology	

Code	Title	Hours
FSHN 480	Basic Toxicology	
FSHN 481	Food Processing Unit Operations I	
FSHN 483	Food Processing Unit Operations II	
GEOL 450	Investigating the Earth's Interior	
GEOL 451	Environmental Geophysics	
GEOL 454	Introduction to Seismology	
GEOL 470	Introduction to Hydrogeology	
IB 451	Conservation Biology	
IS 467	Ethics and Policy for Data Science	
MATH 402	Non Euclidean Geometry	
MATH 413	Intro to Combinatorics	
MATH 417	Intro to Abstract Algebra	
MATH 442	Intro Partial Diff Equations	
MATH 446	Applied Complex Variables	
MATH 461	Probability Theory	
MATH 487	Advanced Engineering Math	
MCB 408	Immunology	
MCB 424	Microbial Biochemistry	
MCB 436	Global Biosecurity	
MCB 450	Introductory Biochemistry	
MCB 462	Integrative Neuroscience	
MSE 497	Independent Study	
MSE 498	Special Topics	
NPRE 483	Seminar on Security	
NPRE 498	Special Topics	
NRES 488	Soil Fertility and Fertilizers	
PHYS 435	Electromagnetic Fields I	
PHYS 470	Subatomic Physics	
SE 400	Engineering Law	
STAT 400	Statistics and Probability I	
STAT 410	Statistics and Probability II	
STAT 420	Methods of Applied Statistics	
STAT 430	Topics in Applied Statistics	
STAT 440	Statistical Data Management	
UP 406	Urban Ecology	
UP 430	Urban Transportation Planning	

For Chemical Engineering Social Sciences and Humanities The social sciences and humanities courses ensure that students have exposure in breadth and depth to areas of intellectual activity that are essential to the general education of any college graduate.

Course List

Code	Title	Hours
General education courses to satisfy the university requirements for social & behavioral sciences, humanities & the arts, and cultural studies (Non Western, U.S. Minority, and Western Cultures).		16

Composition These courses teach fundamentals of expository writing.

Course List

Code	Title	Hours
RHET 105	Writing and Research	4

Code	Title	Hours
~~Advanced Composition (satisfied by completing the sequence CHBE 430 and CHBE 431 in the Chemical Engineering Technical Core).~~		
~~Total Hours~~		~~0~~

~~**1**~~
~~*For students entering the curriculum after the freshman year, 1 additional hour of credit from the list of approved engineering technical electives may be substituted in place of CHBE 121.*~~

~~**2**~~
~~*Students who do not place into CHEM 202%7C, or who do not satisfy the mathematics prerequisite for CHEM 202%7C, may substitute the sequence CHEM 102%7C, CHEM 103%7C, CHEM 104%7C, CHEM 105%7C, CHEM 222%7C, and CHEM 223%7C for CHEM 202%7C, CHEM 203%7C, CHEM 204%7C, and CHEM 205%7C.*~~

~~**3**~~
~~*MATH 220%7C may be substituted, with four of the five credit hours applying toward the degree. MATH 220%7C is appropriate for students with no background in calculus.*~~

~~**4**~~
~~*MATH 441%7C may be substituted for MATH 285%7C. MATH 286%7C (4 hours) may be substituted for MATH 285%7C (3 hours).*~~

~~**5**~~~~*Students must register in one of the Chemical Engineering-specific CHEM 315%7C lab sections.*~~~~**6**~~
~~List of Approved Chemical Engineering Technical Electives.~~~~**7**~~
~~*A maximum of 10 total hours of undergraduate research may be counted toward Technical Elective credit.*~~

Corresponding Degree	BS Bachelor of Science

Program Features

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

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

What are the minimum Total Credit Hours required for this program?
129

CIP Code	140701 - Chemical Engineering.

Is This a Teacher Certification Program?
No

Will specialized accreditation be sought for this program?

No

Delivery Method

This program is available:
On Campus - Students are required to be on campus, they may take some online courses.

Admission Requirements

Desired Effective Admissions Term   Spring 2025

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

No

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

First-year applicants will continue to be evaluated holistically before a decision is made. Several factors such as courses taken in high school, grades, extracurricular activities, information submitted in essays, and test scores (if provided) are considered. Transfer applicants will continue to be evaluated based on the graded transferable college credit received from previous colleges and/or universities attended. Prerequisite coursework includes a non-accelerated (or accelerated) general chemistry sequence, a 3-semester calculus and analytic geometry sequence, and a 3-semester calculus-based physics sequence (or a 2-semester non-calculus-based physics sequence).

Describe how this revision or phase down/elimination will impact enrollment and degrees awarded. If this is an elimination/phase down proposal include the plans for the students left in the program.
No impact on enrollment will occur due to this revision.

Estimated Annual Number of Degrees Awarded

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

What is the matriculation term for this program?   Fall

Budget

Are there budgetary implications for   No

this revision?

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

No

Additional Budget
Information

Attach File(s)

Financial Resources

How does the unit intend to financially support this proposal?

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

No

Attach letters of
support

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

Engineering Differential

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

No

Faculty Resources

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

There will be no impact on faculty resources for the creation and sustainability of this
program/courses due to this revision.

Library Resources

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

The proposal team consulted with Mary Schlemback, M.L.S, CAS and, based upon their
input, determined that the Library's resources, collections, and services are sufficient to
meet the needs of the program outlined in this proposal."

EP Documentation

EP Control   EP.25.014

Number

Attach Rollback/
Approval Notices

This proposal   No
requires HLC
inquiry

DMI Documentation

| Attach Final Approval Notices | [U Program Review Comments KEY 268 8_7_2024.docx](#)
[U Program Review Comments KEY 268 Chemical Engineering, BS 9_16_2024.docx](#) |

Banner/Codebook   BS:Chemical Engineering -UIUC
Name

Program Code: 10KV0300BS

| Minor
Code
0300 | Conc
Code | Degree
Code | BS | Major
Code |

Senate Approval
Date

Senate
Conference
Approval Date

BOT Approval
Date

IBHE Approval
Date

HLC Approval
Date

DOE Approval
Date

Effective Date:

Attached
Document
Justification for
this request

Program Reviewer   **Brooke Newell (bsnewell) (10/13/23 10:10 am):** Rollback: Email sent to Kathy,
Comments   Baron, Chris, Andrea and Stephen
                    Brooke Newell (bsnewell) (11/15/23 9:14 am): Rollback: Email sent to Kathy,
                    Chris, Baron, Andrea and Stephen
                    Brooke Newell (bsnewell) (04/02/24 10:12 am): Rollback: Per Teams discussion
                    with Kathy

Brooke Newell (bsnewell) (04/10/24 11:30 am): Rollback: Email will be sent to Kathy

Brooke Newell (bsnewell) (07/09/24 4:01 pm): Rollback: Email sent to Kathy

Brooke Newell (bsnewell) (07/24/24 2:57 pm): Rollback: Teams conversation with Kathy

Brooke Newell (bsnewell) (07/30/24 3:59 pm): Rollback: Per Kathy TS request

Brooke Newell (bsnewell) (08/07/24 8:51 am): U Program Review comments are attached in the DMI Documentation section.

Stephen Downie (sdownie) (08/14/24 11:36 am): Rollback: Further revisions required. Explanatory email sent to K. Thomas-Stagg et al. on 08/14/24.

Brooke Newell (bsnewell) (09/16/24 2:28 pm): U Program Review Comments attached in DMI Documentation section

Brooke Newell (bsnewell) (09/16/24 2:34 pm): Rollback: Rolled back per request from Kathy

Brooke Newell (bsnewell) (09/20/24 9:16 am): Rollback: Per discussion with Kathy

Brooke Newell (bsnewell) (09/23/24 1:23 pm): Rollback: per discussion with Kathy

Brooke Newell (bsnewell) (09/25/24 12:47 pm): No U Program Review Comments

Key: 268

Program Change Request

Date Submitted: 09/23/24 1:23 pm

Viewing: **10KV5029BS : Chemical Engineering: Biomolecular Engineering, BS**

Last approved: 04/29/19 1:58 pm

Last edit: 10/07/24 7:50 am

Changes proposed by: Kathy Thomas-Stagg

Chemical Engineering: Biomolecular Engineering, BS

Catalog Pages
Using this
Program

Proposal Type:

In Workflow

1. **U Program Review**
2. **1687 Head**
3. **SOCS Head**
4. **KV Dean**
5. **University Librarian**
6. **COTE Programs**
7. **Provost**
8. **Senate EPC**
9. Senate
10. U Senate Conf
11. Board of Trustees
12. IBHE
13. HLC
14. DMI

Approval Path

1. 09/25/24 1:54 pm Donna Butler (dbutler): Approved for U Program Review
2. 09/25/24 2:21 pm Christopher Rao (cvrao): Approved for 1687 Head
3. 09/25/24 2:23 pm Paul Kenis (kenis): Approved for SOCS Head
4. 10/01/24 2:57 pm Stephen Downie (sdownie): Approved for KV Dean
5. 10/01/24 4:41 pm Claire Stewart (clairest): Approved for University Librarian

History

1. Apr 29, 2019 by Deb Forgacs (dforgacs)

Concentration (ex. Dietetics)

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

Administration Details

Official Program Name	Chemical Engineering: Biomolecular Engineering, BS
Diploma Title	
Sponsor College	Liberal Arts & Sciences
Sponsor Department	Chemical and Biomolecular Engineering
Sponsor Name	Chris Rao
Sponsor Email	cvrao@illinois.edu
College Contact	Stephen R. Downie

College Contact Email

sdownie@illinois.edu

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

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

Baron Peters - DUS head - baronp@illinois.edu

Kathy Thomas-Stagg - CHBE Undergraduate Coordinator - chbe-ugprogramoffice@illinois.edu

Does this program have inter-departmental administration?

No

Proposal Title

Effective Catalog Term   Spring 2025

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

Revise the Concentration in Biomolecular Engineering in the Bachelor of Science in Chemical Engineering in the College of Liberal Arts and Sciences

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

This concentration proposal (key 734) is related to the Chemical Engineering, BS proposal (key 268).

Program Justification

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

1) Updated ENG 100 to the appropriate 1 credit hour. Due to this increase, we are decreasing Technical Electives by 1 credit hour.

2) Adding MATH 257 as alternative course choice for MATH 415.

3) Adding CHBE 411 and STAT 400 as alternative course options to IE 300.

4) Removing the additional 4 hours of Humanities/Social Science elective to be in line with campus standards.

5) Adding list of courses to the technical electives and removing the link to an external department website with the course listings.

6) Modifying the formatting of the POS and additional text (e.g., graduation requirements, university requirements, and general education requirements) to adhere to the campus General Education Template. Removed RHET 105 as being a

requirement in the POS.

7) Updated the header names to more clearly indicate what is major vs. concentration coursework.

8) Removed footnotes and moved relevant material from footnotes into the POS table.

9) The previous requirement of "Two Courses from Category B" has been updated to state, "Two Additional Courses from Category A or Category B".

10) Changed the wording from "Any 400 level course from List" to "One additional 400-level course from List 1 and List 2."

11) Edited text that previously read, "These courses stress the rigorous analysis and design principles practiced in the major subdisciplines of chemical engineering embodied in the chemical engineering and biomolecular engineering concentrations." to now read, "These courses stress the rigorous analysis and design principles practiced in the major subdisciplines of chemical engineering, embodied in the standard chemical engineering program and in the biomolecular engineering concentration."

12) Edited the list of 548 tech elective options offered to ChBE students down to a list of 138 tech elective options.

13) Attached a letter the ChBE department sent out to those departments whose tech electives we are using or have removed from our initial list of approved tech electives when we started the CIM-P revision process.

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) A few years ago, ENG 100 was increased from 0 to 1 credit hours. In order for us to account for that change, we have decreased our Chemical Engineering Technical Electives requirement from 19 to 18 hours. Thus, the credit hours for this degree program remain unchanged.

2) Math recommends MATH 257 for engineering students because it combines numerical examples and algorithm implementation via Python programming making it more relevant for modern engineering students and applicable to data science needs.

3) All three courses include an introduction to the foundations of probability and statistics with applications -- random variables, distribution function models, hypothesis testing, confidence intervals, regression techniques, analysis of variance, and error propagation. CHBE 411 adds specific applications for chemistry, chemical engineering, and biomolecular engineering. CHBE 411 is now the preferred course for the Chemical and Biomolecular Engineering degree with IE 300 and STAT 400 as acceptable substitutes.

4) This change makes CHBE consistent with other programs across campus, improves accessibility for students, and improves cross campus transparency. The additional 4 hours of required Social Sciences or Humanities was based on historical requirements from accreditation agencies, which have long since been removed.

5) Required by the Office of the Provost to conform with CIM-P process and this increases transparency and accessibility to course lists.

6) Per Office of the Provost General Education initiative for transparency and accessibility. Removed RHET 105 requirement because students should follow the campus guidelines for Composition I placement.

7) Header names updated to more accurately convey the standard ChemE with Biomolecular Engineering concentration which requires the Biomolecular Engineering technical core classes in order for students to complete the program.

8) Removed footnotes and moved relevant material from footnotes into the POS table.

9) There is no change in the course requirements for students. Wording changed for transparency given the limited abilities for CIM-P display of information. Previous format included a footnote that all courses in Category A were automatically included in Category B. To duplicate the effect of this footnote, new CIM-P data display limitations would require the duplicate addition of nearly 300 courses from Category A.

10) Updated text/reworded text in Technical Elective heading for clarity and transparency and following the request and followed the suggestion made by the Office of the Provost.

11) There is no change in the course requirements for students. The previous language was confusing. There is the standard program in ChemE and one concentration in Biomolecular Engineering.

12 - 13) At the beginning of this revision process, we had 548 tech electives, and each owning departments were contacted for approval of the use of their course in the ChBE POS and approval letters from those departments were collected for the CIM-P revisions. Upon further review, because of the large amount of tech electives, the department researched what electives were only being taken by the ChBE department's students over the past 5 years. Those classes/tech electives that had 1 or fewer students taking the course were deleted from the tech elective list and the corresponding/owning departments were notified of their deletion from the ChBE Tech Elective list. This created a new/updated list of 138 tech electives, which significantly improves the focus of the ChBE Tech Elective lists for ChBE students with negligible impact on any other department.

List of Upper Division Courses (Note: 200-level courses having two or more prerequisites also constitute upper-division (upper-level) courses and are not indicated in the list below.):

2 hrs CHEM 315: Instrumental Chem Systems Lab
2 hrs CHEM 420: Instrumental Characterization
3 hrs MCB 450: Introductory Biochemistry
4 hrs CHEM 442: Physical Chemistry I
4 hrs CHBE 321: Thermodynamics
3 hrs CHBE 411 Probability and Statistics
4 hrs CHBE 421: Momentum and Heat Transfer
4 hrs CHBE 422: Mass Transfer Operations
3 hrs CHBE 424: Chemical Reaction Engineering
4 hrs CHBE 430: Unit Operations Laboratory
4 hrs CHBE 431: Process Design
3 hrs CHBE 440: Process Control and Dynamics
9 hrs Technical Elective (Category A)
6 hrs Technical Elective (Category A or B)
3 hrs Technical Elective (List 1 or 2, 400 level)

-58 hrs of Upper-Level Course
-NOTE: Total credit hours of program remain unchanged with this revision.

Instructional Resources

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

No

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

No

Does the program include other courses/subjects outside of the sponsoring

department impacted by the creation/revision of this program?

Yes

Courses outside
of the sponsoring
department/
interdisciplinary
departments

ABE 436 - Renewable Energy Systems
ABE 483 - Engr Props Food Materials
ABE 488 - Bioprocessing Biomass for Fuel
ABE 497 - Independent Study
ABE 498 - Special Topics
ANSC 450 - Comparative Immunobiology
ATMS 420 - Atmospheric Chemistry
ATMS 421 - Earth Systems Modeling
BIOC 446 - Physical Biochemistry
BIOE 476 - Tissue Engineering
CEE 320 - Construction Engineering
CEE 330 - Environmental Engineering
CEE 350 - Water Resources Engineering
CEE 421 - Construction Planning
CEE 422 - Construction Cost Analysis
CEE 432 - Stream Ecology
CEE 437 - Water Quality Engineering
CEE 440 - Fate Cleanup Environ Pollutant
CEE 442 - Env Eng Principles, Physical
CEE 450 - Surface Hydrology
CEE 452 - Hydraulic Analysis and Design
CEE 497 - Independent Study
CEE 498 - Special Topics
CHEM 436 - Fundamental Organic Chem II
CHEM 437 - Organic Chemistry Lab
CHEM 444 - Physical Chemistry II
CHEM 445 - Physical Principles Lab I
CHEM 497 - Individual Study Senior
CPSC 414 - Forage Crops & Pasture Ecology
CPSC 415 - Bioenergy Crops
CPSC 418 - Crop Growth and Management
CPSC 419 - Midwest Agricultural Practices
CPSC 453 - Principles of Plant Breeding
CS 357 - Numerical Methods I
CS 411 - Database Systems
CS 427 - Software Engineering I
CS 440 - Artificial Intelligence
CS 446 - Machine Learning
CS 450 - Numerical Analysis
CS 498 - Special Topics
ECE 304 - Photonic Devices

ECE 313 - Probability with Engrg Applic
ECE 333 - Green Electric Energy
ECE 380 - Biomedical Imaging
ECE 416 - Biosensors
ECE 444 - IC Device Theory & Fabrication
ECE 481 - Nanotechnology
ECE 490 - Introduction to Optimization
FSHN 414 - Food Chemistry
FSHN 418 - Food Analysis
FSHN 426 - Biochemical Nutrition I
FSHN 428 - Community Nutrition
FSHN 460 - Food Processing Engineering
FSHN 465 - Principles of Food Technology
FSHN 471 - Food & Industrial Microbiology
FSHN 480 - Basic Toxicology
FSHN 481 - Food Processing Unit Ops I
FSHN 483 - Food Processing Unit Ops II
GEOL 450 - Investigating Earth's Interior
GEOL 451 - Environmental Geophysics
GEOL 454 - Introduction to Seismology
GEOL 470 - Introduction to Hydrogeology
IB 451 - Conservation Biology
MATH 402 - Non Euclidean Geometry
MATH 413 - Intro to Combinatorics
MATH 417 - Intro to Abstract Algebra
MATH 442 - Intro Partial Diff Equations
MATH 446 - Applied Complex Variables
MATH 461 - Probability Theory
MATH 487 - Advanced Engineering Math
MCB 408 - Immunology
MCB 424 - Microbial Biochemistry
MCB 436 - Global Biosecurity
MCB 450 - Introductory Biochemistry
MCB 462 - Integrative Neuroscience
ME 400 - Energy Conversion Systems
ME 471 - Finite Element Analysis
ME 482 - Musculoskel Tissue Mechanics
ME 483 - Mechanobiology
ME 487 - MEMS-NEMS Theory & Fabrication
MSE 304 - Electronic Properties of Matls
MSE 307 - Materials Laboratory I
MSE 308 - Materials Laboratory II
MSE 401 - Thermodynamics of Materials
MSE 402 - Kinetic Processes in Materials
MSE 403 - Synthesis of Materials
MSE 406 - Thermal-Mech Behavior of Matls
MSE 420 - Ceramic Materials & Properties
MSE 441 - Metals Processing

MSE 450 - Polymer Science & Engineering
MSE 457 - Polymer Chemistry
MSE 458 - Polymer Physics
MSE 460 - Electronic Materials I
MSE 470 - Design and Use of Biomaterials
MSE 473 - Biomolecular Materials Science
MSE 474 - Biomaterials and Nanomedicine
MSE 480 - Surfaces and Colloids
MSE 487 - Materials for Nanotechnology
MSE 489 - Matl Select for Sustainability
MSE 497 - Independent Study
MSE 498 - Special Topics
NPRE 201 - Energy Systems
NPRE 402 - Nuclear Power Engineering
NPRE 412 - Nuclear Power Econ & Fuel Mgmt
NPRE 441 - Radiation Protection
NPRE 442 - Radioactive Waste Management
NPRE 457 - Safety Anlys Nucl Reactor Syst
NPRE 461 - Probabilistic Risk Assessment
NPRE 470 - Fuel Cells & Hydrogen Sources
NPRE 475 - Wind Power Systems
NPRE 480 - Energy and Security
NPRE 483 - Seminar on Security
NPRE 498 - Special Topics
NRES 488 - Soil Fertility and Fertilizers
PHYS 435 - Electromagnetic Fields I
PHYS 470 - Subatomic Physics
SE 400 - Engineering Law
STAT 400 - Statistics and Probability I
STAT 410 - Statistics and Probability II
STAT 420 - Methods of Applied Statistics
STAT 430 - Topics in Applied Statistics
STAT 440 - Statistical Data Management
TAM 211 - Statics
TAM 251 - Introductory Solid Mechanics
TAM 461 - Cellular Biomechanics
RHET 105 - Writing and Research
MATH 257 - Linear Algebra w Computat Appl
ABE 425 - Engrg Measurement Systems
ABE 430 - Project Management
ANSC 445 - Statistical Methods
BADM 461 - Tech, Eng, & Mgt Final Project
CEE 407 - Airport Design
CEE 443 - Env Eng Principles, Chemical
CHEM 483 - Solid State Structural Anlys
IS 467 - Ethics & Policy for Data Scien
SE 411 - Reliability Engineering
IE 300 - Analysis of Data

UP 406 - Urban Ecology
UP 430 - Urban Transportation Planning
ECE 467 - Biophotonics
ECE 480 - Magnetic Resonance Imaging

Please attach any letters of support/ acknowledgement for any Instructional Resources consider faculty, students, and/or other impacted units as appropriate.	Letter of Acknowledgement_IE 300.pdf
	Letter of Removal_CHBE Tech Electives.pdf
	Letter of Support_UP.pdf
	Letter of Support_TAM.pdf
	Letter of Support_STAT.pdf
	Letter of Support_SE.pdf
	Letter of Support_PHYS.pdf
	Letter of Support_NRES.pdf
	Letter of Support_NPRE.pdf
	Letter of Support_MSE.pdf
	Letter of Support_ME.pdf
	Letter of Support_MCB.pdf
	Letter of Support_MATH.pdf
	Letter of Support_IS.pdf
	Letter of Support_IB.pdf
	Letter of Support_GEOL.pdf
	Letter of Support_FSHN.pdf
	Letter of Support_ECE.pdf
	Letter of Support_ECE 2.pdf
	Letter of Support_CS-CSE.pdf
	Letter of Support_CPSC.pdf
	Letter of Support_CHEM.pdf
	Letter of Support_CHBE.pdf
	Letter of Support_CEE.pdf
	Letter of Support_BIOE.pdf
	Letter of Support_BIOC.pdf
	Letter of Support_BADM.pdf
	Letter of Support_ATMS.pdf
	Letter of Support_ANSC.pdf
	Letter of Support_ANSC 2.pdf
	Letter of Support_ABE.pdf
	Letter of Acknowledgement_RHET 105.pdf
	Letter of Support_MATH 257.pdf
	Letter of Support_STAT 400.pdf

Program Regulation and Assessment

Plan to Assess and Improve Student Learning

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

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

Student learning outcomes are based on learning outcomes in line with the Accreditation Board for Engineering and Technology (ABET) accreditation process.

Upon completing this program, students are expected to be able to:

1) Identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics.

2) Apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors.

3) Communicate effectively with a range of audiences.

4) Recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts.

5) Function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives.

6) Develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions.

7) Acquire and apply new knowledge as needed, using appropriate learning strategies.

8) An ability to analyze the chemistry and metabolism of macromolecules in biological processes and their relation to the regulation and processes of organisms, cells, and subcellular components.

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

Describe here:

Course and Student Outcomes are directly and quantitatively measured in undergraduate core chemical engineering courses each semester. Adjustments and changes to lectures, problem sets, course projects and course emphasis are based on student performance on specific outcomes. The assessment process was applied to the core courses and quantitative and qualitative assessment of student performance, based on specific outcomes, have significantly shaped course improvement and instruction.

At the individual course level, course outcomes are developed by the faculty teaching that course with input from the entire faculty and are described within the individual course syllabi. Each of the course outcomes are matched with relevant student outcomes. Our approach for evaluating student achievement of outcomes involves instructors completing spreadsheets each semester for core courses. In their entirety, the documentation contained within the outcomes assessment spreadsheets directly and quantitatively demonstrates the achievement of student outcomes and tracks course improvement. Our spreadsheet-based process for documenting and measuring the achievement of our outcomes involves several steps:

1. Each instructor or teaching team develops and documents their course outcomes, with input from the faculty.

2. Each instructor designs assessment tools (exams, quizzes, projects, homework assignments, etc.) for each course outcome. These course outcomes are then mapped to student outcomes.

3. Each instructor determines the acceptable level of achievement for each outcome for which students as a whole will be assessed. These attainment levels typically range from 60% to 75% depending upon the type and difficulty of the assessment tool and course material.

4. Each instructor, with the help of a TA, compiles overall student achievement levels for each assessment tool and compares this average to the predetermined minimum achievement level.

5. If any outcome is not achieved, instructors suggest changes or possible reasons for the achievement level below the minimum acceptable level. These course improvements can also be prompted by lower than expected student performance on specific assessment instruments, instructor observations of the course, or best practices in engineering education.

6. In subsequent semesters, the instructors or teaching team close the loop and implement their suggested changes. Individual instructors adjust lectures, problem sets and course deliverables in response to course assessments. Once a change has been implemented, it is evaluated for efficacy. If an outcome is still not being achieved, further modifications are considered. These suggestions for modification can be instructor-derived, or solicited from other faculty, from a faculty, subcommittee, annual Curriculum Assessment and Review meeting, or from one of the various teaching support resources available to faculty outlined in Criterion 8. This process of iterative

continuous improvement is performed each time the course is offered.

7. Faculty members submit spreadsheets documenting items 1 through 6 as well as graded samples of all assessment tools which directly measure the achievement of one or more course outcomes tied to one or more student outcomes. This documentation is reviewed for completeness and archived by the Assessment Committee.

Extensive quantitative assessment of student outcomes is reviewed every six years.

Additional qualitative assessment are performed based on instructor observation, which prompt additional course improvements. Individual course spreadsheets, along with course improvement suggestions, samples of graded student work, and annual curriculum meeting minutes are collected and archived by the Assessment Committee every semester and can be made available if desired.

Graduating Student Survey

Senior students are surveyed starting 1-2 months before graduation to collect feedback on outcomes achievement and overall perception of the program. The graduating senior survey is kept open and available for completion for 1-2 months after graduation. This survey is conducted twice a year to allow every student an opportunity to provide feedback, as some students graduate in December. One important aspect of this survey is collecting feedback on the students' own perceived level of achievement of the student outcomes. Though these data are self-reflective, it is an important aspect of assessment since it helps us gauge the students' perceived level of preparedness, achievement and confidence at the time of graduation.

Students are asked to rate on a 1-5 scale their perceived level of achievement of the student outcomes.

For all surveys, any qualitative suggestions are documented and grouped based on topic. The quantitative and qualitative results of the Graduating Senior Survey are compiled, documented, and presented to the faculty once a year. Faculty discussion and resulting action items are documented in the Faculty Curriculum meeting minutes. Often action items are delegated to a sub group of faculty, such as the Undergraduate Curriculum Committee, for further analysis and suggested action if warranted.

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.

Additional qualitative assessment are performed based on instructor observation, which prompt additional course improvements. Individual course spreadsheets, along with course improvement suggestions, samples of graded student work, and annual curriculum meeting minutes are collected and archived by the Assessment Committee every semester and can be made available if desired.

Graduating Student Survey

Senior students are surveyed starting 1-2 months before graduation to collect feedback

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

on outcomes achievement and overall perception of the program. The graduating senior survey is kept open and available for completion for 1-2 months after graduation. This survey is conducted twice a year to allow every student an opportunity to provide feedback, as some students graduate in December. One important aspect of this survey is collecting feedback on the students' own perceived level of achievement of the student outcomes. Though these data are self-reflective, it is an important aspect of assessment since it helps us gauge the students' perceived level of preparedness, achievement and confidence at the time of graduation.

Students are asked to rate on a 1-5 scale their perceived level of achievement of the student outcomes.

For all surveys, any qualitative suggestions are documented and grouped based on topic. The quantitative and qualitative results of the Graduating Senior Survey are compiled, documented, and presented to the faculty once a year. Faculty discussion and resulting action items are documented in the Faculty Curriculum meeting minutes.

Annually CHBE faculty hold a Curriculum Assessment and Review meeting. Within this meeting, a representative from each core CHBE course reports assessment information, overall perceptions of student strengths, and areas in need of improvement. This meeting is an opportunity to discuss the curriculum as a whole and the propagation of student skills throughout the program. Facilitating smooth transitions from a prerequisite class to a higher level course are discussed and improvements to strengthen the prerequisite course or its structure are evaluated. Specifically, evaluations of overall student strengths and areas in need of improvement are conducted by the faculty teaching the capstone courses, design (CHBE 431) and unit operations (CHBE 430) who continuously evaluate and improve the curriculum through a holistic approach. If the results of this annual Curriculum Assessment and Review meeting suggest the need for significant changes in course, structure or coverage, these concerns are referred to the Undergraduate Curriculum Committee for consideration.

Often action items are delegated to a sub group of faculty, such as the Undergraduate Curriculum Committee, for further analysis and suggested action if warranted.

Indirect Assessments/Informal Data Sources

To augment Alumni and Employer Surveys which often have very low response rates, the department head and other faculty meet with alumni and recruiters/employers, as many are alumni, when they visit campus. Representatives from industry visit faculty

Program Description and Requirements Attach Documents

Is the career/profession for graduates of this program regulated by the State of Illinois?
No

Program of Study

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

Revised programs

(LAS)_Sample_Sequence_Chemical _Engineering_Biomolecular_Engineering, BS v 9-17-2024.docx
Side by Side - Chemical Engineering w Biomolecular Concentration v 9-20-2024.xlsx

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

Catalog Page Text - Overview Tab

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

For those students who are pursuing a B.S. Degree in Chemical Engineering, students can choose to earn a concentration in Biomolecular Engineering, as well. This concentration builds upon the traditional principles of chemical engineering but specializes in biological and biotechnological systems to better prepare students who are interested in or plan to seek employment in the food, pharmaceutical, and biotechnology industries.

Statement for Programs of Study Catalog

Graduation Requirements
Minimum hours required for graduation: 129 hours

~~General education: Students must complete the Campus General Education requirements including the campus general education language requirement. Minimum required major and supporting coursework:~~ A grade point average of 2.5 or higher in all courses required for the major earned on the UIUC campus is required in order to be accepted by the department as juniors and seniors.

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

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

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

Course List

Code	Title	Hours
Composition I		4-6
Advanced Composition		3
fulfilled by CHBE 431		
Humanities & the Arts (6 hours)		6
Natural Sciences & Technology (6 hours)		6
fulfilled by CHEM 202 and CHEM 204, or CHEM 102 and CHEM 104; and PHYS 211, PHYS 212		
Social & Behavioral Sciences (6 hours)		6
Cultural Studies: Non-Western Cultures (1 course)		3
Cultural Studies: US Minority Cultures (1 course)		3
Cultural Studies: Western/Comparative Cultures (1 course)		3
Quantitative Reasoning (2 courses, at least one course must be Quantitative Reasoning I)		6-10
fulfilled by MATH 220 or MATH 221 and MATH 231, MATH 241, MATH 285, PHYS 211, PHYS 212, CS 101		
Language Requirement (Completion of the third semester or equivalent of a language other than English is required)		0-15

~~Minimum hours required for graduation: The curriculum requires 129 hours for graduation and is organized as shown below.~~ **Orientation and Professional Development**

~~Development These courses introduce opportunities and resources the college, department, and curriculum~~

~~offers students.~~
These courses introduce opportunities and resources the college, department, and curriculum offers students. They also provide background on the Chemical Engineering curriculum, what chemical engineers do, and the skills to work effectively and successfully in the engineering profession.

Course List

Code	Title	Hours
CHBE 121	CHBE Profession	1
	For non-first-year students, CHBE 121 can be replaced with 1 hour of credit from Technical Elective List 1 or List 2. (Ref List 1 and List 2 below.)	
ENG 100	Grainger Engineering Orientation Seminar	1
Total Hours		2

Foundational Mathematics and Science

~~Foundational Mathematics and Science~~

These courses stress the basic mathematical and scientific principles upon which the engineering discipline is based.

Course List

Code	Title	Hours
Select one group of courses (Accelerated or General Chemistry)		10-12
CHEM 202	Accelerated Chemistry I	
& CHEM 203	and Accelerated Chemistry Lab I	
& CHEM 204	and Accelerated Chemistry II	
& CHEM 205	and Accelerated Chemistry Lab II	
~~CHEM 203~~	~~Accelerated Chemistry Lab I~~	~~2~~
~~CHEM 204~~	~~Accelerated Chemistry II~~	~~3~~
~~CHEM 205~~	~~Accelerated Chemistry Lab II~~	~~2~~
OR		
CHEM 102	General Chemistry I	
& CHEM 103	and General Chemistry Lab I	
& CHEM 104	and General Chemistry II	
& CHEM 105	and General Chemistry Lab II	
& CHEM 222	and Quantitative Analysis Lecture	
& CHEM 223	and Quantitative Analysis Lab	
MATH 221	Calculus I (MATH 220 may be substituted. MATH 220 is appropriate for students with no background in calculus. 4 or 5 credit hours count towards the degree.)	4
MATH 231	Calculus II	3
MATH 241	Calculus III	4
MATH 257	Linear Algebra with Computational Applications	3
or MATH 415	Applied Linear Algebra	
MATH 285	Intro Differential Equations	3
or MATH 441	Differential Equations	
~~MATH 415~~	~~Applied Linear Algebra~~	~~3~~
PHYS 211	University Physics: Mechanics	4
PHYS 212	University Physics: Elec & Mag	4
PHYS 214	Univ Physics: Quantum Physics	2
Total Hours		37-39

Chemical Engineering Technical Core

These courses stress fundamental concepts and basic laboratory techniques that comprise the common intellectual understanding of chemical engineering and chemical science.

Course List

Code	Title	Hours
CHBE 221	Principles of CHE	3
CHBE 321	Thermodynamics	4
CHBE 421	Momentum and Heat Transfer	4
CHBE 422	Mass Transfer Operations	4
CHBE 424	Chemical Reaction Engineering	3
CHBE 430	Unit Operations Laboratory	4
CHBE 431	Process Design	4
CHBE 440	Process Control and Dynamics	3
CHEM 236	Fundamental Organic Chem I	4
CHEM 237	Structure and Synthesis	2
CHEM 315	Instrumental Chem Systems Lab	2
Students must register in one of the Chemical Engineering-specific CHEM 315 lab sections.		
CHEM 420	Instrumental Characterization	2
CHEM 442	Physical Chemistry I	4
CS 101	Intro Computing: Engrg & Sci	3
IE 300	Analysis of Data	3
CHBE 411	Probability and Statistics for ChBE	3-4
or IE 300	Analysis of Data	
or STAT 400	Statistics and Probability I	
Total Hours		49-50

Biomolecular Engineering Concentration Technical Core

Course List

Code	Title	Hours
MCB 450	Introductory Biochemistry	3
Total Hours for Chemical Engineering with Biomolecular Concentration Technical Core		52-53

Biomolecular Engineering Concentration Technical Electives

For Biomolecular Engineering

Course List

Code	Title	Hours
Technical Core		49
MCB 450	Introductory Biochemistry	3
Total Hours		0

Technical Electives

These courses stress the rigorous analysis and design principles practiced in the major subdisciplines of chemical engineering, engineering embodied in the standard chemical engineering major and biomolecular

engineering concentration. ~~concentrations.~~

Course List

Code	Title	Hours
Select 18 hours from Category A, Category B, List 1 and List 2, with specific requirements listed below.		
Three Courses from Category A		9
Two Additional Courses from Category A or Category B		6
One additional 400-level course from List 1 or List 2		3
Note: A maximum of 9 hours of UG research credit in CHBE 497 or CHBE 499 may be applied to the total 18 hours of technical elective credit with only 3 of those hours allowed use for Category A requirements. Consult with your advisor to make sure that your research contains sufficient biomolecular content to count as Category A credit.		
Total Hours for Biomolecular Engineering Concentration Technical Electives		18
CATEGORY A		
CHBE 471	Biochemical Engineering	
CHBE 472	Techniques in Biomolecular Eng	
CHBE 473	Biomolecular Engineering	
CHBE 474	Metabolic Engineering	
CHBE 475	Tissue Engineering	
CHBE 476	Biotransport	
CHBE 478	Bioenergy Technology	
CHBE 497	Individual Study for Seniors	
CHBE 499	Senior Thesis	
CATEGORY B		
ABE 436	Renewable Energy Systems	
ABE 483	Engineering Properties of Food Materials	
ABE 488	Bioprocessing Biomass for Fuel	
BIOE 476	Tissue Engineering	
ECE 467	Biophotonics	
ECE 480	Magnetic Resonance Imaging	
MSE 470	Design and Use of Biomaterials	
MSE 473	Biomolecular Materials Science	
MSE 474	Biomaterials and Nanomedicine	
TAM 461	Cellular Biomechanics	
LIST 1		
Any 400-level CHBE courses, excluding ChBE core courses CHBE 421, CHBE 422, CHBE 424, CHBE 430, CHBE 431, & CHBE 440.		
ABE 436	Renewable Energy Systems	
ABE 483	Engineering Properties of Food Materials	
ABE 488	Bioprocessing Biomass for Fuel	
ATMS 420	Atmospheric Chemistry	
BIOE 476	Tissue Engineering	
CEE 320	Construction Engineering	
CEE 330	Environmental Engineering	
CEE 350	Water Resources Engineering	
CEE 421	Construction Planning	
CEE 422	Construction Cost Analysis	
CEE 432	Stream Ecology	

Code	Title	Hours
CEE 437	Water Quality Engineering	
CEE 440	Fate Cleanup Environ Pollutant	
CEE 442	Environmental Engineering Principles, Physical	
CEE 443	Env Eng Principles, Chemical	
CEE 450	Surface Hydrology	
CEE 452	Hydraulic Analysis and Design	
CHBE 297	Individual Study Sophomores	
CHBE 397	Individual Study for Juniors	
CS 357	Numerical Methods I	
CS 411	Database Systems	
CS 427	Software Engineering I	
CS 440	Artificial Intelligence	
CS 446	Machine Learning	
CS 450	Numerical Analysis	
CS 498	Special Topics	
ECE 304	Photonic Devices	
ECE 313	Probability with Engrg Applic	
ECE 333	Green Electric Energy	
ECE 380	Biomedical Imaging	
ECE 416	Biosensors	
ECE 444	IC Device Theory & Fabrication	
ECE 481	Nanotechnology	
ECE 490	Introduction to Optimization	
ME 400	Energy Conversion Systems	
ME 471	Finite Element Analysis	
ME 482	Musculoskel Tissue Mechanics	
ME 483	Mechanobiology	
ME 487	MEMS-NEMS Theory & Fabrication	
MSE 304	Electronic Properties of Matls	
MSE 307	Materials Laboratory I	
MSE 308	Materials Laboratory II	
MSE 401	Thermodynamics of Materials	
MSE 402	Kinetic Processes in Materials	
MSE 403	Synthesis of Materials	
MSE 406	Thermal-Mech Behavior of Matls	
MSE 420	Ceramic Materials & Properties	
MSE 441	Metals Processing	
MSE 450	Polymer Science & Engineering	
MSE 457	Polymer Chemistry	
MSE 458	Polymer Physics	
MSE 460	Electronic Materials I	
MSE 470	Design and Use of Biomaterials	
MSE 473	Biomolecular Materials Science	
MSE 474	Biomaterials and Nanomedicine	
MSE 480	Surfaces and Colloids	
MSE 487	Materials for Nanotechnology	
MSE 489	Matl Select for Sustainability	

Code	Title	Hours
NPRE 201	Energy Systems	
NPRE 402	Nuclear Power Engineering	
NPRE 412	Nuclear Power Econ & Fuel Mgmt	
NPRE 441	Radiation Protection	
NPRE 442	Radioactive Waste Management	
NPRE 457	Safety Anlys Nucl Reactor Syst	
NPRE 461	Probabilistic Risk Assessment	
NPRE 470	Fuel Cells & Hydrogen Sources	
NPRE 475	Wind Power Systems	
NPRE 480	Energy and Security	
SE 411	Reliability Engineering	
TAM 211	Statics	
TAM 251	Introductory Solid Mechanics	
TAM 461	Cellular Biomechanics	
LIST 2		
ABE 425	Engrg Measurement Systems	
ABE 430	Project Management	
ABE 497	Independent Study	
ABE 498	Special Topics	
ANSC 445	Statistical Methods	
ANSC 450	Comparative Immunobiology	
ATMS 421	Earth Systems Modeling	
BADM 461	Tech, Eng, & Mgt Final Project	
BIOC 446	Physical Biochemistry	
CEE 407	Airport Design	
CEE 497	Independent Study	
CEE 498	Special Topics	
CHEM 436	Fundamental Organic Chem II	
CHEM 437	Organic Chemistry Lab	
CHEM 444	Physical Chemistry II	
CHEM 445	Physical Principles Lab I	
CHEM 483	Solid State Structural Anlys	
CHEM 497	Individual Study Senior	
CPSC 414	Forage Crops & Pasture Ecology	
CPSC 415	Bioenergy Crops	
CPSC 418	Crop Growth and Management	
CPSC 419	Midwest Agricultural Practices	
CPSC 453	Principles of Plant Breeding	
FSHN 414	Food Chemistry	
FSHN 418	Food Analysis	
FSHN 426	Biochemical Nutrition I	
FSHN 428	Community Nutrition	
FSHN 460	Food Processing Engineering	
FSHN 465	Principles of Food Technology	
FSHN 471	Food & Industrial Microbiology	
FSHN 480	Basic Toxicology	
FSHN 481	Food Processing Unit Operations I	

Code	Title	Hours
FSHN 483	Food Processing Unit Operations II	
GEOL 450	Investigating the Earth's Interior	
GEOL 451	Environmental Geophysics	
GEOL 454	Introduction to Seismology	
GEOL 470	Introduction to Hydrogeology	
IB 451	Conservation Biology	
IS 467	Ethics and Policy for Data Science	
MATH 402	Non Euclidean Geometry	
MATH 413	Intro to Combinatorics	
MATH 417	Intro to Abstract Algebra	
MATH 442	Intro Partial Diff Equations	
MATH 446	Applied Complex Variables	
MATH 461	Probability Theory	
MATH 487	Advanced Engineering Math	
MCB 408	Immunology	
MCB 424	Microbial Biochemistry	
MCB 436	Global Biosecurity	
MCB 450	Introductory Biochemistry	
MCB 462	Integrative Neuroscience	
MSE 497	Independent Study	
MSE 498	Special Topics	
NPRE 483	Seminar on Security	
NPRE 498	Special Topics	
NRES 488	Soil Fertility and Fertilizers	
PHYS 435	Electromagnetic Fields I	
PHYS 470	Subatomic Physics	
SE 400	Engineering Law	
STAT 400	Statistics and Probability I	
STAT 410	Statistics and Probability II	
STAT 420	Methods of Applied Statistics	
STAT 430	Topics in Applied Statistics	
STAT 440	Statistical Data Management	
UP 406	Urban Ecology	
UP 430	Urban Transportation Planning	

For Biomolecular Engineering

Course List

Code	Title	Hours
Selected from the departmentally approved List of Approved Biomolecular Engineering Technical Electives Categories A and B, satisfying these distribution requirements: 6		
Any courses from Category A 7, 8		9
Any courses from Category B 8		6
Any 400-level course from List 8		4
Total Hours		0

Social Sciences and Humanities The social sciences and humanities courses ensure that students have exposure in breadth and depth to areas of intellectual activity that are essential to the general education of any college graduate.

Course List

Code	Title	Hours
General education courses to satisfy the university requirements for social & behavioral sciences, humanities & the arts, and cultural studies (Non-Western, U.S. Minority, and Western Cultures).		16
Composition These courses teach fundamentals of expository writing.		

Course List

Code	Title	Hours
RHET 105	Writing and Research	4
Advanced Composition (satisfied by completing the sequence CHBE 430 and CHBE 431 in the Chemical Engineering Technical Core).		
Total Hours		**0**

1

For students entering the curriculum after the freshman year, 1 additional hour of credit from the list of approved engineering technical electives may be substituted in place of CHBE 121.

2

Students who do not place into CHEM 202%7C, or who do not satisfy the mathematics prerequisite for CHEM 202%7C, may substitute the sequence CHEM 102%7C, CHEM 103%7C, CHEM 104%7C, CHEM 105%7C, CHEM 222%7C, and CHEM 223%7C for CHEM 202%7C, CHEM 203%7C, CHEM 204%7C, and CHEM 205%7C.

3

MATH 220%7C may be substituted, with four of the five credit hours applying toward the degree. MATH 220%7C is appropriate for students with no background in calculus.

4

MATH 441%7C may be substituted for MATH 285%7C. MATH 286%7C (4 hours) may be substituted for MATH 285%7C (3 hours).

5Students must register in one of the Chemical Engineering-specific CHEM 315%7C lab sections.**6**
List of Approved Biomolecular Engineering Technical Electives Categories A and B**7**
A maximum of 3 hours from this Category may be undergraduate research credit.**8**
A maximum of 9 total hours of undergraduate research may be counted toward Technical Elective credit.

Program Relationships

Corresponding Program(s):

Corresponding Program(s)
Chemical Engineering, BS

Program Features

Academic Level   Undergraduate

Is This a Teacher Certification Program?
                No

Will specialized accreditation be sought for this program?

No

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

Delivery Method

This program is
available:
  On Campus - Students are required to be on campus, they may take some online courses.

Describe how this revision or phase down/elimination will impact enrollment and degrees awarded. If this is
an elimination/phase down proposal include the plans for the students left in the program.
               This revision has no impact to the annual number of degrees awarded or enrollment.

Budget

Are there   No
budgetary
implications for
this revision?

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

Additional Budget
Information

Attach File(s)

Financial Resources

How does the unit intend to financially support this proposal?

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

Attach letters of
support

Faculty Resources

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

  This program revision will have no impact on faculty resources.

Library Resources

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

The proposal team consulted with Mary Schlemback, M.L.S, CAS and, based upon their input, determined that the Library's resources, collections, and services are sufficient to meet the needs of the program outlined in this proposal."

EP Documentation

EP Control Number	EP.25.014
Attach Rollback/ Approval Notices	
This proposal requires HLC inquiry	No

DMI Documentation

Attach Final Approval Notices	U Program Review Comments KEY 734 8_7_2024.docx U Program Review Comments KEY 734 Chemical Engineering Biomolecular Engineering, BS 9_16_2024.docx
Banner/Codebook Name	BS:Chem E: Biomlcr Eng -UIUC
Program Code:	10KV5029BS

Minor Code		Conc Code		Degree Code		Major Code
0300		5029		BS		

Senate Approval Date	
Senate Conference Approval Date	
BOT Approval Date	
IBHE Approval Date	
HLC Approval Date	
DOE Approval Date	
Effective Date:	

Attached
Document
Justification for
this request

Program Reviewer
Comments

Brooke Newell (bsnewell) (10/13/23 10:18 am): Rollback: Email sent to Kathy, Baron, Chris, Andrea and Stephen

Brooke Newell (bsnewell) (04/02/24 10:12 am): Rollback: Per Teams discussion with Kathy

Brooke Newell (bsnewell) (04/10/24 11:30 am): Rollback: Email will be sent to Kathy

Brooke Newell (bsnewell) (07/09/24 4:01 pm): Rollback: Email sent to Kathy

Brooke Newell (bsnewell) (07/25/24 11:41 am): Rollback: Email sent to Kathy, Baron, Chris, and Stephen

Brooke Newell (bsnewell) (07/30/24 3:59 pm): Rollback: Per Kathy TS request

Brooke Newell (bsnewell) (08/07/24 8:51 am): U Program Review comments are attached in the DMI Documentation section

Stephen Downie (sdownie) (08/14/24 11:37 am): Rollback: Further revisions required. Explanatory email sent to K. Thomas-Stagg et al. on 08/14/24.

Brooke Newell (bsnewell) (09/16/24 2:28 pm): U Program Review comments attached in DMI Documentation section

Brooke Newell (bsnewell) (09/16/24 2:34 pm): Rollback: Rolled back per request from Kathy

Brooke Newell (bsnewell) (09/23/24 1:21 pm): Rollback: per discussion with Kathy

Brooke Newell (bsnewell) (09/25/24 12:48 pm): No U Program Review Comments

Key: 734