

## New Proposal

Date Submitted: 12/02/24 9:29 am

Viewing: : **Applied Veterinary Sciences, MVS (on campus & online)**

Last edit: 02/03/25 12:51 pm

Changes proposed by: Holly Fuson

### In Workflow

1. U Program Review
2. LC Dean
3. University Librarian
4. Grad\_College
5. COTE Programs
6. Provost
7. Senate EPC
8. Senate
9. U Senate Conf
10. Board of Trustees
11. IBHE
12. HLC
13. DOE
14. DMI

### Approval Path

1. 12/02/24 4:07 pm  
Donna Butler  
(dbutler): Approved for U Program Review
2. 12/12/24 11:13 am  
Devon Hague  
(hague): Approved for LC Dean
3. 12/13/24 1:39 pm  
Tom Teper (tteper): Approved for University Librarian
4. 12/19/24 1:25 pm  
Allison McKinney  
(agrindly): Approved for Grad\_College
5. 12/19/24 1:40 pm  
Suzanne Lee  
(suzannel):

Approved for COTE  
Programs  
6. 12/19/24 1:47 pm  
Brooke Newell  
(bsnewell):  
Approved for  
Provost

## Proposal Type

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Proposal Type:

Major (ex. Special Education)

## Administration Details

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Official Program Name	Applied Veterinary Sciences, MVS (on campus & online)	
Diploma Title	Master of Veterinary Science	
Sponsor College	Veterinary Medicine	
Sponsor Department	Vet Med Admin	
Sponsor Name	James Lowe	
Sponsor Email	jlowe@illinois.edu	
College Contact	Holly Fuson	College Contact Email
	hjayne@illinois.edu	
College Budget Officer	Dawn Rawlings	
College Budget Officer Email	dawnr@illinois.edu	

If additional stakeholders other than the Sponsor and College Contacts listed above should be contacted if questions during the review process arise, please list them here.

College Contact: Holly Fuson will make the edits on rollback.

Does this program have inter-departmental administration?

No

## Effective Catalog Term

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Effective Catalog      Fall 2025  
Term

Effective Catalog      2025-2026

## Proposal Title

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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 Liberal Arts and Sciences, include the Graduate College for Grad Programs)

Establish the Master of Veterinary Science in Applied Veterinary Sciences in the College of Veterinary Medicine and Graduate College

Does this proposal have any related proposals that will also be revised at this time and the programs depend on each other? Consider Majors, Minors, Concentrations & Joint Programs in your department. Please know that this information is used administratively to move related proposals through workflow efficiently and together as needed. Format your response like the following "This BS proposal (key 567) is related to the Concentration A proposal (key 145)"

not applicable.

## Program Justification

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

The establishment of the proposed Applied Veterinary Science major within the Master of Veterinary Science degree program is a crucial step toward addressing significant knowledge gaps for veterinary professionals who operate outside the traditional livestock production specialization. Currently, the Master of Veterinary Science program, particularly with its focus on Livestock Systems Health, attracts a diverse group of students working within the livestock industry.

With the rapid advancement of technology, there is an increasing demand for animal health scientists capable of researching and guiding the application of new technologies in veterinary medicine. This new major is designed to closely align with the educational backgrounds of prospective students entering the animal health industry, allowing them to enhance their knowledge, skills, and abilities through a customized educational experience. By addressing the complex challenges faced by society, the Applied Veterinary Science major aims to empower students to make a significant impact both in their careers and within the broader field of animal health.

## Instructional Resources

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

Yes

Please describe: The College of Veterinary Medicine currently offers a Master of Veterinary Science in Livestock Systems Health. With the introduction of the proposed Master of Veterinary Science in Applied Veterinary Sciences, there may be a decrease in enrollment in the existing Livestock Systems Health program. However, this shift is not expected to impact the College's resources, as the same administrative staff and faculty will be reallocated to support the new Applied Veterinary Science program.

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? If Yes is selected, indicate the appropriate courses and attach the letter of support/acknowledgement.

Yes

Courses outside of the sponsoring department/interdisciplinary departments:

VCM 504 - Intro to Veterinary Science  
VCM 507 - Veterinary Form and Function  
VCM 509 - Biology of Veterinary Pathogen  
VCM 513 - Science of Health Homeostasis  
VCM 514 - Science of Health Evaluation  
VCM 515 - Dynamics of the Immune System  
VCM 517 - Imaging Anatomy  
VCM 547 - Global One Health  
VCM 560 - Livestock Infectious Disease  
VCM 561 - Livestock Biosecurity  
VCM 562 - Infection Defense  
VCM 564 - Livestock Business  
VCM 565 - Livestock Biostatistics  
VCM 566 - Livestock Data Science  
VCM 568 - Livestock Systems I  
VCM 569 - Livestock Systems II  
VCM 570 - Cattle Feedlot Health Systems  
PATH 629 - Emergency Prep and Response  
VCM 594 - AVS Capstone

Please attach any [PATH-letter-240313 Signed.pdf](#)

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

[Re\\_MVS\\_Proposal.pdf](#)

[VCM Letter AB sig.pdf](#)

## Program Features

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Academic Level          Graduate

Does this major          No  
have transcribed  
concentrations?

What is the longest/maximum time to completion of this program?  
2 years

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

What is the                  3.0  
required GPA?

CIP Code                  018101 - Veterinary Sciences/Veterinary  
Clinical Sciences, General.

Is this program part of an ISBE approved licensure program?  
No

Will specialized accreditation be sought for this program?  
  
No

Describe the institution's plan for seeking specialized accreditation for this program. Indicate if there is no specialized accreditation for this program or if it is not applicable.

NO. not applicable.

If this program prepares graduates for entry into a career or profession that is regulated by the State of Illinois, describe how it is aligned with or meets licensure, certification, and/or entitlement requirements.

Not applicable.

Does this program prepare graduates for entry into a career or profession that is regulated by the State of Illinois?

No

## Program of Study

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Attach Program of Study related [VCM 594 \\_ Applied Veterinary Science Capstone.pdf](#) information here.

### Catalog Page Text - Overview Tab

Catalog Page Overview Text

The MVS degree program is designed with the primary objective of cultivating critical thinking skills, fostering a commitment to lifelong learning, and expanding the depth and breadth of knowledge within the animal health industry. The program is geared towards equipping students with the versatile skills required to excel in various career paths related to animal health.

Statement for  
Programs of Study  
Catalog

#### Required

<a href="#">VCM 504</a>	Introduction to Veterinary Science	3
<a href="#">VCM 565</a>	Biostatistics, Information Management, and Data Analytics for Livestock Production Systems	4
<a href="#">VCM 507</a>	Veterinary Form and Function	3
<a href="#">VCM 509</a>	Biology of Veterinary Pathogen	3
<a href="#">VCM 594</a>	<a href="#">Course VCM 594 Not Found</a> (Applied Veterinary Science Capstone)	4
<a href="#">VCM 513</a>	Science of Health Homeostasis	3

#### Electives (minimum 12 credit hours)

<a href="#">VCM 514</a>	Science of Health Evaluation	3
<a href="#">VCM 515</a>	The Dynamics of the Immune System in the Maintenance and Defense of Health	3
<a href="#">VCM 517</a>	Imaging Anatomy	1
<a href="#">VCM 547</a>	Global One Health	3
<a href="#">VCM 560</a>	Infectious Disease in Livestock Systems	3

<a href="#"><u>VCM 561</u></a>	Biosecurity in Livestock Systems	4
<a href="#"><u>VCM 562</u></a>	Understanding the Host Response to Infection	3
<a href="#"><u>VCM 564</u></a>	Introduction to Livestock Business Strategy	3
<a href="#"><u>VCM 566</u></a>	Applications of Data Science to Livestock Systems	3
<a href="#"><u>VCM 568</u></a>	A Systems-Based Approach to the Operation of Livestock-Based Food Production Systems I	3
<a href="#"><u>VCM 569</u></a>	A Systems-Based Approach to the Operation of Livestock-Based Food Production Systems II	3
<a href="#"><u>VCM 570</u></a>	Cattle Feedlot Health Systems	3
<a href="#"><u>PATH 629</u></a>	Emergency Preparedness and Response to Foreign Animal Diseases	2
<b>Total Credit Hours</b>		<b>32</b>

Minimum GPA 3.0

500 level Hours 12 (min)

Corresponding Degree MVS Master of Veterinary Science

## Program Regulation and Assessment

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### Plan to Assess and Improve Student Learning

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*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.*

#### Student Learning Outcomes

Interpret and apply the foundational principles of veterinary husbandry and animal health to real-world problems.

Concisely define, assess, and prioritize problems, formulate specific testable questions about problems, and seek out and critically evaluate evidence to support conclusions about answers to questions.

Understand how structured problem-solving and solution design methods are used to generate, communicate, and implement solutions for complex problems.

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

Describe here:

Three strategic measurements of student outcomes are aligned with the program's learning objectives: 1) successful completion of foundational animal health courses, 2) a milestone competency assessment, and 3) a capstone project.

Learning Outcome 1: Interpret and apply foundational principles of veterinary husbandry and animal health to real-world problems will be evaluated throughout the required foundational courses.

Learning Outcome 2: Define, assess, and prioritize problems; formulate specific, testable questions; and critically evaluate evidence to support conclusions will be assessed through successful completion of VCM 504: Introduction to Veterinary Science and VCM 565: Biostatistics. These courses, required within the program, are designed to develop and assess students' problem-solving skills at a key milestone to ensure they meet this learning outcome.

Learning Outcome 3: Apply structured problem-solving and solution design methods within multidisciplinary teams to generate, communicate, and implement solutions for complex problems that will be evaluated through the capstone project. This project allows students to synthesize and apply the knowledge and skills acquired during the program. The third learning outcome will be measured by the student's ability to integrate theory, practical experience, research, data collection, analytic skills, writing, and critical thinking in the capstone project.

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

Learning Outcome 1: Interpret and apply the foundational principles of animal science, husbandry, and health to real-world problems will be measured through a.) knowledge assessment quizzes, b.) problem-based learning assessments c.) structured case studies. Students will achieve at least 80% in the structured assessments to receive credit for the courses to count towards the degree.

Learning Outcome 2: Concisely define, assess, and prioritize problems, formulate specific testable questions about problems, and seek out and critically evaluate evidence to support conclusions about answers to questions that will be measured through a series of assessments in the milestone course (VCM 504) including but not limited to weekly writing assignments and a project. Learning Outcome 3: Apply structured problem-solving and solution design methods within multidisciplinary teams to generate, communicate, and implement solutions for complex problems will be assessed in the capstone course. The assessment plan will include a series of project deliverable milestones and a final paper and presentation.



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

Learning Outcome 1: Interpret and apply the foundational principles of animal science, husbandry, and health to real-world problems will be assessed through a combination of a) knowledge quizzes, b) problem-based learning assessments, and c) structured case studies. Students must achieve at least 80% on these assessments to receive course credit toward the degree.

Learning Outcome 2: Define, assess, and prioritize problems; formulate specific, testable questions; and critically evaluate evidence to support conclusions will be measured through various assessments, including weekly writing assignments and a project.

Learning Outcome 3: Apply structured problem-solving and solution design methods within multidisciplinary teams to generate, communicate, and implement solutions for complex problems that will be evaluated in the capstone course. The assessment will include a series of project milestones, along with a final paper and presentation.

Program

Description and

Requirements

Attach Documents

## Delivery Method

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This program is available:

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

Describe the use of this delivery method:

The Master of Veterinary Science degree in Livestock Systems Health is currently offered on-campus and online and this degree would follow the same delivery plan

## Admission Requirements

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Desired Effective

Fall 2025

Admissions Term

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.

Bachelor's degree (or equivalent)

A minimum grade point average of 3.0 (on a 4.0 scale)

Resume

Academic Statement of Purpose

Official Transcripts

## Enrollment

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Number of Students in Program (estimate)

Year One Estimate                      20

5th Year Estimate (or when fully implemented)

100

Estimated Annual Number of Degrees Awarded

Year One Estimate                      0

5th Year Estimate (or when fully implemented)

20

What is the matriculation term for this program?

Fall

## Budget

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

No

Additional Budget Information

The faculty and staff that administer the MVS degree program with a major in Livestock Systems Health will administer the major in Applied Veterinary Science.

Attach File(s)

## Financial Resources

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How does the unit intend to financially support this proposal?

The College of Veterinary Medicine developed the i-Learning Center to provide the administrative support required to deliver the Master of Veterinary Science degree program. The faculty currently teaching these courses will continue teaching.

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

No

Attach letters of support

[MVS new major\\_letter of support\\_04Mar2024 \(002\).docx](#)

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

current rate at MVS degree (online: Base+Differential rate, in-person: graduate base rate)

Is this program requesting self-supporting status?

No

**IBHE**

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What is the specific title of the proposed degree program as it would be listed in the IBHE Program Inventory? The name should be what typically is used for similar programs nationally. Provide a short description of the program, including highlights of the program objectives, and the careers, occupations, or further educational opportunities for which the program will prepare graduates.

The Master of Veterinary Science (MVS) degree program, with a major in Applied Veterinary Science, is designed to elevate the professional expertise of practicing veterinarians and animal health professionals by offering a comprehensive approach to animal health and disease management. Unlike traditional programs focused on individual animals, this unique graduate program encourages participants to address animal health challenges at a population and systems level, with an emphasis on economic, food safety, and public health considerations.

Targeting a specialized audience—veterinary graduates with a Doctorate or Bachelor's degree in Veterinary Medicine, a Bachelor of Veterinary Science, or a related field—the program serves a group currently underserved by existing offerings.

Sponsored by the College of Veterinary Medicine at the University of Illinois at Urbana-Champaign, this 32-credit-hour program is tailored to meet the needs of both domestic and international veterinarians and veterinary professionals working in the animal health and disease sectors of the global animal-source food production and companion animal industries. Graduates are expected to acquire and demonstrate the knowledge and decision-making skills necessary to meet the growing demand for systems-based veterinary scientists in the global workforce.

## **Institutional Context**

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### **University of Illinois at Urbana-Champaign**

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

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

Since the establishment of the Large Animal Clinic at the University of Illinois in the 1970s, foundational approaches to food animal clinical teaching have been set. However, over the past 25 years, despite some consolidations and staff reductions in response to market forces, the core approach to food-animal clinical training has seen minimal change, even as the fields of both food-animal and companion-animal medicine have undergone significant transformations. The College of Veterinary Medicine at the University of Illinois is strategically positioned to bridge this educational gap. Building on past successes such as the Integrated Food Animal Management Systems (IFAMS) program, the Executive Veterinary Program (EVP™), and the Master of Veterinary Science with a major in Livestock Systems Health—our college has a proven track record of delivering innovative postgraduate training programs.

Additionally, the college is committed to leveraging technology to enhance education. Our global outreach efforts, including online courses, have successfully engaged learners worldwide, demonstrating the potential of technology-driven education to meet the diverse needs of a global audience.

The College of Veterinary Medicine at the University of Illinois recognizes the evolving landscape of veterinary medicine and is committed to addressing the growing educational gap. By embracing a creative and innovative approach, building on our proven successes, and harnessing technology, the college is dedicated to meeting the educational needs of individuals within the animal health industry and contributing to the global demand for well-trained applied veterinary scientists.

## **University of Illinois**

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

Building on our proven track record in delivering top-tier postgraduate and online education, we aim to address gaps in the animal health education sector through the development of cutting-edge online and traditional educational programs. The proposed initiative will bring together a collaborative community of experts in both food animal production medicine and companion animal medicine, offering flexible, high-quality learning opportunities that cover a wide range of knowledge and competencies. We are responding to the urgent need for food security by addressing unmet demands for animal health competency development and technology transfer in both domestic and international markets.

In alignment with our commitment to teaching, research, and outreach, we are leveraging the core strengths and leadership position of the College of Veterinary Medicine in veterinary education for both pre-and post-graduate learners. Our approach fosters collaboration and synergies within the college and across campus units, cultivating a diverse group of animal health experts whose competencies are essential to advancing veterinary medicine.

To ensure efficiency and reduce redundancy, we will strategically utilize existing resources, including faculty and support teams.

Discuss projected future employment and/or additional educational opportunities for graduates of this program. Compare estimated demand with the estimated supply of graduates from this program and existing similar programs in the state. Where appropriate, provide documentation by citing data from such sources as employer surveys, current labor market analyses, and future workforce projections. (Whenever possible, use state and national labor data, such as that from the Illinois Department of Employment Security at <http://lmi.ides.state.il.us/> and/or the U.S. Bureau for Labor Statistics at <http://www.bls.gov/>).

The proposed Master of Veterinary Science with a major in Applied Veterinary Science aligns seamlessly with the strategic initiatives outlined by the Illinois Board of Higher Education, particularly focusing on educational attainment, college affordability, and the delivery of high-quality credentials to meet economic demand.

This innovative degree not only raises the educational standards within the veterinary field but also positions Illinois as a leader in veterinary education nationwide. To enhance affordability, the program strategically incorporates degree electives built from a rich library of media assets, supported by the college's investment in growth opportunities at the university. This approach enables the program to offer the degree at the standard graduate base rate of the University of Illinois, ensuring accessible pricing for students.

In response to the evolving landscape of the animal health industry, the program addresses the growing demand for professionals with advanced degrees. The curriculum is designed to equip students with the knowledge and skills necessary to manage infectious diseases at a systems level, moving beyond the traditional focus on individual animals. This shift aligns with the changing needs of the industry, ensuring that graduates are well-prepared to tackle the challenges and complexities of contemporary veterinary practice.

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

In the degree program's initial foundational courses, each student will be grouped into a learning pod of 9 students and one dedicated faculty advisor. These learning pods convene weekly throughout the first 12 credit hours of the program. During these sessions, participants engage in discussions covering course content, and career aspirations, and identify the resources necessary for their academic success. Additionally, faculty advisors conduct individual meetings with students on a semester basis, providing personalized guidance and support to further enhance the educational experience. This structure ensures a collaborative and tailored approach to student development, fostering a conducive learning environment for both collective and individualized academic growth.

If letters of support are available attach them here:

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## Comparable Programs in Illinois

Identify similar programs and sponsoring institutions in the state, at both public and private colleges and universities. Compare the proposed program with these programs, and discuss its potential impact upon them. Provide complete responses, do not reference website links.

The University of Illinois College of Veterinary Medicine stands as the exclusive institution in the state conferring degrees related to animal health. Consequently, the proposed Master of Veterinary Science with a major in Applied Veterinary Science does not compete with any existing degree program within the state.

Comparable

Programs in Illinois

Attach Documents

### **A Thriving Illinois: Higher Education Paths to Equity, Sustainability, and Growth**

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IBHE is charged to develop a strategic plan to address the present and future aims and needs and requirements of higher education in Illinois (110 ILCS 205/6) (from Ch. 144, par. 186) Sec. 6). Illinois Administrative Code:

1050.30(a)(6): A) The unit of instruction, research or public service is educationally and economically justified based on the educational priorities and needs of the citizens of Illinois Respond to the following questions about how the proposed program will support the three goals of A Thriving Illinois: Higher Education Paths to Equity, Sustainability, and Growth Strategic Plan.

### **Equity**

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Describe institutional-level plans to close equity gaps in access, progression, completion, and attainment and the implications for the proposed program. More specifically, provide institutional-level plans for attracting, recruiting, retaining, and completing a diverse group of students including working adults, students of color, transfer and low-income students and implications for the proposed program. Explain how progress will be monitored.

At the System level, the University of Illinois prioritizes closing equity gaps among the citizens across Illinois, within our urban and rural communities, and beyond. While the fundamental needs that will drive greater economic vitality vary greatly across zip codes in the state, it is clear that closing equity gaps among our citizens remains crucial to achieving the mission of the University of Illinois System.

Supportive of IBHE's A Thriving Illinois plan and aligning its Equity Strategy #2, the UI System's Access 2030 Strategic Plan is a comprehensive initiative designed to increase the number of graduates from underrepresented groups by 50 percent by the end of the decade. This will include students from disadvantaged backgrounds – ethnic and racial, rural, and urban. This initiative will strengthen the University of Illinois' bedrock commitment to the public good, ensuring that as we work to improve life in our state, we are not leaving communities behind. It will build on ongoing efforts to create more opportunities for Illinoisans of all backgrounds. The initiative is being tooled to close equity gaps throughout the pipeline, working from K-12 through college, including our community colleges. Access 2030 embodies Equity Goal 2 of A Thriving Illinois, providing a framework for and supporting the three institutions' equity plans. At the institution level, the University of Illinois Urbana-Champaign's (UIUC) diversity, equity, and inclusion work is led by the Office of the Vice Chancellor for Diversity, Equity, and Inclusion (OVCDEI). The OVCDEI's goals, ongoing assessments, and initiatives impact students as well as faculty and staff, and student-focused programming sets the tone for the institution's efforts as they relate to all of A Thriving Illinois' equity strategies. In fall 2023, the institution administered a campus-wide climate assessment instrument to understand the degree to which students feel safe, accepted, and valued. The goal is to provide a quantitative sense of how individuals feel about their campus experiences. This assessment will include students' perceptions of the quality of their interactions with peers, faculty members, and administrators, including their sense of the campus as a place where they belong and are treated with respect. The university is partnering with the Association of American Universities (AAU), external organizations, and peer institutions to ensure the survey instrument is state of the art, has questions that shed light on multiple axes of diversity, and generates data that can be shared and benchmarked against peer institutions to tease out challenges that are unique to the University of Illinois Urbana-Champaign campus as well as those that are common to peer universities. As of May 2024, the campus received preliminary reports from the survey. These reports and data are under review in the summer of 2024 with the expectation to deliver and socialize the data to campus stakeholders in fall, 2024. The campus has charged four working groups: assessment, faculty & staff, students, and communication to guide university administration with this initiative. The working groups are tasked with developing frameworks for effectively socializing the climate survey, results, and implementation plans to the campus; disseminating reports to the university community and academic and administrative units; and assessing opportunities for campus- and unit-level responses to the reports.

In keeping with the institutional framework led by the OVCDEI, the University of Illinois Urbana-Champaign is engaged with a number of efforts to strategically support and bolster equity on campus. For example, in July, 2020, the university pledged \$2 million annually for the Chancellor's Call to Action to Address Racism and Social Injustice to focus the intellectual and scholarly talent of the university to examine two of the greatest challenges facing society and seek new solutions.

Over the first four years of the program:

- the Office of the Vice Chancellor for Diversity, Equity & Inclusion has received and reviewed 171 proposals and funded 59 projects.
- more than \$4.3 million in research funding has been awarded.
- approximately 433 individuals have worked on funded research projects.
- as of April 2024, 30% of the PIs have used their Call to Action project to seek external funding, applying for more than \$18 million to support further research.

The 59 projects were awarded to principal investigators from 14 campus units, 10 of which were academic. To date, the program has provided research experience for approximately 48 undergraduate and graduate students and engaged in the local community as co-project leaders or team members for their expertise.

In October 2022, OVCDEI hosted the inaugural Research Symposium, which included a keynote conversation with Dr. Ibram X. Kendi, Director of the Center for Antiracist Research at Boston University. The second Research Symposium featuring projects funded during 2023-24 was held on April 5, 2024.

A significant number of Illinois graduate students also did their undergraduate studies at Illinois, thus increasing access and attainment for undergraduate degrees can support increased access for graduate degrees. Looking at the last four years, campus graduate programs have been able to successfully recruit and enroll between 700 and 800 students from UIUC undergraduate programs, which is approximately 19% of UIUC total new enrollments each year. Looking specifically at those from domestic underrepresented populations, campus has been able to successfully recruit and enroll between 100-130 students from campus undergraduate programs, which accounts for approximately 30% of UIUC total new enrollments for these underrepresented populations each year. Accordingly, although targeted at the undergraduate population, the campus' Student Success @ Illinois (SS@I) work also benefits graduate students. Known as the Student Success Initiative when it kicked off in 2019, goals are: 1. increase access (reduce cost of attendance, increase aid, consider time to degree); 2. eliminate equity gaps (increase retention and graduation rates for underrepresented and minoritized students); 3. improve the Illinois experience (abandon "sink or swim" mentality, identify and broaden campus programs, support services, and opportunities for engagement). Recognizing that Student Success is ongoing work, what was known as the "Student Success Initiative" became SS@I in 2023. A variety projects emerged from SS@I that have enabled the university to provide greater focus on recruitment and retention efforts. Some examples of key current efforts include:

efforts include.

- Student Success Symposia: The 3rd Annual Student Success Symposium in February 2024 drew more than 250 participants. As part of the Symposia, campus recognizes individuals and teams based on their contributions to Student Success @ Illinois with Student Success Champion Awards.
- Early Alert and Outreach: An advisory group has been meeting since 2022 to research and recommend appropriate early alert markers to connect students with relevant resources early in the semester. Starting with the Spring, 2023 semester, a select group of instructors engaged in a pilot effort to utilize Canvas Learning Management System data to detect early warning signs of academic issues. Information from the pilot paired with interviews with campus academic advisors will be used to help build an equitable, sustainable early alert system and to inform a communication campaign around the importance of class attendance and engagement.

Policies: o Grounded in research showing institutional labeling of students in racially and culturally charged ways leads to disproportionality negative experiences for historically underrepresented minority students, a SS@I Policy and Issues Group worked toward changing “probation language.” In 2024, the university approved revisions to this language. Effective starting in the Fall, 2024 semester, all academic standing codes at the university that used the word “probation” will be replaced with either “low GPA warning” or “college academic warning” depending on the code. Throughout 2024, this Policy and Issues Group has been examining college, departmental, and program websites to ensure consistency with the university’s revised language. Academic unit representatives are also tasked with evaluating practices in determining students’ academic status, messaging to these students, and programs available to support them.

o Led by the Director for General Education, a SSS@I Policy and Issues Group is currently studying access and outcomes for historically marginalized students in general education courses and requirement categories. Using student outcomes data to look at grade disparities by group and impact on time-to-degree, the Director and the Policy and Issues Group will make recommendations to the campus General Education Board and, where appropriate, to the Academic Senate, on appropriate revisions with the goal of more equitable outcomes.

o The Transfer Student Experience Task Force met throughout the 2022-2023 and 2023-2024 academic years, investigating the impact of certain university policies such as the residency requirement on transfer students. The Task Force authored a proposal to reduce this requirement from 60 to 45 credit hours with the intention of reducing time to degree completion for transfer students and better alignment with peer institutions. The proposal was approved by the Academic Senate in December, 2023 and will go into effect starting with the Fall, 2024 semester.

Academic Advising: Cognizant that academic advisors are key to students’ retention and experience, SS@I is focusing on supporting the university’s advising community to advance efforts to create a sustainable and equitable advising experience for students and a professional advising community for academic advisors and those in advising adjacent roles. SS@I hosts the Advisor Series, a monthly professional development opportunity for advisors. In

addition, a group with representation from academic advising and student support units across campus came together regularly to develop a landscape analysis survey followed by focus groups to collect feedback from the advising community. Among other findings, advisors indicated a need for coordinated resources. As a first step in this direction, the SS@I website is being redesigned to include a central location for many student, advising, and staff resources.

Finally, the university hosts a series of outreach, recruitment, and transition programs on their Diversity, Equity and Inclusion website to improve access and successful outcomes in graduate education for students from historically underrepresented groups. The Summer Research Opportunities Program at Illinois brings highly competitive undergraduate students for a nine-week introduction to graduate study. Participants conduct research under the mentorship of a faculty member in their chosen field of study, explore careers in research, attend workshops, and take part in team activities that prepare them for graduate study. Aspire Illinois recruits talented students from backgrounds typically underrepresented at elite institutions to consider attending graduate school at Illinois. Toward this aim, campus fosters a webinar series to guide students through the process of selecting a graduate program and submitting competitive applications. In addition, ASPIRE applicants are supported through direct contacts with Directors of Graduate Studies and faculty as well as through campus visits. The Community of Scholars visit weekend unites newly admitted students with their admitting graduate programs and with prospective peers. Through networking and orientation to the campus, students are able to better understand how graduate study at the university can support their short and long-term goals.

To support the graduate school application process, application fee waivers are provided for Illinois Promise students, Summer Research Opportunities Program participants, McNair Scholars, ASPIRE scholars, individuals with US military service and FreeApp applicants through a Big Ten Academic Alliance program to increase access to graduate education for diverse applicants.

Describe program and institution-based high-impact practices and wrap-around student support services ensuring equitable access and success for students enrolled in the proposed program.

Access 2030 demonstrates the University of Illinois' commitment to supporting "the ongoing learning renewal of students and systemic implementation of evidence-informed student support practices." This equity-focused plan includes emphasis on the three universities' summer bridge programs, proactive advising, and high-impact practices to support retention and to ensure equitable access and success.

In addition to Access 2030, the System supports students through the President's Research in Diversity Travel Assistance award. This competitive program, primarily for graduate students, has been established for the purpose of promoting diversity and the understanding of diversity within the University. Recipients are provided a certificate and funding up to \$600 to travel to a professional conference related to diversity or identity (such as those conferences involving race, gender, ethnicity, sexual orientation, disability, and national origin) to present papers, posters, or creative work at conferences related to diversity or identity.

At the institution level, the University of Illinois Urbana-Champaign prides itself on the array of high-impact practices and services offered to students. These student support practices

high impact practices and services offered to students. These student support practices support the ongoing learning renewal of students and systemic implementation of evidence-informed student practices, which align with Equity Strategy 1 of A Thriving Illinois. The Counseling Center, Office of the Dean of Students, McKinley Health Center, and Student Assistance Center are accessible to all students via in-person or remote options to facilitate student wellness and retention. All students are encouraged to participate in workshops hosted by the university's Writer's Workshop and are eligible to receive assistance on writing projects through their writing assistants. For students with disabilities, Disability Resources & Educational Services (DRES) has helped thousands of students earn college degrees and Urbana-Champaign has been recognized as a national leader in the area of post-secondary education for persons with disabilities. Indeed, as the oldest post-secondary disability support program in the world, DRES has been associated with many programmatic innovations including:

- The seminal research which led to the development of the first architectural accessibility standards that would become the American National Standards Institute Standards;
- The first wheelchair-accessible fixed route bus system;
- The first accessible university residence halls;
- The first university service fraternity and advocacy group comprised of students with disabilities, Delta Sigma Omicron; and
- The first university to receive the Barrier-Free America Award from the Paralyzed Veterans of America (2012).

Additionally, poised at the crossroads of academic and student affairs, the Michael L. Jeffries, Sr. Center for Access and Academic Support (formerly known as the Office of Minority Student Affairs) is one of the oldest and most comprehensive student support programs in the nation. The Jeffries Center has embodied the University of Illinois Urbana-Champaign's land-grant mission by championing access for all students and providing a comprehensive array of college preparatory and support services to bolster students' success since its inception. Programs such as A&M (Advising and Mentoring), First Generation Student Initiatives and Tutoring and Academic Services the Center also align with A Thriving Illinois Equity Strategy 8 with the use of staff as advisors/coaches as well as peer and near-peer tutoring. The Jeffries Center currently houses nine departments. A more comprehensive list of Jeffries Center programs is provided in Appendix A.

In 2022, the University of Illinois Urbana-Champaign was recognized as one of 53 institutions in the National Association of Student Affairs Professionals' (NASPA) First-Gen Forward 2022-2023 cohort. First-Gen Forward was the first program to acknowledge higher education institutions for their commitment to the success of first-generation students. As a NASPA First-Gen Forward institution, the university applied and was accepted into NASPA's First Scholars Network. This membership signifies the university's competency and commitment to the success of first-generation students. Through the network, the university receives tools, resources, and expert guidance, including data, peer networks, evidence-based approaches, and data-driven continuous improvement. The university established a First-Generation Steering Committee in



significant resources to incentivize hiring activities that support diversity, recruitment, and retention goals. Prominent among those programs are the Targets of Opportunity Program (TOP) and the Dual Career Program (DCP). The TOP program provides recurring funds for salary support for hires that enhance campus diversity, including faculty from underrepresented groups and women in STEM fields. Nearly all of these hires are identified through a traditional search process. The Provost invests ~\$1 million per year in this recurring salary support for TOP. The Office of the Provost, in conjunction with the Office of the Vice Chancellor for Diversity, Equity, and Inclusion also announced a second year extension of the temporary modification to the TOP program to recruit more faculty of color. This initiative made an additional ~\$1 million available to units to support hiring in this area. For the DCP, the Provost provides recurring matching funds (i.e., 1/3 of the initial salary) if the partner is hired into a tenure track position through the DCP. Several years ago, the Provost modified the DCP to provide only non-recurring funding (1-3 years) for non-tenure track partner hires which has helped to reduce the overall cost of the program. Thanks to DCP, the university was ranked second in the nation in the most recent Partner Hire Scorecard.

The campus also continues to fund postdoctoral fellowships targeted to underrepresented scholars in ethnic studies programs (e.g., Latina/Latino Studies, American Indian Studies, etc.) and through the DRIVE program. These programs are intended to help provide postdocs with an opportunity to build a foundation of scholarship that will prepare them for tenure track positions. While the ethnic studies postdocs are selected through a specific advertisement, the DRIVE program identifies candidates through a search process for open faculty positions. Finally, through a partnership with the University System Office and departments, the Provost's Office also supports the Underrepresented Faculty Recruitment Program in making available non-recurring funds for research to enhance offers of employment. Awards up to \$20,000 per year for each of the first three years of employment are available for those hired in the 2022-2023 academic year. The Provost's Office funds the additional search expenses incurred by bringing an additional candidate to campus if that person is from an underrepresented group.

Additional retention efforts include programming and development activities for executive officers and faculty members across ranks. Programming and resources for unit executive officers (EOs) equip them with the knowledge and skills necessary for leadership including ways to enhance their ability to support and mentor faculty within their units, particularly faculty members of color. The Office of the Provost also coordinates several leadership development programs to increase the pool of potential academic leaders on campus with intentional focus on supporting faculty members from underrepresented groups to explore campus leadership and administrative roles. The university continues to be a strong partner in the Big Ten Academic Alliance's Academic Leadership Development Programs, with numerous faculty and staff from the university participating as fellows.

The Office of the Provost also invests in faculty development. From recruitment to onboarding, through promotion, and retirement, faculty members have access to programming and resources designed to meet them and address their careers needs. The office also supports several institutional memberships that provide external resources to our faculty, such as the National Center for Faculty Development and Diversity to ensure faculty members' continued

## Sustainability

access to NCFDD's resources.

Describe strategies and initiatives the institution plans to implement that makes the proposed program and college more generally affordable for students and their families, including those who have been historically underserved. To monitor progress of campus efforts to recruit and retain faculty members of color, the Provost's office collects, manages, and reports annual data through the Division of Management Information and Office for Access and Equity. Additionally, a yearly report on implementing strategies to make college "more affordable, particularly those who have been historically underserved," through the Faculty at Illinois report.

The Graduate College Fellowship program provides financial support through fellowships and tuition and partial fee waivers to students to promote inclusion and diversity by supporting students who represent a broad array of life experiences and perspectives. Master's students are eligible for a one-year \$20,000 award and doctoral students for a multi-year award totaling \$75,000. Annually, \$3.5 million dollars of campus funds are allocated to these fellowships.

Provide tuition cost analysis for comparable programs and institutions in Illinois.

The Master of Veterinary Science degree program stands as a trailblazer in the United States, being the first of its kind. The tuition structure aligns with the university's graduate base rate for the academic year 2023-2024, set at \$740 per credit hour. With a total degree cost of \$23,680, excluding minimal fees and services as per university policy, the proposed Master of Veterinary Science in Applied Veterinary Science demonstrates affordability. This competitive pricing positions the program below the prevailing market rates for similar MS degrees in the United States.

## Growth

Provide a supply and demand analysis for the proposed program that, at minimum, does the following: a) Provides evidence of student interest in the proposed program including any strategies to incentivize students to stay in Illinois. b) Identifies and provides evidence of a high-quality credential with viability for future careers.

The College of Veterinary Medicine initiated a non-degree certificate in Veterinary Science in Academic Year 2022 to assess the market demand for a degree in Applied Veterinary Science. This certificate program spans two semesters, encompassing 12 credit hours. Over the first two pilot years, the program anticipates matriculating 65 students. Primarily designed for recent undergraduate students keen on exploring careers in the animal health industry, the certificate serves as a valuable entry point. For those choosing to further their education in Illinois by pursuing an MS degree, the program is structured to seamlessly integrate into a one-year completion timeline.



Explain how the program engaged with business and industry in its development and how it will spur the state's economy by leveraging partnerships with local, regional, and state industry, business leaders and employers.

The University of Illinois Urbana-Champaign has strong partnerships with business and industry through the statewide initiatives like the Discovery Partners Institute (DPI) and the Illinois Innovation Network (IIN), which closely align with A Thriving Illinois' Growth Strategies. As a key gubernatorial initiative, DPI's Tech Talent Lab and immersion programs engage with Chicago's technology workforce, allowing students to interact with Chicagoland technology and innovation culture. Students make meaningful connections to regional employers and industries, university research teams, civic and nonprofit organizations, and startups that will lead to employment and talent retention in the region. IIN works to enrich the student experience through short-term boot camps around topics such as artificial intelligence, data science, entrepreneurship, and more. These intensive programs will encourage students' interest in topics that are key to the 21st century economy and give them a foundation for continued study.

Partnerships with the Research Park, the work of the Campus Community Compact, and the I-Engage program align with A Thriving Illinois' Growth Strategies.

As a dynamic tech hub that provides meaningful and industry-focused research and internship opportunities, the Research Park employs 800 interns year-round in part-time employment, allowing University of Illinois Urbana-Champaign undergraduate and graduate students to work on campus and be enrolled as full-time students. There are more students working at the Research Park than at any other peer American university research/tech park. Students are paid highly competitive wages for their specialized skillsets in areas like computer science, data analytics, UX/UI design, engineering, business development, and market research. Research Park internships increase students' employment prospects by expanding their professional networks, building their professional portfolios, and developing their leadership skills. The top students working in the Research Park are typically hired into full-time roles within the companies that employ them, many of whom then remain in tech roles in Illinois (i.e. John Deere, State Farm, Caterpillar, ADM, Motorola Solutions, Brunswick, Abbott, etc.). Many of the corporate sites focus on DEI outreach and participate as sponsors to various student groups and campus units. Examples include Synchrony supporting a class of 125 Chicago students who are gaining technology skills as they attend the Pritzker Tech Talent Labs' Digital Scholars program with the Discovery Partners Institute, part of the University of Illinois System. The Digital Scholars program is a free summer program for underrepresented high school students to build computing skills, increase college and career readiness, and make connections to Champaign and Chicago's dynamic tech communities. This program helps link Chicago high school students to the University of Illinois and, through Synchrony, the Research Park, further developing a strong talent pipeline. Motorola Solutions' partnership with the Society of Hispanic Professional Engineers, and Brunswick's volunteer work with Booker T. Washington STEM Academy. Building on the well-established relationships of the affinity and community groups both on campus, the Research Park campus office has ongoing partnerships with units such as Cultural Centers, The Career Center, and Registered Student Organizations (RSOs) to educate Illinois' diverse population of students on the opportunities available within the Park. Research Park has been integrally involved in building the region's capacity and expertise in

precision fermentation and bioprocessing, which resulted in the \$51 million grant to iFAB from the U.S. Economic Development Administration announced in July. Research Park encompasses multiple facets of that ecosystem – it is home to one of the region’s fastest growing contract development manufacturing organizations, as well as one of the major industry partners (ADM).

Another local program, We CU, supports long-term partnerships between local organizations, instructors, and students at the University of Illinois Urbana-Champaign. These mutually beneficial partnerships create impactful learning experiences for students and promote positive change in the Champaign-Urbana community. In the first four years of the program (2020-2024), 3,152 students from 12 colleges dedicated 56,115 hours to 798 service projects. In 2024, We CU recognized 84 students as We CU Community Engaged Scholars. We CU Scholars completed an additional 8,615 service hours.

The Campus-Community Compact (Compact) is one of the major initiatives of the Community Action and Public Engagement (CAPE) Committee of Illinois’ Chancellor’s Call to Action to Address Racism and Social Injustice. Comprised of a co-equal partnership between Illinois and the broader Champaign County community, the Compact is an ambitious and visionary initiative to accelerate social justice by addressing structural racism, bias, and social injustice over the next five to ten years in six interrelated grand challenge areas: inclusive education; accessible technology; economic development; health, wellness, and resilience; workforce development; and community relations. The Compact also includes several crosscut areas; namely, accessible campus/transportation, accessible information, community safety, and language (e.g., multilingualism, communications, and messaging).

Three priorities have been identified for the Inclusive Education focus area: restoring opportunity; providing a community-based information delivery service; and professional development. Restoring Opportunity addresses the need for greatly improved access to quality health care, access to a rich array of courses taught by culturally responsive and affirming educators, and access to well designed and well-resourced schools. The development, implementation, and sustainability of a community-based information delivery service requires a community that partners with the university to invest in professional development strategies and training opportunities to continuously strengthen the capabilities of the teacher workforce to address the needs of an increasingly diverse student population. Illinois, through its College of Education, will work with the local schools’ districts to create targeted initiatives to recruit and hire teachers of color at a level proportionate to the population of students of color taught or that increase the total population of teachers of color by 100% of their current numbers. Professional development involves continuous professional development for teachers and administrators.

An example of a professional development activity is the TEACH Academy, a three-day interactive experience designed to strengthen instructional practices using a lens that focuses on educational justice, equity, and inclusion. Now in its second year, the TEACH Academy has already cultivated a community of over 200 TEACH Scholars who are transforming education across Champaign County. The 2023 TEACH Academy introduced groundbreaking new math teaching methods that were subsequently implemented in local schools during the 2023-2024 academic year. These innovative approaches have already yielded impressive results, with an

academic year. These innovative approaches have already yielded impressive results, with an increase in math scores among some high school students. The 2024 TEACH Academy again featured three keynote presentations open to all Champaign County educators and TEACH Scholars. With 180 TEACH Scholars, the 2024 cohort doubled the size of the inaugural class, represents four area school districts, and spans 34 campuses across the county. Forty-nine returning TEACH Scholars who continue to deepen their impact were also welcomed back in 2024.

Finally, new starting in the 2022-2023 academic year is the Office of the Provost's I-Engage program. I-Engage promotes new faculty engagement with the community. Deans nominate new faculty members to be part of the cohort of approximately 35 from different academic units. The cohort spends a day traveling around Champaign-Urbana to different local business and industry sites, meeting with leaders from these areas and debriefing with campus leaders between sites. The program's goal is to facilitate opportunities for new faculty to develop a deeper understanding of the infrastructures and drivers of the local economy, including agriculture, government, healthcare, and social services. I-Engage furthers understanding of the critical synergy between the campus and local community.

Describe how the proposed program will expand access and opportunities for students through high-impact practices including research opportunities, internships, apprenticeships, career pathways, and other field experiences.

As noted in the previous response, the Research Park expands access and opportunities for students by employing 800 interns year-round in part-time research opportunities and career-relevant internships, allowing University of Illinois Urbana-Champaign undergraduate and graduate students to work on campus and be enrolled as full-time students.

The campus Career Services Council, which includes the campus-wide Career Center in partnership with the college and departmental career offices and professionals, offers Handshake@Illinois, a platform for students to connect with employers, internship opportunities and job postings. Handshake@Illinois was used by more than 23,000 students and 8,500 employers last year.

To establish and/or enhance sustainable outreach and partnerships with PreK-12 schools, the Chancellor at the University of Illinois Urbana-Champaign established the office of PreK-12 Initiatives in May 2024. This office develops initiatives designed to create partnerships with superintendents statewide as well as identifies and partners with key education stakeholders to attract and retain underserved and underrepresented students. It provides us with the ability to rethink and enhance the high school to college pipeline in Illinois by partnering with organizations such as Chicago Scholars, Hope Chicago, the Discovery Partners Institute (DPI), Illinois Innovation Network (IIN), and the Jackie Joyner-Kersey Foundation. Hope Chicago, for example, works with Chicago Public School graduates to ensure they have the financial and wraparound supports necessary to be successful in obtaining a degree by providing a student success program, career services, alumni outreach, and program performance goals.

This office reconceptualizes the important role higher education must play in ensuring Illinois learners gain the confidence and comprehension for college. The goal of this office and associated initiatives is to ensure that the University of Illinois Urbana-Champaign has developed structural outreach and partnerships to systemically close persisting opportunity gaps in our state's school systems.

Graduate students serve an important role within the Office of Undergraduate Research (OUR) as mentors for many undergraduate researchers. The OUR is guided by the philosophy that all Illinois undergraduate students should learn about current disciplinary research, take part in research discussions, and be exposed to research experiences in their regular coursework. The University of Illinois Urbana-Champaign is a leader in the state in its cutting-edge teaching/learning, research, public service and outreach. The Online Learning Advisory Committee (OLAC) facilitates constructive dialogue among colleges, fostering collaboration to address pertinent issues, and insuring the continuous improvements of our online courses and programs. To achieve its mission, OUR seeks to: 1) inspire students and faculty to collaborate on research projects driven by mutual interests by fostering a research mentoring environment that encourages and rewards collaboration; 2) disseminate effective and meaningful online education and support for students. Those models of teaching and best practices and models for undergraduate research to campus stakeholders; 3) assist in the development and evaluation of curricular and co-curricular structures that support the campus community. In the 2023-2024 academic year, OLAC focused on: 1) Developing a undergraduate research model that allows student enrollment in online courses outside of their home colleges; 2) Identifying technologies that enhance the online experience; and 3) Elevating student academic units on campus. OLAC receives quarterly report-outs from the new Big Ten Online Student Council, a recently chartered institutional peer group formed to address student issues in the online space.

Based in the College of Agricultural, Consumer and Environmental Sciences, U of I Extension works with all colleges and units of the University of Illinois Urbana-Champaign. Extension's work focuses on five grand challenges: Community (supporting strong and resilient youth, families, and communities); Economy (grow a prosperous economy); Environment (sustain natural resources in home and public spaces); Food (maintain a safe and accessible food supply); and Health (maximize physical and emotional health for all). Illinois Extension leaders work with a network of local stakeholders to define annual priorities that allow response to evolving and emerging needs while still ensuring meaningful progress toward key outcomes in each of the five grand challenge areas. There are approximately 500,000 direct contacts with Extension programming each year, including nearly 150,000 youth and adult volunteers who participate in 4-H youth development programs. Communities are directly served by Extension staff in 27 units located throughout Illinois. Extension educators in local offices and specialists located at the university develop and deliver in-depth programming locally, at regional venues, and through distance-learning technologies.

Beyond workforce need, describe how the program broadly addresses societal needs (e.g., cultural or liberal arts contribution, lifelong learning of Illinois residents, or civic participation).

Applied veterinary scientists play a critical role in society for several reasons:

- **Animal Health and Welfare:** Veterinary scientists ensure the health and well-being of animals, both domestic and wild. They diagnose, treat, and prevent diseases in animals, improving their quality of life and helping to manage pain and suffering.
- **Public Health and Food Safety:** They play a vital role in safeguarding public health by controlling zoonotic diseases—diseases that can be transmitted from animals to humans. They also ensure the safety of the food supply by overseeing the health of livestock, ensuring that animal products like meat, dairy, and eggs are safe for consumption.
- **Environmental Health:** Veterinary scientists help in wildlife conservation efforts, protecting biodiversity, and studying the impact of environmental changes on animal populations. They contribute to controlling invasive species and addressing ecological challenges related to human activity.
- **Biomedical Research:** Veterinarians contribute to scientific research in areas like drug development, genetics, and regenerative medicine.
- **Sustainable Agriculture:** By optimizing the health and productivity of farm animals, veterinary scientists help promote sustainable agriculture, ensuring a reliable supply of food while minimizing environmental impact.

A Thriving Illinois:  
Higher Education  
Paths to Equity,  
Sustainability, and  
Growth - Attach  
Documents

## Program Description and Requirements

Illinois Administrative Code:

*1050.30(b)(1) A) The caliber and content to the curriculum assure that the objectives of the unit of instruction will be achieved; B) The breadth and depth of the curriculum are consistent with what the title of the unit of instruction implies; C) The admission and graduation requirements for the unit of instruction are consistent with the stated objectives of the unit of instruction.*

*1050.30(b)(3): Appropriate steps shall be taken to assure that professional accreditation needed for licensure or entry into a profession as specified in the objectives of the unit of instruction is maintained or will be granted in a reasonable period of time.*

*1050.50 (a)(2)(C) Requirement for Programs in which State Licensure is Required for Employment in the Field: In the case of a program in which State licensure is required for employment in the field, a program can be found to be in good standing if the institution is able to provide evidence that program graduates are eligible to take the appropriate licensure examination and pass rates are maintained as specified in the objectives of the unit of instruction. If there is no such evidence, the institution shall report the program as flagged for review.*

## Program Description

Provide a description of the proposed program and its curriculum, including a list of the required core courses and short (“catalog”) descriptions of each one. (This list should identify all courses newly developed for the program).

Provide Program Description here:

The MVS degree program is designed with the primary objective of cultivating critical thinking skills, fostering a commitment to lifelong learning, and expanding the depth and breadth of knowledge within the animal health industry. The program is geared towards equipping students with the versatile skills required to excel in various career paths related to animal health.

Attach Program Description Files if needed [MVS-AVS courses .docx](#)

### **Graduation Requirements**

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Provide a brief narrative description of all graduation requirements, including, but not limited to, credit hour requirements, and, where relevant, requirements for internship, practicum, or clinical. For a graduate program, summarize information about the requirements for completion of the thesis or dissertation, including the thesis committees, and the final defense of the thesis or dissertation. If a thesis or dissertation is not required in a graduate program, explain how the functional equivalent is achieved.

Degree: Master of Veterinary Science

Major: Applied Veterinary Science

Degree requirements

Delivery: Online or Traditional

32 total Credit hours to complete the degree

20 Required credits hours

12 elective credits.

Other requirements:

3.0 GPA

12 credit hours at the 500 level

### **Plan to Evaluate and Improve the Program**

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Describe the program's evaluation plan.

The Master of Veterinary Science degree program will undergo an annual review to assess strengths, identify areas for improvement, and set strategic goals. This process will focus on evaluating the quality of our students' learning experiences by reviewing enrollment, learning objectives, and outcomes. Oversight will be provided by the Associate Dean of Online Programs and Extension, working in collaboration with faculty and administrators.

Objectives of the Annual Review:

- Identify areas for improvement, opportunities, and emerging trends.
- Ensure institutional quality for students, faculty, and stakeholders.
- Conduct curriculum reviews to address potential knowledge gaps.
- Set strategic goals and priorities.
- Evaluate academic success services provided to students.
- Address key challenges and the actions being taken to resolve them.
- Review enrollment trends, market segments, and anticipated changes.
- Analyze alumni placements and end-of-program survey results.
- Assess learning objectives achieved through final exams and capstone projects.

The annual review is held in January, before the spring semester. Data is gathered by the administrative team and shared with faculty ahead of the meeting. Any program changes will be implemented at the start of the following academic year.

Plan to Evaluate  
and Improve the  
Program  
Attachments

## Budget Narrative

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### Fiscal and Personnel Resources

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*Illinois Administrative Code: 1050.30(a)(5): A) The financial commitments to support the unit of instruction, research or public service are sufficient to ensure that the faculty and staff and support services necessary to offer the unit of instruction, research or public service can be acquired and maintained; B) Projections of revenues necessary to support the unit of instruction, research or public service are based on supportable estimates of state appropriations, local tax support, student tuition and fees, private gifts, and/or governmental grants and contracts.*

### Budget Rationale

Provide financial data that document the university's capacity to implement and sustain the proposed program and describe the program's sources of funding.

Is the unit's (Department, College, School) current budget adequate to support the program when fully implemented? If new resources are to be provided to the unit to support the program, what will be the source(s) of these funds? Is the program requesting new state funds? (During recent years, no new funds have been available from the state (IBHE) to support new degree programs).

The College of Veterinary Medicine was awarded \$1.0M funding support in 2018 through the Office of the Provost's Investment for Growth program (IFG) for the new degree program enabling the creation of the i-Learning Team consisting of academic advisor, instructional designers, media producers, medical illustrators, administrators, marketers, and allocation of faculty appointments to develop and deliver courses. The i-Learning center teams' salaries are paid through the Master of Veterinary Science revenue in a self-supporting model.

## Faculty Resources

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Will current faculty be adequate to provide instruction for the new program or will additional faculty need to be hired? If additional hires will be made, please elaborate.

Faculty member appointments have been strategically adjusted to allocate sufficient time to the Master of Veterinary Science program, involving a modification of faculty clinical obligations. The courses within the proposed major are presently instructed by these faculty members, and it is important to note that there will be no alteration in the faculty teaching load. This deliberate adjustment ensures that the faculty can effectively contribute to the MVS program without compromising their existing teaching responsibilities.

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

Faculty member appointments have been strategically adjusted to allocate sufficient time to the Master of Veterinary Science program, involving a modification of faculty clinical obligations. The courses within the proposed major are presently instructed by these faculty members, and it is important to note that there will be no alteration in the faculty teaching load. This deliberate adjustment ensures that the faculty can effectively contribute to the MVS program without compromising their existing teaching responsibilities.



Describe how the unit will support student advising, including job placement and/or admission to advanced studies. Will current staff be adequate to implement and maintain the new program or will additional staff be hired? Will current advising staff be adequate to provide student support and advisement, including job placement and or admission to advanced studies? If additional hires will be made, please elaborate.

We have two full-time academic advisors who will be available to answer student questions via email, phone, or video call. Students can access and schedule appointments through Microsoft Teams to meet more formally with our advising team, but they are also able to call or email during business hours for a response. We strongly recommend all students meet with our advising team at least once a semester to discuss their academic progress.

Our students will complete a comprehensive orientation before the first day of class that includes information on degree requirements, course registration, and policies. It also includes links to our website and handbook, both important online resources that include additional details on these topics. We will base our communication plan with students on the academic calendar. So, when an important date or deadline is approaching, all students are notified and can take appropriate next steps. As stated previously, we will encourage students to meet with advisors once a semester. We will use appointments as an opportunity to review the student's degree progress, remaining requirements/timeline to degree completion, and discuss their course plan for subsequent semesters.

Our students complete an annual review with our academic advisor. This annual review includes information about their course plan, timeline to degree completion, and capstone experience. A student signs and receives a copy of this review. All records and notes are maintained in Graduat Records.

Are the unit's current facilities adequate to support the program when fully implemented? Will there need to be facility renovation or new construction to house the program?

Yes. The current facilities are adequate to support the program. The college is located at 2001 S. Lincoln Avenue in Urbana. We have one primary classroom designated for this space, room 2271C, and will reserve others as needed.

## Library Resources

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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 proposed new major will not increase demand for the University Library. The courses in this proposed major are currently being taught. There is not an anticipated increased library demand.

Summarize information about library resources for the program, including a list of key textbooks, a list of key text and electronic journals that will support this program, and a short summary of general library resources of the University that will be used by the program's faculty, students, and staff.

The majority of courses in this proposed major do not require text books. The courses are being taught currently and the proposed major will not increase demand on the library. We use a variety sources outside the library such as Harvard Business Review Course Packs. Students will conduct literary reviews on topics that will utilize the library online database.

Resources available through the library:

Critical Thinking Skills for Dummies

Cohen, Martin.

ISBN: 1-118-92473-8

Grant, R. M. (2016). Contemporary strategy analysis: Text and cases. 11th edition. John Wiley & Sons.

Porter, M. E. (1996). What is strategy? Harvard Business Review

Porter, M.E. (1979) The Five Competitive Forces That Shape Strategy

The Goal a process of ongoing improvement, E. Goldratt, North River Press, 2004.

Are any sources of funding temporary (e.g., grant funding)? If so, how will the program be sustained once these funds are exhausted?

The Master of Veterinary Science is currently being sustained through program revenue and this will continue with the proposed major.

If this is a graduate program, please discuss the intended use of graduate tuition waivers. If the program is dependent on the availability of waivers, how will the unit compensate for lost tuition revenue?

This program will accept tuition waivers.

The current degree program has very few tuition waiver requests due to the niche subject area covered in this degree program.

We included anticipated tuition waivers in our revenue projections.

Budget Narrative

[MVS new major letter of support\\_04Mar2024 \(002\).docx](#)

Fiscal and

[Vet\\_MedlibraryImpact.pdf](#)

Personnel

[Library MVS.pdf](#)

Resources

Attachments

## Personnel Budget

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Category

Year One

Year Five

Notes

Faculty (FTE)

Faculty FTE Year1	Faculty FTE Year 5	Faculty FTE Notes
2.13	2.13	80% FTE allocation 33% FTE allocation 50% FTE allocation 25% FTE allocation 25% FTE allocation

Faculty (\$)

Faculty Year 1	Faculty Year 5	Faculty Notes
\$267,475	\$312, 908	Assumes a 4% annual increase each year for 5 years using the same allocation of faculty.

Advising Staff (\$)

Advising Staff Year 1	Advising Staff Year 5	Advising Staff Notes
3	3	We currently have two academic advisors and one assistant director who also advises and oversees operations.

Graduate Students

(\$)

Graduate Students Year 1	Graduate Students Year 5	Graduate Students Notes
0	0	This degree program will not have traditional graduate student employees such as research and teaching assistants

Other Personnel

Costs

Other Personnel Costs Year 1	Other Personnel Costs Year 5	Other Personnel Costs Notes
\$225.00	\$292464	Other personnel include instructional design and media production support as well as a program director and administrative support

Budget Narrative

Attachments

**Facilities and Equipment**

*Illinois Administrative Code: 1050.30(a)(4): A) Facilities, equipment and instructional resources (e.g., laboratory supplies and equipment, instructional materials, computational equipment) necessary to support high quality academic work in the unit of instruction, research*

or public service are available and maintained;

B) Clinical sites necessary to meet the objectives of the unit of instruction, research or public service;

C) Library holdings and acquisitions, owned or contracted for by the institution, that are necessary to support high quality instruction and scholarship in the unit of instruction, research and public service, are conveniently available and accessible, and can be maintained.

Describe the facilities and equipment that are available, or that will be available, to develop and maintain high quality in this program. Summarize information about buildings, classrooms, office space, laboratories and equipment, and other instructional technologies for the program.

The Master of Veterinary Science degree program is supported by the College of Veterinary Medicine's Office of Online Programs and Extension which includes dedicated staff members for course production and delivery including instruction designers, media producers, medical illustrators, academic advisors, and administrators. We currently have adequate office space for faculty and staff and classrooms to facilitate the degree program. All staff and instruction will take place in the College of Veterinary Medicine Basic Science Building located at 2001 S. Lincoln Avenue. Program administration and staff are located on the second floor in suite 2940 and accompanying rooms. Classroom instruction will utilize existing classrooms within the Basic Science Building. All faculty have their own office space and access to the common rooms and classrooms.

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

No

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

No

Are there other costs associated with implementing the program?

No

Facilities and Equipment Attachments

## Faculty and Staff

*Illinois Administrative Code: 1050.30(a)(3): A) The academic preparation and experience of faculty and staff ensure that the objectives of the unit of instruction, research or public service are met; B) The academic preparation and experience of faculty and staff, as evidenced by level of degrees held, professional experience in the field of study and demonstrated knowledge of the field, ensure that they are able to fulfill their academic responsibilities; C) The involvement of faculty in the unit of instruction, research or public service is sufficient to cover the various fields of knowledge encompassed by the unit, to sustain scholarship appropriate to the unit, and to assure curricular continuity and consistency in student evaluation; D) Support personnel, including but not limited to counselors, administrators, clinical supervisors, and technical staff, which are directly assigned to the unit of instruction, research or public service, have the educational background and experience necessary to carry out their assigned responsibilities.*

Describe the personnel resources available to develop and maintain a high quality program, including faculty (full- and part-time, current and new), staff (full- and part-time, current and new), and the administrative structure that will be in place to oversee the program. Also include a description of faculty qualifications, the faculty evaluation and reward structure, and student support services that will be provided by faculty and staff.

The College of Veterinary Medicine established the I-Learning Center to develop, deliver and maintain the proposed degree program utilizing the awarded investment for growth funding as stated in that scope of work. Administrative staff includes an Instructional Designer with a PhD in Educational Technologies, and Assistant Director with a master's in Education and Business Administration, and an administrative assistant. An academic advisor has been approved in the hiring plan and hiring will coordinate with degree approval. Additional student support services will be overseen by our Assistant Director who will leverage current college resources.

James Lowe DVM, MS, DABVP (Food Animal) is the lead professor in course development and delivery for the proposed degree as well as the Director of the i-Learning Center. Dr. Lowe serves as an Associate Professor at the College of Veterinary Medicine and an Affiliate of the Institute for Genomic Biology. He is board certified in food animal medicine, holds a master's degree in infectious disease, and has 25 years of experience practicing Veterinary Medicine in the field. Dr. Lowe established and runs a research laboratory that focuses on infectious disease transmission and behavior among herds. The IFAMS laboratory's missions is to determine all forms of transmission and provide cost-effective biosecurity measures to control and mitigate risks of infections.

Summarize the major accomplishments of each key faculty member, including research/scholarship, publications, grant awards, honors and awards, etc. Include an abbreviated curriculum vitae or a short description.

James Lowe DVM, MS, DABVP (Food Animal) is the lead professor in course development and delivery for the proposed degree as well as the Director of the i-Learning Center. Dr. Lowe serves as an Associate Professor at the College of Veterinary Medicine and an Affiliate of the Institute for Genomic Biology. He is board certified in food animal medicine, holds a master's degree in infectious disease, and has 25 years of experience practicing Veterinary Medicine in the field. Dr. Lowe established and runs a research laboratory that focuses on infectious disease transmission and behavior among herds. The IFAMS laboratory's mission is to determine all forms of transmission and provide cost-effective biosecurity measures to control and mitigate risks of infections.

Dr. Suzanna Storms

Dr. Storms, a 2022 PhD student in Veterinary Pathobiology focusing on infectious disease in swine. She is also a 2019 graduate from the University of Illinois College of Veterinary Medicine. After receiving her DVM, Dr. Storms decided to continue her studies here at the college of veterinary medicine to focus on research and make an impact on how the industry manages infectious diseases. Dr. Storms helps manage the Applied Livestock Epidemiology Lab which strives to help producers solve problems in the areas of biosecurity and viral respiratory disease in food animals, and oversees veterinary student research in the summers. After completing two years of her PhD program, Dr. Storms moved into an instructor role based on her demonstrated ability and passion for leading learners through new content relative to food animal medicine. She currently teaches VCM 504, and has helped facilitate VCM 560, 561, 562, 568, as well as many veterinary student courses and food-animal electives.

Dr. Storms grew up in central Illinois on a sheep farm that fostered her interest in small ruminant reproduction. This work takes her around the central United States area to laparoscopically breed sheep and deer and has allowed her to work with many domestic and exotic species.

Dr. Storms doesn't have much spare time since she is instructing courses, leading teaching assistants, and running a research lab, but when she does she enjoys spending time with Chip, her Border Collie, who thinks that every car in Champaign is an overgrown sheep to herd.

Dr. Kate Rutherford is a small animal veterinarian who also has a passion for teaching. She is an instructor for the online programs and extension team, teaches veterinary students in the Clinical Skills Learning Center (CSLC), and continues private clinical practice as well.

She graduated from the University of Illinois College of Veterinary Medicine in 2007, following in her father's footsteps (Dr. John Brix, Class of 1976). Growing up in a mixed practice, raising beef cattle, and showing horses has given her a strong appreciation for the livestock industry

and large animal medicine, however, small animal medicine captured her interest most strongly. She has been a small animal practitioner since graduating, with a particular focus on internal medicine and geriatric care. In 2017, she became a part-time faculty in the Certified Veterinary Technician program at Parkland College and then transitioned her career as an educator to the College of Veterinary Medicine in 2023.

Dr. Doreen Vaughn graduated from the University of Illinois College of Veterinary Medicine in 2009. She worked as a small animal veterinarian in the Kankakee and Chicagoland areas before transitioning to teaching. Dr. Vaughn became a Program Director for a Veterinary Technician associate degree Program in southern Illinois. Later on, she moved to Champaign-Urbana and worked as an undergraduate Academic Advisor and an Assistant Director for the Access and Achievement Program in the College of Liberal Arts & Sciences.

Dr. Ben Blair is a three-time alumnus of the University of Illinois! He received his bachelor's from the College of Engineering in 2013 and his Doctor of Veterinary Medicine from the College of Veterinary Medicine in 2017 before becoming a mixed-practice veterinarian in southern Illinois. Dr. Blair returned to the College of Veterinary Medicine after a few years of practice in pursuit of a Ph.D. focusing on utilizing machine learning and new technology in disease management practices for livestock operations.

Throughout his career, Dr. Blair has demonstrated a thirst for acquiring new knowledge and finding new solutions to re-occurring problems in the livestock industry. He completed the Executive Veterinary Program in 2019 and started his own consulting business before returning to once again to the College of Veterinary Medicine to serve as an Assistant Professor.

Faculty and Staff

Attachments

## HLC Section

### Credit Hours

Existing or repackaged curricula (Courses from existing inventory of courses):	Number of Credit Hours:	28 87%	Percent of Total:
Revised or redesigned curricula (Courses for which content has been revised for the new program):	Number of Credit Hours:	0 0	Percent of Total:
New curricula (Courses developed for the new program that have never been offered):	Number of Credit Hours:	4 13%	Percent of Total:
Total Credit Hours of the Program:	Number of Credit Hours:	32 100	Percent of Total:

## New Faculty Required

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Will new faculty expertise or new faculty members be needed to launch this program?

No

Please explain

no.

existing coverage:

Staffing requirements to build and deliver this degree program were hired in 2018 and 2019 utilizing the investment for growth funding making the current resources adequate.

## Additional Funds

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Will the proposed program require a large outlay of additional funds by the institution?

No

## Institutional Funding

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Please explain institutional funding for proposed program:

The program is self-supporting utilizing revenue from the Master of Veterinary Science degree program to pay salaries of faculty and staff delivering this program.

### EP Documentation

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EP Control Number    EP.25.033

Attach Rollback/  
Approval Notices

### Non-EP Documentation

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U Program Review  
Comments

Rollback  
Documentation and  
Attachment

### DMI Documentation

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Attach Final            [U Program Review Comments KEY 1257 8-21-2024.docx](#)

Approval Notices      [U Program Review Comments KEY 1257 9-18-2024.docx](#)

Banner/Codebook  
Name

Program Code:



Minor Code	Conc Code	Degree Code	Major Code
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Senate Approval Date

Senate Conference Approval Date

BOT Approval Date

IBHE Approval Date

HLC Approval Date

DOE Approval Date

Effective Date:

Program Reviewer **Mary Lowry (lowry) (03/05/24 4:24 pm):** Rollback: Please see email dated 3-5-24

Comments **Mary Lowry (lowry) (04/22/24 3:28 pm):** Rollback: Please see two emails dated 4-22-24

**Mary Lowry (lowry) (08/22/24 9:02 am):** U Program Review Comments are attached in DMI Documentation section.

**Devon Hague (hague) (08/26/24 11:47 am):** Rollback: Please make revisions. Thank you! :)

**Mary Lowry (lowry) (09/06/24 2:27 pm):** Rollback: per request

**Mary Lowry (lowry) (09/18/24 1:59 pm):** U Program Review Comments are attached in DMI Documentation section.

**Barbara Lehman (bjlehman) (11/19/24 1:07 pm):** Rollback: Roll back per Holly Fuson's request.

**Mary Lowry (lowry) (11/25/24 3:35 pm):** Rollback: The 594 course is now fully approved. You can now update everything related to it in the proposal and re-submit. I sent an email with details.

**Devon Hague (hague) (12/01/24 9:14 am):** Rollback: Rolling back for edits