

New Proposal

Date Submitted: 09/07/23 3:22 pm

Viewing: : **Agribusiness and Sustainable Food Production Economics, CERT (online)**

Last edit: 01/09/24 8:14 am

Changes proposed by: Debra Korte

In Workflow

1. U Program Review
2. 1470 Committee Chair
3. 1470 Head
4. KL Committee Chair
5. KL Dean
6. University Librarian
7. Grad_College
8. COTE Programs
9. Provost
10. Senate EPC
11. Senate
12. U Senate Conf
13. Board of Trustees
14. IBHE
15. HLC
16. DOE
17. DMI

Approval Path

1. 09/08/23 9:08 am
Donna Butler (dbutler):
Approved for U Program Review
2. 09/08/23 9:36 am
Bryan Endres (bendres):
Approved for 1470 Committee Chair
3. 09/08/23 10:20 am
Sarah Low (salow2):
Approved for 1470 Head
4. 09/08/23 11:04 am
Brianna Gregg

- (bjgray2):
Approved for KL
Committee Chair
5. 09/08/23 11:04
am
Anna Ball (aball):
Approved for KL
Dean
6. 09/29/23 3:39 pm
Claire Stewart
(clairrest):
Approved for
University
Librarian
7. 11/08/23 4:08 pm
Allison McKinney
(agrindly):
Approved for
Grad_College
8. 11/08/23 4:29 pm
Suzanne Lee
(suzannel):
Approved for
COTE Programs
9. 11/13/23 11:08
am
Brooke Newell
(bsnewell):
Rollback to KL
Committee Chair
for Provost
10. 11/17/23 1:50 pm
Brianna Gregg
(bjgray2):
Approved for KL
Committee Chair
11. 11/17/23 2:13 pm
Anna Ball (aball):
Approved for KL
Dean
12. 11/26/23 11:48
am
Claire Stewart
(clairrest):
Approved for
University
Librarian
13. 11/30/23 9:56 am

- Allison McKinney
(agrindly):
Approved for
Grad_College
14. 11/30/23 10:04
am
Suzanne Lee
(suzannel):
Approved for
COTE Programs
15. 12/14/23 3:27 pm
Brooke Newell
(bsnewell):
Approved for
Provost

Proposal Type

Proposal Type:
Major (ex. Special Education)

Administration Details

| | | |
|------------------------------|---|-----------------------|
| Official Program Name | Agribusiness and Sustainable Food Production Economics, CERT (online) | |
| Diploma Title | Certificate in Agribusiness and Sustainable Food Production Economics | |
| Sponsor College | Agr, Consumer & Env Sciences | |
| Sponsor Department | Agricultural and Consumer Economics | |
| Sponsor Name | Anna Ball, Associate Dean of Academic Programs | |
| Sponsor Email | aball@illinois.edu | |
| College Contact | Debra Korte | College Contact Email |
| | dskorte@illinois.edu | |
| College Budget Officer | Nichole Isaac | |
| College Budget Officer Email | nmisaac@illinois.edu | |

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

Debra Korte, dskorte@illinois.edu; Brianna Gregg, bjgray2@illinois.edu; Amanda Brantner, amandab@illinois.edu; Bryan Endress, bendres@illinois.edu; Nick Paulson, npaulson@illinois.edu; Ailie Elmore, aelmore2@illinois.edu

Does this program have inter-departmental administration?

No

Proposal Title

Effective Catalog Term Fall 2024

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

Establish the Campus Graduate Certificate in Agribusiness and Sustainable Food Production Economics in the College of Agricultural, Consumer and Environmental Sciences and the Graduate College

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

This CERT proposal (key 1213) is related to the Business Administration, MBA - Online (iMBA) (key596) and JP: Business Administration, MBA (iMBA) and Accountancy, MS (iMSA) (key1016).

Program Justification

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.

This proposal seeks the approval of a Graduate Certificate in Agribusiness and Sustainable Food Production Economics. This certificate will provide students in-demand knowledge and skills about business and economics that are unique to global agriculture. The courses in this certificate will provide an overview of global production and distribution of agricultural commodities and food products, examine financing and risk-management decisions associated with agricultural production, and analyze a broad range of modern issues facing the food and agriculture industry.

Professions with high demand for this Certificate include economists, agribusiness managers, food supply chain analysts, food and environmental policy analysts, agricultural investment managers, and agribusiness marketing and sales associates.

The Graduate Certificate in Agribusiness and Sustainable Food Production Economics is designed for a non-traditional, adult learner audience of prospective students who do not have time or the ability to take coursework on-campus. This coursework will be offered 100% online through a combination of asynchronous (self-paced) and synchronous sessions that allow learners to learn at their own pace, earn academic credit, and complete a graduate certificate. All courses will be taught by existing faculty.

Students who complete the Certificate in Agribusiness and Sustainable Food Production Economics will be allowed to stack this certificate toward the Business Administration, MBA - Online (iMBA) degree program as an approved Graduate Certificate for a Focus Area or elective course(s); the JP: Business Administration, MBA (iMBA) and Accountancy, MS (iMSA) as an approved Graduate Certificate for a Focus Area or elective course(s); the Management, MS degree program as Graduate General Elective course(s); or the Accountancy, MS degree program as elective course(s).

Note: ACE 546 and 547 have been approved, effective Fall 2024, and will show as course not found until the Academic Catalog rolls to the next Academic Year, in early 2024. See CIM Course approval documents in the Program of Study section.

Instructional Resources

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

No

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

No

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

Yes

Courses outside
of the sponsoring
department/interdisciplinary
departments

Please attach any [signed_Gies Support for ACES AgBus GC.pdf](#)
letters of
support/acknowledgement
for any
Instructional
Resources
consider faculty,
students, and/or
other impacted
units as
appropriate.

Program Regulation and Assessment

Plan to Assess and Improve Student Learning

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

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

As a result of this program, students will be able to:

- Describe the global agricultural supply chain from input to consumer
- Explain the important drivers of demand for food products in developed and developing countries
- Discuss the influence of trade policy and international relationships on food supply and demand
- Describe risk management decisions of agricultural producers
- Analyze risk management tools and develop strategies for agricultural producers to minimize risk
- Describe the current balance sheet and capital structure of farms
- Examine agricultural financing and risk management
- Explore issues of agricultural sustainability
- Analyze agricultural and environmental policies related to ESG reporting, food labeling, food safety, animal welfare, food waste, and food availability
- Examine and discuss domestic agricultural policy decisions and its implications on key stakeholders in food and agriculture

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

Describe here:

The student learning outcomes will be assessed through each course. Frequent formative assessments (e.g., quizzes, discussion forums, live discussions, short-answer essays, and written reflections) will be used to assess student comprehension at the conclusion of each module/objective of each course.

Students will complete summative assessments (e.g., case studies, individual projects, and team projects) at the conclusion of each major course component. Lower-level Bloom's taxonomy assessments will primarily be used to assess learning for the asynchronous course content, while high-level Bloom's taxonomy, high engagement assessments will be used in the synchronous live sessions. Assessments used as part of the synchronous sessions will encourage learners to interact with one another (i.e., Social Learning Theory, Bandura; Zone of Proximal Development, Vygotsky) to solve problems, create potential solutions, and develop strategic plans to solve complex global issues in food and agricultural economics.

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

The goal is for 90% of students enrolled in the certificate to successfully complete (i.e., meet or exceed) the required thresholds of the assessments and earn their Graduate Certificate. The following rating rubric will be used to assess student learning on a fail, meet, or exceed scale.

0-79.9%: Below Expectations

80-89.9%: Meets Expectations

90-100%: Exceeds Expectations

Faculty will provide oversight of individual measures of student outcomes specific to each course and each assessment used within the course. Faculty will consult with college instructional designers to ensure assessments used throughout the course align with intended learning outcomes of the course and the certificate. Each assessment used to measure student learning outcomes will include an evaluation instrument (i.e., rubric).

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

The assessment data from each course will be used internally to assess the overall course, determine necessary adjustments to content or assignments, and modify content/assignments as needed to improve course quality and the student experience.

Program

Description and

Requirements

Attach Documents

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

No

Program of Study

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

Attach Program of Study-related information such as sample sequences (for undergraduate programs) or college-level forms.

[AGBUS-Gies iMSA SbS.xlsx](#)
[AGBUS-Gies iMSM SbS.xlsx](#)
[ACE 547 _ Modern Issues in Food & Agriculture.pdf](#)
[ACE 546 _ Agriculture as an Asset Class.pdf](#)
[AGBUS-Gies iMBA SbS.xlsx](#)
[AGBUS-Gies iMSA and iMBA SbS.xlsx](#)

Catalog Page Text - Overview Tab

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

The Agribusiness and Sustainable Food Production Economics Graduate Certificate provides students in-demand knowledge and skills about business and economics that are unique to global agriculture. The courses in this certificate provide an overview of global production and the distribution of agricultural commodities and food products. Students will examine financing and risk-management decisions associated with agricultural production, and analyze a broad range of modern issues facing the food and agriculture industry.

Statement for Programs of Study Catalog

Graduation Requirements

Minimum Cumulative GPA: 2.75

Minimum hours required for certificate completion: 12 hours

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

12 hours as an approved Graduate Certificate or elective coursework for the Business Administration, MBA - Online (iMBA) degree program

12 hours as an approved Graduate Certificate or elective coursework for the JP: Business Administration, MBA (iMBA) and Accountancy, MS (iMSA) degree program

12 hours of Graduate General Electives coursework of the Management, MS degree program

12 hours of elective coursework of the Accountancy, MS degree program

The required courses for this certificate are listed below.

Course List

| Code | Title | Hours |
|-------------------------|---|-------|
| ACE 544 | Global Agriculture and Supply Chains | 4 |
| ACE 545 | Risk and Decision-Making in Agriculture | 4 |
| ACE 546 | Course ACE 546 Not Found | |
| ACE 547 | Course ACE 547 Not Found | |
| Total Hours | | 12 |

Corresponding CERT Campus Graduate Certificate

Program Features

Academic Level Graduate

Does this major have transcribed concentrations? No

What is the typical time to completion of this program?
1 year

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

What is the required GPA? 2.75

CIP Code 010103 - Agricultural Economics.

Is This a Teacher Certification Program?
No

Will specialized accreditation be sought for this program?
No

Delivery Method

This program is available:

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

Describe the use of this delivery method:

Courses are delivered fully online through the Canvas and Coursera learning management systems. Each course is comprised of two structural components -- an asynchronous component on Coursera and a synchronous component through Canvas.

The asynchronous, self-directed component for each course will include pre-recorded lectures, panel discussions, complimentary readings, demonstration videos, and quizzes. The asynchronous portion provides learners with foundational content for the course.

The second structural component is the high engagement synchronous online session. This session will be offered each week. Students can interact with the instructor(s) and with one another to complete (high-level Bloom's taxonomy) in-depth projects and interactive exercises that build upon the foundational knowledge they previously learned through the asynchronous portion of the course.

Admission Requirements

Desired Effective Fall 2024

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.

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

Number of Students in Program (estimate)

| | | | |
|-------------------|----|---|----|
| Year One Estimate | 20 | 5th Year Estimate (or when fully implemented) | 70 |
|-------------------|----|---|----|

Estimated Annual Number of Degrees Awarded

| | | | |
|-------------------|----|---|----|
| Year One Estimate | 10 | 5th Year Estimate (or when fully implemented) | 55 |
|-------------------|----|---|----|

What is the matriculation term for this program? Fall

Budget

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

No

Additional Budget Information

No additional faculty, advisors, or staffing will be needed for implementation of this program.

Attach File(s)

Financial Resources

How does the unit intend to financially support this proposal?

Current academic and administrative staff in the College of ACES Online Programs and Department of Agricultural and Consumer Economics have the capacity to serve as advisors, maintain records, and support students with registration/enrollment for the Graduate Certificate and related coursework.

Current instructional staff and faculty will teach the courses as part of their regular appointments. New appointments were recently filled to assist with this specific initiative. The new instructor and director roles will ensure sustainability of the program.

The College of ACES will provide funding over three years to support faculty in the development of course content and delivery of courses that are associated with this certificate. Funds generated from the tuition revenue of this program will be re-invested into faculty and support staff for this program.

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

No

Attach letters of support

[_AGBUS_Budget_CIM.pdf](#)

[AGBUS_SelfSupporting_GradCERT.pdf](#)

[SS-program-designation-form_AGBUS_signed.pdf](#)

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)

iMBA rate

Is this program requesting self-supporting status?

Yes

IBHE

Degree Program Title and Overview

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.

Graduate Certificate in Agribusiness and Sustainable Food Production Economics

The Certificate in Agribusiness and Sustainable Food Production Economics will provide learners in-demand knowledge and skills about business and economics that are unique to global agriculture. The courses in this certificate will provide an overview of global production and the distribution of agricultural commodities and food products, examine financing and risk-management decisions associated with agricultural production, and analyze a broad range of modern issues facing the food and agriculture industry.

Professions with high demand for this Certificate include economists, agribusiness managers, food supply chain analysts, food and environmental policy analysts, agricultural investment managers, and agribusiness marketing and sales associates.

The Graduate Certificate in Agribusiness and Sustainable Food Production Economics is designed for learners who do not have time or the ability to take coursework on-campus. This coursework will be offered 100% online through a combination of asynchronous (self-paced) and synchronous sessions that allow students to learn at their own pace, earn academic credit, and complete a graduate certificate.

Students who complete the Certificate in Agribusiness and Sustainable Food Production Economics will be allowed to stack this certificate toward the Business Administration, MBA - Online (iMBA) degree program as an approved Graduate Certificate for a Focus Area or elective course(s); the JP: Business Administration, MBA (iMBA) and Accountancy, MS (iMSA) as an approved Graduate Certificate for a Focus Area or elective course(s); the Management, MS degree program as Graduate General Elective course(s); or the Accountancy, MS degree program as elective course(s).

Illinois Administrative Code: 1050.30(a)(1): A) The objectives of the unit of instruction, research or public service are consistent with the mission of the college or university; B) The objectives of the unit of instruction, research or public service are consistent with what the unit title implies.

Illinois Administrative Code: 1050.30(a)(1): A) The objectives of the unit of instruction, research or public service are consistent with the mission of the college or university; B) The objectives of the unit of instruction, research or public service are consistent with what the unit title implies.

Institutional Context

University of Illinois at Urbana-Champaign

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

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

The University of Illinois recently approved Campus Graduate Certificates to reach a new population of learners.

The college's priorities are to expand our portfolio of online education programs to new audiences of learners who are interested in up-skilling or re-skilling to earn credentials. Through a collaboration with the Gies College of Business, Students who complete the Certificate in Agribusiness and Sustainable Food Production Economics will be allowed to stack this certificate toward the Business Administration, MBA - Online (iMBA) degree program as an approved Graduate Certificate for a Focus Area or elective course(s); the JP: Business Administration, MBA (iMBA) and Accountancy, MS (iMSA) as an approved Graduate Certificate for a Focus Area or elective course(s); the Management, MS degree program as Graduate General Elective course(s); or the Accountancy, MS degree program as elective course(s). This collective effort with the Gies College of Business will allow both colleges to expand their networks of prospective students to democratize education.

University of Illinois

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

This certificate program responds directly to Campus Strategic Plan Goal 2C: "Provide new educational pathways and enhance current programs to increase flexibility and to foster education across disciplines."

The Agribusiness and Sustainable Food Production Economics Graduate Certificate will expand access to University of Illinois credentials. The impact is threefold:

1. new market of students gain flexibility in obtaining a standalone credential;
2. current students across campus to gain a complimentary credential; and
3. provide a new pathway to degree programs.

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/>).

Given the non-degree, graduate level format of this content as well as the working professional target audience, the expectation is that most learners will be seeking career advancement opportunities and/or new career paths in some capacity. The courses in the certificate program will provide learners with the knowledge and skills necessary for such opportunities.

Research indicates that the top reason learners choose a graduate certificate is a quick return on their investment that will potentially yield opportunities for salary increases, an expanded professional network, and basic preparation for a future graduate degree program. Furthermore, job seekers of the Great Resignation indicate a desire to increase their professional network while also obtaining skills, academic coursework, and value-added credentials that are transferable to other careers (Fox, M., 2022).

This Graduate Certificate will provide benefits to the learners that it services and to the State of Illinois at large. The employees, the Illinois workforce, and employers will benefit from the upscaling of the workforce. This Graduate Certificate can also attract learners who will later return to the University for a graduate degree program.

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

ACES career services and academic advisors in the Department of ACE and College of ACES will provide resources to students as needed. Due to the nature of the certificate program and intended target audience, we expect most students will be currently employed working professions who are seeking additional credentialing for their chosen career paths.

If letters of support are available attach them here:

Comparable Programs in Illinois

Illinois Administrative Code: 1050.30(a)(6): B) The unit of instruction, research or public service meets a need that is not currently met by existing institutions and units of instruction, research or public service. For additional information about similar programs, check the Degree Program Inventory on the IBHE website (https://www.ibhe.org/ProgInv_Prog.aspx) and review the Notice of Intent website for programs being planned (<http://legacy.ibhe.org/ODA/tracking/NOI/NOISearch.asp>).

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.

None identified. No comparable graduate certificate programs are offered in state public or private colleges or institutions.

Comparable

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

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

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.

The College of ACES recognizes the need to attract, recruit, retain, and complete a diverse group of students for this certificate program. The intent of this certificate program is to provide accessible, affordable fully online education to working adults, students of color, and low-income students. To that end, we provide flexible learning options as part of this program, targeted outreach and support services to students of color. We also ensure cultural awareness and diversity throughout our instructional content and marketing materials. Our support services will help students connect with financial assistance through the university and provide them with support services to navigate the registration/enrollment process for courses.

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.

College and departmental support services will be provided to students in this certificate program. Specifically, support will be provided for students to:

1. Connect with their learning community of fellow students who are enrolled in associated coursework and the certificate program;
2. Assist with answering questions related to admissions, enrollment, and registration;
and
3. Provide them with resources/links to navigate questions related to tuition and student services.
4. Offer adult learning strategies and support resources/links to contribute to student success

Explain institutional strategies being implemented to increase and retain faculty, staff, and administrators of color and the implications for the proposed program. Explain how progress will be monitored.

The College of ACES has an active job search for a new Associate Dean for Diversity, Equity, and Inclusion. As part of this new appointment, intentional strategies will be implemented to increase and retain faculty, staff, and administrators who represent diverse populations. Specific to this certificate program, we strive to recruit diverse faculty and instructors to ensure a sense of belonging and representation for all prospective students. We will also recruit faculty, staff and administrators to serve as lead instructors, subject matter experts, and student support for this certificate.

Sustainability

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.

This graduate certificate is designed for adult learners (working professionals). Our desire is to create an affordable, accessible, flexible online educational certificate. The content is focused on knowledge and skill development in targeted areas of interest. Graduate certificates are more affordable with less time commitment for learners as compared to a master's degree. This certificate is in alignment with current workforce demands.

ACES Online Programs have dedicated staff to support students from underrepresented and first gen populations to help foster a sense of belonging and community. Staff also provide technical support in navigating the admissions/enrollment processes.

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

This proposed certificate will have self-supporting status at the lowest per credit hour tuition rate of the University. Due to the collaborative nature of this certificate, we will use the iMBA rate of \$326 per credit rate to align with the tuition rate used for the Business Administration, MBA - Online (iMBA) degree program. Students will be eligible to apply for financial aid through the university. Furthermore, the College of ACES is in the process of hiring a Coordinator of Educational Programs and Partnerships who will seek out corporate agreements with external stakeholders to help fund individual student's access to this certificate.

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.

With an intended audience of adult learners (professionals in the workforce), this certificate aims to address the growing demand in the agribusiness section for employees with specialized knowledge in economics and business practices. Particularly in the agribusiness sector, many employees enter into the workforce without lacking background knowledge about agriculture and food production economics. This certificate provides an opportunity to collaborate with industry partners to up-skill and re-skill employees for the growing demands and needs of their jobs. This certificate hopes to fill the knowledge-gap that many employees of the agricultural industry face.

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.

As evident in the content of the course, faculty interact with agribusiness professionals (during pre-recorded lectures and during synchronous online sessions) to provide firsthand knowledge from business leaders. These professionals offer a 'state of the industry' perspective from the vantage point of the workforce. This connected educational experience helps ensure the graduate program aligns with industry standards and seeks to solve real-world problems the students are experiencing in their professional lives.

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.

The knowledge and skills provided through this certificate, in addition to the credential of a Graduate Certificate, can be used by students to apply for promotions or pivot to new careers. Furthermore, they will expand their professional networks with other students in the course, and connect with industry experts through synchronous online sessions.

This certificate program is part of a larger effort from the College of ACES to expand its educational portfolio of online, flexible learning opportunities. As a result, ACES is continuing to strive toward the land-grant mission of education for all by providing online, flexible, affordable learning options for a global audience of learners.

Explain how the proposed program will expand its models of teaching and learning, research, and/or public service and outreach that provide opportunity for students to succeed in the work of the future.

To meet the diverse learning needs of students, this certificate will offer a combination of asynchronous online and synchronous online learning models. This approach allows students to access course materials at their own convenience, promotes flexibility, and allows students to personalize their learning experience. This certificate is a collaborative effort with the Gies College of Business wherein Students who complete the Certificate in Agribusiness and Sustainable Food Production Economics will be allowed to stack this certificate toward the Business Administration, MBA - Online (iMBA) degree program as an approved Graduate Certificate for a Focus Area or elective course(s); the JP: Business Administration, MBA (iMBA) and Accountancy, MS (iMSA) as an approved Graduate Certificate for a Focus Area or elective course(s); the Management, MS degree program as Graduate General Elective course(s); or the Accountancy, MS degree program as elective course(s).

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).

Beyond addressing workforce needs, the Agribusiness and Sustainable Food Production Economics certificate will promote sustainable agriculture and environmental stewardship by equipping students with knowledge of sustainable agricultural techniques, sustainable development of new technologies, and ways to address the growing challenges with climate change and our environmental footprint. Students enrolled in this certificate will also gain enhanced understanding of food distribution systems, issues related to food access, and challenges of food security. In rural and urban communities alike, this certificate will engage students to become more active in their communities to address food production and distribution concerns and work toward elimination of food security issues.

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 Certificate in Agribusiness and Sustainable Food Production Economics will provide students in-demand knowledge and skills about business and economics that are unique to global agriculture. The courses in this certificate will provide an overview of global production and distribution of agricultural commodities and food products, examine financing and risk-management decisions associated with agricultural production, and analyze a broad range of modern issues facing the food and agriculture industry.

The uniqueness of this certificate lies in its combination of asynchronous, self-paced content in addition to the synchronous, high engagement live sessions where learners can engage in problem-solving and discussion with other students in the learning community. Adult learners enrolled in this certificate will be encouraged to share their real-world experiences and apply new knowledge and skills gained from the coursework toward their professional endeavors.

This is a fully online certificate program that includes asynchronous and high-impact, high-engagement synchronous components.

The certificate includes four required courses that equate to 12 credit hours. The four new courses that will be developed for this certificate program.

The four new courses are:

ACE 544: Provides essential knowledge of the production and distribution of agricultural commodities and food products. Topics will cover the full range of the agriculture supply chain, from pre-farm to the consumer, to provide students with a better understanding and appreciation for where and how crops and livestock are produced, and the systems used to distribute products to consumer. This course is exclusively offered online. It has been designed for and is restricted to students pursuing a graduate certificate and specific degree programs.

ACE 545: Risk and Decision-Making in Agriculture (4 credit hours)

The food and agriculture sector faces a unique set of risks due to the nature of production and heavy reliance on uncontrollable factors such as weather. This course discusses the risks faced by farmers and food and agribusiness firms, the tools available to manage these risks, and the resulting approaches to managerial decision-making. This course is exclusively offered online. It has been designed for and is restricted to students pursuing a graduate certificate and specific degree programs.

ACE 546: Agriculture as an Asset Class (2 credit hours)

Modern agriculture relies heavily on capital, assets, and financing. Students will examine scale and structure of the US agricultural sector, capital structure and financing of the asset class, rise of investment activities, and ag-specific institutions which serve the industry. Topics include financial performance, asset exposure mechanisms, and emerging investment opportunities. This course is exclusively offered online. It has been designed for and is restricted to students pursuing a graduate certificate and specific degree programs.

ACE 547: Modern Issues in Food and Agriculture (2 credit hours)

With a projected global population of 9.7 billion by 2050, students in this course will discuss current food, agriculture, and sustainability challenges through a point/counterpoint framework to voice opinions and ask questions. Students will gain comprehensive knowledge of contemporary, ever-changing issues across the agriculture sector, from production to consumption. This course is exclusively offered online. It has been designed for and is restricted to students pursuing a graduate certificate and specific degree programs.

Attach Program Description Files if needed [CIM-C_CourseDescriptions_AgBusCERT.pdf](#)

Graduation Requirements

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.

To earn a Certificate in Agribusiness and Sustainable Food Production Economics, students must complete four required courses (12 credit hours) with a 2.75 GPA or higher. Due to the nature of the certificate program, no thesis, dissertation, internship, or practicum is required.

Specialized Program Accreditation

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.

NA

Licensure or Certification for Graduates of the Program

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.

NA

Plan to Evaluate and Improve the Program

Describe the program's evaluation plan.

The ACES Online Program administration will use key performance indicators to evaluate the certificate program. The key performance indicators that will be used to measure and evaluate viability and success of the Graduate Certificate are:

- number of applications received
- number of students enrolled
- retention rate percentage (within each course and online degree)
- learner experience rating (Likert-scale will be used to assess learner experience with the application, admissions, and enrollment processes, in addition to communication, course quality, live and asynchronous courses/sessions, access to faculty/instructors, and technical support)
- ICES course evaluations
- ACES Online Programs course evaluations (Likert scale used to rate each major component of the course, including asynchronous and synchronous components and assessments)
- time to certificate completion

The data collected will be evaluated by the teaching and learning team at the conclusion of each iteration of the course. Revisions will be made prior to the next course offering.

Plan to Evaluate
and Improve the
Program
Attachments

Budget Narrative

Fiscal and Personnel Resources

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 initial development of this certificate is funded by the College of ACES and the FY23 Investment for Growth Program from the Office of the Provost. Through college and campus support, the college developed a grant program wherein faculty teams applied to receive funding to develop new online courses that comprised a new online Graduate Certificate. The revenue generated from the courses will be re-invested into the certificate program, faculty, content revision, and student support services.

The initial development of this certificate is funded by the College of ACES and the FY23 Investment for Growth Program from the Office of the Provost. Through college and campus support, the college developed a grant program wherein faculty teams applied to receive funding to develop new online courses that comprised a new online Graduate Certificate. The revenue generated from the courses will be re-invested into the certificate program, faculty, support staff, and student support services.

Faculty Resources

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.

Current faculty, instructors, and program directors will provide instruction.

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

The courses that comprise this certificate program are part of the current faculty teaching loads. No additional support is needed at this time. Should demand for the courses exceed expectations and more sessions of the courses need to be offered, one or two new faculty may need to be hired to maintain an appropriate teacher-student ratio.

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.

Current administration in ACES Online Programs will provide student support in admissions and enrollment services.

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. Faculty have the necessary computer and video/audio equipment available to provide a high quality online learning experience. Additionally, faculty have full access to use the ACES Media Studio, equipped with the latest technology, to host their live synchronous online sessions and record asynchronous content. Faculty also have full access to the suite of CITL media studios to record video content and create materials for the course.

The courses that comprise this certificate will be offered 100% online. No classroom space is needed.

Physical address locations for the above mentioned facilities include:

ACES Media Studio is located in Room 028, ACES Library, Information and Alumni Center, 1101 South Goodwin Avenue, Urbana, IL 61801

CITL Studios are located in Room 069, Literatures, Cultures, and Linguistics Building, 707 S. Matthews Ave., Urbana, IL 61801

Faculty offices are located in Mumford Hall, 1301 W Gregory Dr, Urbana, IL 61801.

Library Resources

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

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

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.

Electronic journals will be used for required readings for the courses. Sources for the electronic journals include the University of Illinois U of I collection, EBSCO Discovery database, and Online Journals database. Open source, peer-reviewed journals will also be included as readings in the course.

Required readings for the courses may come from a variety of peer-reviewed, academic journals, including but not limited to the Journal of the American Journal of Agricultural Economics, Agricultural Economics, Journal of Agricultural and Applied Economics, Animal Feed Science and Technology, American Society of Farm Managers and Rural Appraisers, Agricultural Finance Review, and the Journal of Agricultural and Resource Economics. Additional online resources include Farmdoc (Department of Agricultural and Consumer Economics, College of ACES) and the United States Department of Agriculture.

No textbooks will be used for this course.

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

No funding will be needed for library services.

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?

The program is self-supporting. No graduate tuition waivers will be used for the courses associated with this program.

Budget Narrative

Fiscal and

Personnel

Resources

Attachments

Personnel Budget

Please complete all lines below; all fields are required. For fields where there is no anticipated cost or need, enter 0 or NA.

| Category | Year One | Year Five | Notes |
|----------|----------|-----------|-------|
|----------|----------|-----------|-------|

Faculty (FTE)

| Faculty FTE Year1 | Faculty FTE Year 5 | Faculty FTE Notes |
|-------------------|--------------------|--|
| 0 | 0 | existing faculty resources will be employed, no new resource allocation required |

Faculty (\$)

| Faculty Year 1 | Faculty Year 5 | Faculty Notes |
|----------------|----------------|--|
| 0 | 0 | existing faculty resources will be employed, no new resource allocation required |

Advising Staff (\$)

| Advising Staff Year 1 | Advising Staff Year 5 | Advising Staff Notes |
|-----------------------|-----------------------|--|
| 0 | 0 | existing staff resources will be employed, no new resource allocation required |

Graduate

Students (\$)

| Graduate Students Year 1 | Graduate Students Year 5 | Graduate Students Notes |
|--------------------------|--------------------------|-------------------------|
| 0 | 0 | NA |

Other Personnel

Costs

| Other Personnel Costs Year 1 | Other Personnel Costs Year 5 | Other Personnel Costs Notes |
|------------------------------|------------------------------|-----------------------------|
| 0 | 0 | NA |

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 faculty and instructional designers who are developing content for this certificate have full access to services provided by two instructional media producers from CITL (embedded in ACES), three CITL video/media studios, one newly renovated ACES Media Studio, two ACES instructional designers, and CITL digital media and graphic design specialists.

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.

Current staff and faculty who will support this program include:

From the Department of Agricultural and Consumer Economics --

- Ailie Elmore, academic instructor and certificate program project manager (ACE), full-time faculty; Ailie Elmore is the project manager for this certificate. She also leads or co-instructs one or more courses in the certificate.

- Dr. Nick Paulson, professor, director of graduate studies (ACE), full-time faculty; Dr. Paulson leads or co-instructs courses one or more courses in the certificate.

- Dr. Gary Schnitkey, professor, soybean industry chair in agricultural strategy (ACE). Dr. Schnitkey leads or co-instructs courses one or more courses in the certificate.

- Paul Stoddard, senior lecturer (ACE); Paul leads or co-instructs courses one or more courses in the certificate.

- Dr. Bruce Sherrick, professor and director for the TIAA Center for Farmland Research; Dr. Sherrick leads or co-instructs courses one or more courses in the certificate.

- Dr. Joana Colussi, postdoctoral research associate (ACE); Dr. Colussi leads or co-instructs courses one or more courses in the certificate.

- Dr. Anna Ball, associate dean of academic programs, ACES, full-time faculty and staff

- Dr. Debra Korte, assistant dean for learning innovation, ACES (oversee student support services and ACES Online staff), full-time faculty

Drs. Ball and Korte will provide oversight of the certificate and the ACES Online Staff who are supporting the development of the certificate. Drs. Ball and Korte each have doctoral degrees in agricultural education and served as teacher educators and curriculum experts in their respective higher education appointments and land- grant universities.

- Kasey Murphy, instructional designer, ACES, full-time staff

- Jennifer Banda, visiting teaching and learning specialist, ACES, full-time staff

Kasey Murphy and Jennifer Banda are former educators (secondary and post-secondary education) and hold degrees in education and curriculum design.

- Kevin Southworth, instructional media producer, CITL (embedded in ACES), full-time staff

- Adam Ruud, instructional media producer, CITL (embedded in ACES), full-time staff
Adam Ruud and Kevin Southworth each have more than 14 years of experience in media development.

- Dr. Elissa Thomann Mitchell, online education consultant, ACES, part-time faculty

Dr. Thomann Mitchell is a Teaching Associate Professor in Human Development and Family Studies. She is a certified online course evaluator for Quality Matters and is an accomplished author of several peer-reviewed publications on the scholarship of teaching and learning in online and hybrid modalities of instruction.

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.

Please see attached CVs of key faculty members.

Faculty and Staff Attachments [AGBUS_CVs_Faculty.pdf](#)

HLC Section

Credit Hours

| | | |
|---|--------------------------------|-------------------------|
| Existing or repackaged curricula (Courses from existing inventory of courses): | Number of Credit Hours: 0 | 0 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: 100 | 12 Percent of Total: |
| Total Credit Hours of the Program: 100 | Number of Credit Hours: | 12 Percent of Total: |

New Faculty Required

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

No

Please explain existing coverage:

No new faculty are needed to launch this program. Existing faculty in the Department of Agricultural and Consumer Economics will teach the courses.

Additional Funds

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

Yes

Institutional Funding

Please explain institutional funding for proposed program:

The funding provided for the development of this certificate is part of a grant developed from the FY23 Investment for Growth initiative and funding support provided by the College of ACES. Each instructional team is provided funding over 3 years to design, develop, and implement the courses for the certificate program. The funding generated from the courses will be reinvested in the program to sustain this certificate.

EP Documentation

EP Control Number EP.24.064

Attach Rollback/Approval Notices

This proposal requires HLC inquiry No

DMI Documentation

Attach Final Approval Notices

Banner/Codebook Name

Program Code:

| Minor Code | Conc Code | Degree Code | Major Code |
|------------|-----------|-------------|------------|
|------------|-----------|-------------|------------|

Senate Approval Date

Senate Conference Approval Date

BOT Approval Date

IBHE Approval Date

HLC Approval Date

DOE Approval Date

Effective Date:

Attached
Document
Justification for
this request

Program Reviewer
Comments

Brooke Newell (bsnewell) (08/15/23 8:46 pm): Rollback: Requested revisions to Program of Study, self supporting form, library resources, faculty resources, and various other references or text. Email sent to Debra, Brianna, Amanda.

Brooke Newell (bsnewell) (08/28/23 3:25 pm): Rollback: Requested revisions to Proposal Title/related programs; Justification; Side by side; and POS embedded table. Email sent to Debra, Brianna, Amanda, Bryan, Nicholas, and Ailie.

Brooke Newell (bsnewell) (08/30/23 1:03 pm): Rollback: Per request from Debra

Brooke Newell (bsnewell) (09/01/23 9:43 am): Rollback: Email sent to Debra and those in the rollback field indicated.

Brooke Newell (bsnewell) (09/05/23 11:42 am): Rollback: Program of Study attachment - email sent to Debra

Brooke Newell (bsnewell) (09/07/23 3:19 pm): Rollback: Per request from Amanda Brantner (Gies College of Business).

Brooke Newell (bsnewell) (11/13/23 11:08 am): Rollback: Per discussions with Debra

TO: Anna Ball
Associate Dean of Academic Programs
College of Agricultural, Consumer and Environmental Sciences

FROM: Nerissa Brown
Associate Dean of Graduate Programs and Professor of Accountancy
Gies College of Business

DATE: August 7, 2023

RE: College of ACES' Agribusiness and Sustainable Food Production Economics Courses and Graduate Certificate stackable to Gies Business iDegree Programs including iMBA, iMSM, and iMSM

The Gies College of Business supports the efforts of the Department of Agricultural and Consumer Economics within the College of Agricultural, Consumer and Environmental Sciences to develop the Agribusiness and Sustainable Food Production Economics Courses and Graduate Certificate.

Gies Business will employ this series of courses as a Focus Area option in the iMBA degree program and will leverage the addition of this content to attract new learners with demand for agribusiness related courses to the iMBA degree. Furthermore, Gies Business will allow students who apply to, are admitted, and successfully complete the Graduate Certificate the opportunity to stack the associated credits as elective hours to the iMBA, iMSM, and iMSA.

This cross campus collaborative initiative creates unique value for Gies and our enthusiasm to support it is great. Please reach out with any questions.

A handwritten signature in black ink, appearing to read "N. Brown", with a horizontal line underneath the name.

Nerissa Brown
Associate Dean of Graduate Programs and Professor of Accountancy
Gies College of Business

Current

Accountancy, MS

for the degree of Master of Science in Accountancy (on campus & online)

This degree program can be completed either on campus or online; the requirements are listed

Course List

| Code | Title | Hours |
|--|------------------------|-----------|
| ACCY 501 | Accounting Analysis I | 4 |
| ACCY 502 | Accounting Analysis II | 4 |
| ACCY 503 | Managerial Accounting | 4 |
| ACCY 504 | Auditing | 4 |
| ACCY 505 | Federal Taxation | 4 |
| or substitute graduate accountancy courses approved by a program advisor | | |
| Graduate electives with at least 4 hours credit in a non-accountancy graduate course | | 12 |
| | | |
| | | |
| | | |
| | | |
| Total Hours | | 32 |

Other Requirements

Grad Other Degree Requirements

| Requirement | Description | |
|--|-------------|---|
| Other requirements may overlap | | |
| Minimum 500-level Hours Required Overall: 20 (of the total 32 required) | | |
| Students shall earn at least 24 of the 32 total graduate hours while enrolled in the Graduate College at Urbana-Champaign. | | |
| Electives shall form a coherent program of study approved by a program advisor. | | |
| Minimum MSA program coursework cumulative GPA, both by semester and program overall | | 3 |
| Minimum MSA accountancy coursework cumulative GPA, both by semester and program overall | | 3 |

[An optional CPA Review course \(ACCY 398\) is available. The credit hours for the CPA Review Course do not count towards the 32 credit hours required to graduate.](#)

International students with TOEFL scores below 613 (paper-based), 257 (computer-based), or 103 (internet-based), or IELTS score below 7.0, are required to take the English Placement Test (EPT) when they arrive on campus. After taking the EPT, most students are required to take a Business English course sequence. For these students, completion of the ESL course sequence is **mandatory** but does not count towards the 32 hour degree requirement.

Proposed

Agribusiness and Sustainable Food Production Economics, CERT (online)

The required courses for this certificate are listed below. **CERT total = 12 credit hours**

| Code | Title | Hours |
|---------|---|-------|
| ACE 544 | Global Agriculture and Supply Chains | 4 |
| ACE 545 | Risk and Decision-Making in Agriculture | 4 |
| ACE 546 | Agriculture as an Asset Class | 2 |
| ACE 547 | Modern Issues in Food and Agriculture | 2 |

CERT Total 12

CERT Total 12

Current

Management, MS

for the degree of Master of Science in Management (on campus & online)

| General Management Foundation Courses | | 12-24 |
|--|--|-----------|
| ACCY 503 | Managerial Accounting | |
| FIN 500 | Introduction to Finance | |
| BADM 508 | Leadership and Teams | |
| BADM 520 | Marketing Management | |
| BADM 544 | Strategic Management | |
| BADM 567 | Operations Management | |
| General Management Electives | | 0-12 |
| ACCY 500 | Accounting Measurement, Reporting, and Control | |
| BADM 502 | Communicating with Data and Decision Making | |
| BADM 513 | Communication Strategy in Bus | |
| BADM 550 | Business Practicum | |
| BADM 588 | Business Practice Immersion | |
| Graduate General Electives - up to 12 hours of general graduate electives as | | 12 |
| | | |
| | | |
| | | |
| | | |
| Total Hours | | 36 |

Other Requirements

| |
|---|
| Other requirements may overlap |
| Minimum 500-level Hours Required Overall: 24 |
| Minimum GPA: 2.75 |
| International students with TOEFL scores below 613 (paper-based), 257 |

Proposed

Agribusiness and Sustainable Food Production Economics, CERT (online)

The required courses for this certificate are listed below. **CERT total = 12 credit hours**

| Code | Title | Hours |
|-------------------|---|-----------|
| ACE 544 | Global Agriculture and Supply Chains | 4 |
| ACE 545 | Risk and Decision-Making in Agriculture | 4 |
| ACE 546 | Agriculture as an Asset Class | 2 |
| ACE 547 | Modern Issues in Food and Agriculture | 2 |
| CERT Total | | 12 |

Viewing: **ACE 547 : Modern Issues in Food & Agriculture**

Changes proposed by: Debra Korte

General Information

Effective Term: Fall 2024
College: Agr, Consumer, & Env Sciences
Department/Unit Name (ORG Code): Agr & Consumer Economics (1470)
Course Subject: Agr & Consumer Economics (ACE)
Course Number: 547
Course Title: Modern Issues in Food & Agriculture
Abbreviated Title: Modern Issues in Food & Ag
Course Description:

Completed Workflow

1. **U Course Review**
2. **1470 Committee Chair**
3. **1470 Head**
4. **KL Committee Chair**
5. **KL Dean**
6. **Grad Dean**
7. **COTE**
8. **Provost**
9. **Registrar**
10. **Banner**

Approval Path

1. 10/03/23 11:46 am
Brooke Newell (bsnewell):
Approved for U Course Review
2. 10/03/23 12:02 pm
Bryan Endres (bendres):
Approved for 1470 Committee Chair
3. 10/03/23 12:15 pm
Sarah Low (salow2):
Approved for 1470 Head
4. 10/11/23 2:25 pm
Brianna Gregg (bjgray2):
Approved for KL Committee Chair
5. 10/11/23 2:55 pm
Anna Ball (aball):

Approved for KL
Dean

6. 10/19/23 10:26
am
Mary Lowry
(lowry): Approved
for Grad Dean
7. 10/20/23 12:21
pm
Suzanne Lee
(suzannel):
Approved for
COTE
8. 10/20/23 12:36
pm
Brooke Newell
(bsnewell):
Approved for
Provost
9. 10/26/23 3:21 pm
Brianna Vargas-
Gonzalez (bv4):
Approved for
Registrar
10. 10/27/23 4:00 am
system:
Approved for
Banner

History

1. **Oct 27, 2023 by
Debra Korte
(dskorte)**

With a projected global population of 9.7 billion by 2050, students in this course will discuss current food, agriculture, and sustainability challenges through a point/counterpoint framework to voice opinions and ask questions. Students will gain comprehensive knowledge of contemporary, ever-changing issues across the agriculture sector, from production to consumption. This course is exclusively offered online. It has been designed for and is restricted to students pursuing a graduate certificate and specific degree programs.

Justification

Justification for change:

This course is one of four new online courses that will comprise the proposed Agribusiness and Sustainable Food Economics graduate certificate (key 1213). This course and associated certificate is part of a collaborative relationship with the Gies College of Business. This course, and the other courses that are part of the new certificate, will be added as a Focus Area in the iMBA program and allowable electives for the iMSM and iMSA programs. No overlap exists between this course and any of the courses in the iMBA, iMSM, and iMSA programs. No overlap exists between this course and the other ACE courses.

The intended audience for this course is adult learners who are employed by or who are seeking employment in agricultural or food-related companies. The new content in this course will help prepare students for success in the agribusiness and food production economics industries. While this course is unique from other courses in ACE, it provides essential subject matter content necessary for students who have interest in pursuing advanced credentials such as a graduate certificate or graduate degree.

Unlike other courses in the ACE curriculum, this course will explore issues of agricultural sustainability, discuss technological advancements that impact the agricultural and food systems industries, analyze the policy and regulatory environment for food and agricultural markets, and discuss agricultural policy surrounding Environmental, Social and Governance (ESG) reporting. Unique to this course, students will also investigate issues of food labeling, food safety, and animal welfare. Students in this course will also critically analyze issues, concerns, and characteristics of food availability and food waste in developed and developing countries.

Please Note: a syllabus is required for General Education review:

[ACE 547 Syllabus - Modern Issues in Food & Ag R.pdf](#)

Course Information

Course Credit

Course credit:

Undergraduate:

Graduate: 2

Professional:

Justification for Change in Graduate Credit:

This graduate level course designed for a non-traditional, adult learner audience of prospective students who do not have time or the ability to take coursework on-campus. This coursework will be

offered 100% online through a combination of asynchronous (self-paced) and synchronous sessions that allow learners to learn at their own pace to earn academic credit. The rigor expected of a graduate level course will be integrated through the formative and summative assessments required of students. Students will complete frequent formative assessments throughout the courses, and high-engagement, high-level Bloom's taxonomy summative assessments (e.g., case studies, individual assignments, final exam) will be required elements to pass the course. To ensure application of critical thinking, students will solve problems, create potential solutions, and develop strategic plans to solve complex global issues in food and agricultural economics. This course is one of four courses that will comprise the proposal graduate certificate in Agribusiness and Sustainable Food Economics. ACE has an MOU agreement with the Gies College of Business to allow this course, and the others that comprise the new certificate, to be stacked toward the iMBA degree as a Focus Area, or as electives in the iMSM and iMSA programs. The course content was developed with the understanding that students will have sufficient background training and experience in business and economics, and through this course can apply that knowledge to critically analyze issues and propose potential solutions to modern issues in the agricultural industry.

Registrar Use

Only:

| | |
|-----------------|---|
| Banner Credit: | 2 |
| Billable Hours: | 2 |

Grading Type

Grading type: Letter Grade

Alternate Grading
Type (optional):

Available for DFR: No

Repeatability

May this course be repeated? No

Credit Restrictions

Credit Restrictions:

Advisory Statements

Prerequisites:

Concurrent Enrollment Statement:

Restricted Audience Statement:

Restricted to current graduate students in the iMBA, iMSM, iMSA, JP:iMBA/iMSA, and MAAE degree programs, and the Agribusiness and Sustainable Food Production Economics graduate certificate. Non-degree graduate students are also eligible to enroll in the course.

Cross-listing

Cross Listed Courses:

Class Schedule Information

Class Schedule Information:

Fees

Is a fee requested for this course? No

Course Description in the Catalog Entry

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

With a projected global population of 9.7 billion by 2050, students in this course will discuss current food, agriculture, and sustainability challenges through a point/counterpoint framework to voice opinions and ask questions. Students will gain comprehensive knowledge of contemporary, ever-changing issues across the agriculture sector, from production to consumption. This course is exclusively offered online. It has been designed for and is restricted to students pursuing a graduate certificate and specific degree programs. Course Information: 2 graduate hours. No professional credit. Prerequisite: Restricted to

current graduate students in the iMBA, iMSM, iMSA, JP:iMBA/iMSA, and MAAE degree programs, and the Agribusiness and Sustainable Food Production Economics graduate certificate. Non-degree graduate students are also eligible to enroll in the course.

Additional Course Notes

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

Course Detail

Frequency of course:

Every Fall

Duration of the course Less

Describe:

4 week course; this course length aligns with the standards and format of the courses in the iMBA, iMSM, and iMSA programs.

Anticipated Enrollment: 50

| | | |
|--|-----------------|-------------------|
| Expected distribution of student registration: | Graduate: 100 % | Professional: N/A |
|--|-----------------|-------------------|

General Education

General Education Category

Additional Course Information

Does this course replace an existing course? No

Does this course impact other courses? No

Does the addition of this course Yes

impact the departmental curriculum?

Specify the curriculum and explain:

This course will not change the existing requirements of any existing programs/curricula, but the Business Administration, MBA - Online (iMBA) degree program and the JP: Business Administration, MBA (iMBA) and Accountancy, MS (iMSA) will be revised to add this course as one of four courses in a new Focus Area. This course will also be added to the elective list for the iMBA and JP:iMBA/iMSA programs.

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

Will this course be offered on-line?
Online Only

Faculty members who will teach this course:
Nick Paulson (lead), Meredith Blumthal, and Ailie Elmore

Course ID: 1012834

Comments to Reviewers:

Course Edits
Proposed by:
Nick Paulson and Debra Korte

Course Reviewer
Comments

Mary Lowry (08/25/23 11:42 am): Rollback: Please see email dated 8-25-23

Brooke Newell (08/31/23 8:10 am): Rollback: Per request from Debra

Brooke Newell (09/05/23 8:54 am): Rollback: In the justification, please provide a more robust response to Justify the course in terms of new subject matter and how the addition of this course relates to the overall pattern of courses in your unit.

Brooke Newell (09/05/23 9:24 am): Rollback: Per request

Bryan Endres (09/29/23 11:57 am): Rollback: Revise course description

Brooke Newell (10/02/23 1:02 pm): Rollback: Revise the course description to be 75 words or less.

Key: 13395

Viewing: **ACE 546 : Agriculture as an Asset Class**

Changes proposed by: Debra Korte

General Information

Effective Term: Fall 2024
College: Agr, Consumer, & Env Sciences
Department/Unit Name (ORG Code): Agr & Consumer Economics (1470)
Course Subject: Agr & Consumer Economics (ACE)
Course Number: 546
Course Title: Agriculture as an Asset Class
Abbreviated Title: Ag as an Asset Class
Course Description:

Completed Workflow

1. **U Course Review**
2. **1470 Committee Chair**
3. **1470 Head**
4. **KL Committee Chair**
5. **KL Dean**
6. **Grad Dean**
7. **COTE**
8. **Provost**
9. **Registrar**
10. **Banner**

Approval Path

1. 10/03/23 11:46 am
Brooke Newell (bsnewell):
Approved for U Course Review
2. 10/03/23 12:02 pm
Bryan Endres (bendres):
Approved for 1470 Committee Chair
3. 10/03/23 12:15 pm
Sarah Low (salow2):
Approved for 1470 Head
4. 10/11/23 2:25 pm
Brianna Gregg (bjgray2):
Approved for KL Committee Chair
5. 10/11/23 2:55 pm
Anna Ball (aball):

Approved for KL
Dean

6. 10/19/23 10:25
am
Mary Lowry
(lowry): Approved
for Grad Dean
7. 10/20/23 12:21
pm
Suzanne Lee
(suzannel):
Approved for
COTE
8. 10/20/23 12:35
pm
Brooke Newell
(bsnewell):
Approved for
Provost
9. 10/26/23 3:21 pm
Brianna Vargas-
Gonzalez (bv4):
Approved for
Registrar
10. 10/28/23 3:59 am
system:
Approved for
Banner

History

1. **Oct 28, 2023 by
Debra Korte
(dskorte)**

Modern agriculture relies heavily on capital, assets, and financing. Students will examine scale and structure of the US agricultural sector, capital structure and financing of the asset class, rise of investment activities, and ag-specific institutions which serve the industry. Topics include financial performance, asset exposure mechanisms, and emerging investment opportunities. This course is exclusively offered online. It has been designed for and is restricted to students pursuing a graduate certificate and specific degree programs.

Justification

Justification for change:

This course is one of four new online courses that will comprise the proposed Agribusiness and Sustainable Food Economics graduate certificate (key 1213). This course and associated certificate is part of a collaborative relationship with the Gies College of Business. This course, and the other courses that are part of the new certificate, will be added as a Focus Area in the iMBA program and allowable electives for the iMSM and iMSA programs. No overlap exists between this course and any of the courses in the iMBA, iMSM, and iMSA programs. No overlap exists between this course and the other ACE courses.

The intended audience for this course is adult learners who are employed by or who are seeking employment in agricultural or food-related companies. The new content in this course will help prepare students for success in the agribusiness and food production economics industries. While this course is unique from other courses in ACE, it provides essential subject matter content necessary for students who have interest in pursuing advanced credentials such as a graduate certificate or graduate degree.

Unlike other courses in the ACE curriculum, this course deeply investigates the capital structure of US agriculture, farmland assets, and the institutional investment class of farmland and related assets. The assignments and discussion topics for this course will evaluate financing and risk management institutions specific to the agriculture industry. Unlike other courses in the curriculum, students who complete this course will investigate the relationships between U.S. agriculture and farmland with inflation, interest rates, and other macroeconomic drivers and assess its financial performance.

Please Note: a syllabus is required for General Education review:

[ACE 546 Syllabus - Ag As an Asset Class R.pdf](#)

Course Information

Course Credit

Course credit:

Undergraduate:

Graduate: 2

Professional:

Justification for Change in Graduate Credit:

This graduate level course designed for a non-traditional, adult learner audience of prospective students who do not have time or the ability to take coursework on-campus. This coursework will be offered 100% online through a combination of asynchronous (self-paced) and synchronous sessions

that allow learners to learn at their own pace to earn academic credit. The rigor expected of a graduate level course will be integrated through the formative and summative assessments required of students. Students will complete frequent formative assessments throughout the courses, and high-engagement, high-level Bloom's taxonomy summative assessments (e.g., case studies, individual assignments, final exam) will be required elements to pass the course. To ensure application of critical thinking, students will solve problems, create potential solutions, and develop strategic plans to solve complex global issues in food and agricultural economics. This course is one of four courses that will comprise the proposal graduate certificate in Agribusiness and Sustainable Food Economics. ACE has an MOU agreement with the Gies College of Business to allow this course, and the others that comprise the new certificate, to be stacked toward the iMBA degree as a Focus Area, or as electives in the iMSM and iMSA programs. The course content was developed with the understanding that students will have sufficient background training and experience in business and economics, and through this course can apply that knowledge to critically analyze agriculture as an asset class.

Registrar Use

Only:

| | |
|-----------------|---|
| Banner Credit: | 2 |
| Billable Hours: | 2 |

Grading Type

Grading type: Letter Grade

Alternate Grading Type (optional):

Available for DFR: No

Repeatability

May this course be repeated? No

Credit Restrictions

Credit
Restrictions:

Advisory Statements

Prerequisites:

Concurrent
Enrollment
Statement:

Restricted
Audience
Statement:

Restricted to current graduate students in the iMBA, iMSM, iMSA, JP:iMBA/iMSA, and MAAE degree programs, and the Agribusiness and Sustainable Food Production Economics graduate certificate. Non-degree graduate students are also eligible to enroll in the course.

Cross-listing

Cross Listed
Courses:

Class Schedule Information

Class Schedule
Information:

Fees

Is a fee requested No
for this course?

Course Description in the Catalog Entry

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

Modern agriculture relies heavily on capital, assets, and financing. Students will examine scale and structure of the US agricultural sector, capital structure and financing of the asset class, rise of investment activities, and ag-specific institutions which serve the industry. Topics include financial performance, asset exposure mechanisms, and emerging investment opportunities. This course is exclusively offered online. It has been designed for and is restricted to students pursuing a graduate certificate and specific degree programs. Course Information: 2 graduate hours. No professional credit. Prerequisite: Restricted to current graduate students in the iMBA, iMSM, iMSA, JP:iMBA/iMSA, and MAAE

degree programs, and the Agribusiness and Sustainable Food Production Economics graduate certificate. Non-degree graduate students are also eligible to enroll in the course.

Additional Course Notes

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

Course Detail

Frequency of course:

Every Fall

Duration of the course Less

Describe:

4 week course; this course length aligns with the standards and format of the courses in the iMBA, iMSM, and iMSA programs.

Anticipated Enrollment: 50

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

General Education

General Education Category

Additional Course Information

Does this course replace an existing course? No

Does this course impact other courses? No

Does the addition of this course impact the

departmental
curriculum?

Specify the
curriculum and
explain:

This course will not change the existing requirements of any existing programs/curricula, but the Business Administration, MBA - Online (iMBA) degree program and the JP: Business Administration, MBA (iMBA) and Accountancy, MS (iMSA) will be revised to add this course as one of four courses in a new Focus Area. This course will also be added to the elective list for the iMBA and JP:iMBA/iMSA programs.

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

Will this course be
offered on-line?

Online Only

Faculty members
who will teach
this course:

Bruce Sherrick (lead) and Ailie Elmore (co-instructor)

Course ID: 1012833

Comments to
Reviewers:

Course Edits

Proposed by:

Nick Paulson and Debra Korte

Course Reviewer

Comments

Mary Lowry (08/25/23 11:42 am): Rollback: Please see email dated 8-25-23

Brooke Newell (08/31/23 8:09 am): Rollback: Per request from Debra

Brooke Newell (09/05/23 8:53 am): Rollback: In the justification, please provide a more robust response to Justify the course in terms of new subject matter and how the addition of this course relates to the overall pattern of courses in your unit.

Brooke Newell (09/05/23 9:23 am): Rollback: Per request

Bryan Endres (09/29/23 11:57 am): Rollback: revise course description

Brooke Newell (10/02/23 1:01 pm): Rollback: Revise the course description to be 75 words or less.

■ Course removed
■ Course added
■ Text added/ revised

| Business Administration, MBA - Online (IMBA) | | |
|--|--|-------|
| Code | Title | Hours |
| Required Core Courses | | |
| BADM 508 | Leadership and Teams | 4 |
| BADM 509 | Managing Organizations | 4 |
| BADM 520 | Marketing Management | 4 |
| BADM 544 | Strategic Management | 4 |
| BADM 567 | Operations Management | 4 |
| BADM 572 | Stat for Mgt Decision Making | 4 |
| ACCY 500 | Accounting Measurement, Reporting, and Control | 4 |
| ACCY 503 | Managerial Accounting | 4 |
| FIN 511 | Investments | 4 |
| FIN 570 | Corporate Finance | 4 |
| FIN 571 | Money and Banking | 4 |
| FIN 574 | Microeconomics for Business | 4 |
| MBA 590 | Specialization Capstone (must enroll twice) | 0 |
| MBA 597 | Program Foundations | 0 |
| MBA 598 | Program Capstone | 0 |

| Complete one of the following Focus Areas: | | 12 |
|--|---|----|
| Digital Marketing | | |
| MBA 542 | Digital Marketing Analytics | |
| MBA 543 | Digital Media & Marketing | |
| MBA 545 | Marketing in Our New Digital World | |
| Global Challenges in Business | | |
| MBA 547 | Global Marketing | |
| MBA 548 | Global Strategy | |
| MBA 549 | Multiculturalism in Management and the Marketplace | |
| Entrepreneurship & Strategic Innovation | | |
| MBA 551 | Strategic Innovation | |
| MBA 552 | Fostering Creative Thinking | |
| MBA 553 | Entrepreneurship: From Startup to Growth | |
| Business Analytics | | |
| MBA 561 | Introduction to Business Analytics with R | |
| MBA 562 | Introduction to Business Analytics: Communicating with Data | |
| MBA 563 | Data Toolkit: Business Data Modeling & Predictive Analytics | |
| MBA 564 | Data Analytics Applications in Business | |
| Mergers and Acquisitions | | |
| FIN 572 | Finance of Mergers and Acquisitions | |
| FIN 573 | Investment Banking Concepts | |
| ACCY 532 | Mergers and Acquisitions and Other Complex Transactions | |

| Complete an additional focus area from the list above or 12 hours from the following courses: | | 12 |
|---|--|-----------|
| MBA 542 | Digital Marketing Analytics | |
| MBA 543 | Digital Media & Marketing | |
| MBA 545 | Marketing in Our New Digital World | |
| MBA 546 | Global Business Horizons | |
| MBA 547 | Global Marketing | |
| MBA 549 | Multiculturalism in Management and the Marketplace | |
| MBA 551 | Strategic Innovation | |
| MBA 552 | Fostering Creative Thinking | |
| MBA 553 | Entrepreneurship: From Startup to Growth | |
| MBA 561 | Introduction to Business Analytics with R | |
| MBA 562 | Introduction to Business Analytics: Communicating with Data | |
| MBA 563 | Data Toolkit: Business Data Modeling & Predictive Analytics | |
| MBA 564 | Data Analytics Applications in Business | |
| MBA 565 | Infonomics | |
| ACCY 531 | Financial Statement Analysis for MBAs | |
| ACCY 532 | Accounting for Mergers & Acquisitions and Other Complex Transactions | |
| ACCY 574 | Risk Management and Innovation | |
| FIN 572 | Finance of Mergers and Acquisitions | |
| FIN 573 | Applications of Investment Banking Concepts | |
| BADM 589 | Project Management | |
| Total hours | | 72 |

| Entering with Gies MS Management degree | | |
|---|--|-------|
| Code | Title | Hours |
| Required Core Courses | | |
| ACCY 500 | Accounting Measurement, Reporting, and Control | 4 |
| BADM 509 | Managing Organizations | 4 |
| BADM 572 | Stat for Mgt Decision Making | 4 |
| FIN 511 | Investments | 4 |
| FIN 571 | Money and Banking | 4 |
| FIN 574 | Microeconomics for Business | 4 |
| MBA 590 | Specialization Capstone (must enroll twice) | 0 |
| MBA 597 | Program Foundations | 0 |
| MBA 598 | Program Capstone | 0 |

| Complete one of the following Focus Areas or 12 hours from the following courses: | | 12 |
|---|---|-----------|
| Digital Marketing | | |
| MBA 542 | Digital Marketing Analytics | |
| MBA 543 | Digital Media & Marketing | |
| MBA 545 | Marketing in Our New Digital World | |
| Global Challenges in Business | | |
| MBA 547 | Global Marketing | |
| MBA 548 | Global Strategy | |
| MBA 549 | Multiculturalism in Management and the Marketplace | |
| Entrepreneurship & Strategic Innovation | | |
| MBA 551 | Strategic Innovation | |
| MBA 552 | Fostering Creative Thinking | |
| MBA 553 | Entrepreneurship: From Startup to Growth | |
| Business Analytics | | |
| MBA 561 | Introduction to Business Analytics with R | |
| MBA 562 | Introduction to Business Analytics: Communicating with Data | |
| MBA 563 | Data Toolkit: Business Data Modeling & Predictive Analytics | |
| MBA 564 | Data Analytics Applications in Business | |
| Mergers and Acquisitions | | |
| FIN 572 | Finance of Mergers and Acquisitions | |
| FIN 573 | Investment Banking Concepts | |
| ACCY 532 | Mergers and Acquisitions and Other Complex Transactions | |
| Total hours | | 36 |

| Entering with approved non-management Gies graduate degree | | |
|---|---|-----------|
| Code | Title | Hours |
| Must enroll in the following required courses | | |
| MBA 590 | Specialization Capstone (must enroll twice) | |
| MBA 597 | Program Foundations | |
| MBA 598 | Program Capstone | |
| Complete 48 credit hours from core and elective course offerings list | | |
| 500 level coursework to be chosen in consultation with advisor to compliment and build on previously completed coursework to ensure all core requirement and learning objectives are met without duplicating coursework | | |
| Total hours | | 48 |

| Other Requirements (may overlap) | |
|--|---------------------------------|
| Requirement | Description |
| Grad Other Degree Requirements | |
| Course substitutions may be approved by the Department of Business Administration. | |
| Minimum Hours Required Within the Unit: | 72, 48 or 36 depending on entry |
| Minimum 500-level Hours Required Overall: | 72, 48 or 36 depending on entry |
| Minimum GPA: | 2.75 |

| Business Administration, MBA - Online (IMBA) | | |
|--|--|-------|
| Code | Title | Hours |
| Required Core Courses | | |
| BADM 508 | Leadership and Teams | 4 |
| BADM 509 | Managing Organizations | 4 |
| BADM 520 | Marketing Management | 4 |
| BADM 544 | Strategic Management | 4 |
| BADM 567 | Operations Management | 4 |
| BADM 572 | Stat for Mgt Decision Making | 4 |
| ACCY 500 | Accounting Measurement, Reporting, and Control | 4 |
| ACCY 503 | Managerial Accounting | 4 |
| FIN 511 | Investments | 4 |
| FIN 570 | Corporate Finance | 4 |
| FIN 571 | Money and Banking | 4 |
| FIN 574 | Microeconomics for Business | 4 |
| MBA 590 | Specialization Capstone (must enroll twice) | 0 |
| MBA 597 | Program Foundations | 0 |
| MBA 598 | Program Capstone | 0 |

| Focus Area Requirement 1: | | 12 |
|--|---|----|
| Complete one of the following Focus Areas: | | |
| Digital Marketing | | |
| MBA 542 | Digital Marketing Analytics | |
| MBA 543 | Digital Media & Marketing | |
| MBA 545 | Marketing in Our New Digital World | |
| Global Challenges in Business | | |
| MBA 547 | Global Marketing | |
| MBA 548 | Global Strategy | |
| MBA 549 | Multiculturalism in Management and the Marketplace | |
| Entrepreneurship & Strategic Innovation | | |
| MBA 551 | Strategic Innovation | |
| MBA 552 | Fostering Creative Thinking | |
| MBA 553 | Entrepreneurship: From Startup to Growth | |
| Business Analytics | | |
| MBA 561 | Introduction to Business Analytics with R | |
| MBA 562 | Introduction to Business Analytics: Communicating with Data | |
| MBA 563 | Data Toolkit: Business Data Modeling & Predictive Analytics | |
| MBA 564 | Data Analytics Applications in Business | |
| Mergers and Acquisitions | | |
| FIN 572 | Finance of Mergers and Acquisitions | |
| FIN 573 | Investment Banking Concepts | |
| ACCY 532 | Mergers and Acquisitions and Other Complex Transactions | |

| Focus Area or Elective Requirement 2: | | 12 |
|--|---|-----------|
| In consultation with a Gies program advisor, choose a second focus area or set of elective hours, which will consist of one of the following options: complete an additional focus area from the list above, or 12 hours from the following courses, or an approved Graduate Certificate from a partnering unit. | | |
| MBA 542 | Digital Marketing Analytics | |
| MBA 543 | Digital Media & Marketing | |
| MBA 545 | Marketing in Our New Digital World | |
| MBA 546 | Global Business Horizons | |
| MBA 547 | Global Marketing | |
| MBA 548 | Global Strategy | |
| MBA 549 | Multiculturalism in Management and the Marketplace | |
| MBA 551 | Strategic Innovation | |
| MBA 552 | Fostering Creative Thinking | |
| MBA 553 | Entrepreneurship: From Startup to Growth | |
| MBA 561 | Introduction to Business Analytics with R | |
| MBA 562 | Introduction to Business Analytics: Communicating with Data | |
| MBA 563 | Data Toolkit: Business Data Modeling & Predictive Analytics | |
| MBA 564 | Data Analytics Applications in Business | |
| MBA 565 | Infonomics | |
| ACCY 531 | Financial Statement Analysis for MBAs | |
| ACCY 532 | Mergers and Acquisitions and Other Complex Transactions | |
| ACCY 574 | Risk Management and Innovation | |
| FIN 572 | Finance of Mergers and Acquisitions | |
| FIN 573 | Investment Banking Concepts | |
| BADM 589 | Project Management | |
| Total hours | | 72 |

| Entering with Gies MS Management degree | | |
|---|--|-------|
| Code | Title | Hours |
| Required Core Courses | | |
| ACCY 500 | Accounting Measurement, Reporting, and Control | 4 |
| BADM 509 | Managing Organizations | 4 |
| BADM 572 | Stat for Mgt Decision Making | 4 |
| FIN 511 | Investments | 4 |
| FIN 571 | Money and Banking | 4 |
| FIN 574 | Microeconomics for Business | 4 |
| MBA 590 | Specialization Capstone (must enroll twice) | 0 |
| MBA 597 | Program Foundations | 0 |
| MBA 598 | Program Capstone | 0 |

| Complete one of the following Focus Areas or 12 hours from the following courses: | | 12 |
|---|---|-----------|
| Digital Marketing | | |
| MBA 542 | Digital Marketing Analytics | |
| MBA 543 | Digital Media & Marketing | |
| MBA 545 | Marketing in Our New Digital World | |
| Global Challenges in Business | | |
| MBA 547 | Global Marketing | |
| MBA 548 | Global Strategy | |
| MBA 549 | Multiculturalism in Management and the Marketplace | |
| Entrepreneurship & Strategic Innovation | | |
| MBA 551 | Strategic Innovation | |
| MBA 552 | Fostering Creative Thinking | |
| MBA 553 | Entrepreneurship: From Startup to Growth | |
| Business Analytics | | |
| MBA 561 | Introduction to Business Analytics with R | |
| MBA 562 | Introduction to Business Analytics: Communicating with Data | |
| MBA 563 | Data Toolkit: Business Data Modeling & Predictive Analytics | |
| MBA 564 | Data Analytics Applications in Business | |
| Mergers and Acquisitions | | |
| FIN 572 | Finance of Mergers and Acquisitions | |
| FIN 573 | Investment Banking Concepts | |
| ACCY 532 | Mergers and Acquisitions and Other Complex Transactions | |
| Total hours | | 36 |

| Entering with approved non-management Gies graduate degree | | |
|---|---|-----------|
| Code | Title | Hours |
| Must enroll in the following required courses | | |
| MBA 590 | Specialization Capstone (must enroll twice) | |
| MBA 597 | Program Foundations | |
| MBA 598 | Program Capstone | |
| Complete 48 credit hours from core and elective course offerings list | | |
| 500 level coursework to be chosen in consultation with advisor to compliment and build on previously completed coursework | | |
| Total hours | | 48 |

| Other Requirements (may overlap) | |
|--|---------------------------------|
| Requirement | Description |
| Grad Other Degree Requirements | |
| Course substitutions may be approved by the Department of Business Administration. | |
| Minimum Hours Required Within the Unit: | 72, 48 or 36 depending on entry |
| Minimum 500-level Hours Required Overall: | 72, 48 or 36 depending on entry |
| Maximum Hours From Outside Gies College of Business: | 12 |
| Minimum GPA: | 2.75 |

| Agriculture and Sustainable Food Production Economics, CERT (online) | | |
|--|-------|-------|
| Code | Title | Hours |
| PROPOSED | | |

The required courses for this certificate are listed below. **CERT total = 12 credit hours**

| Graduate Certificate: Agriculture and Sustainable Food Production Economics, CERT (online) | | |
|--|---|-----------|
| Code | Title | Hours |
| ACE 544 | Global Agriculture and Supply Chains | 4 |
| ACE 545 | Risk and Decision-Making in Agriculture | 4 |
| ACE 546 | Agriculture as an Asset Class | 2 |
| ACE 547 | Modern Issues in Food and Agriculture | 2 |
| CERT Total | | 12 |

| Graduate Certificate: Agriculture and Sustainable Food Production Economics, CERT (online) | | |
|--|---|-----------|
| Code | Title | Hours |
| ACE 544 | Global Agriculture and Supply Chains | 4 |
| ACE 545 | Risk and Decision-Making in Agriculture | 4 |
| ACE 546 | Agriculture as an Asset Class | 2 |
| ACE 547 | Modern Issues in Food and Agriculture | 2 |
| CERT Total | | 12 |

The required courses for this Agriculture and Sustainable Food Production Economics, CERT (online) total 12 credit hours

■ Course removed
■ Course added/text added
■ Text added/revised

| Accountancy, MS (IMSA) and Business Administration, MBA (IMBA) | | |
|---|---|-------|
| CURRENT | | |
| Code | Title | Hours |
| BADM 508 | Leadership and Teams | 4 |
| BADM 509 | Managing Organizations | 4 |
| BADM 520 | Marketing Management | 4 |
| BADM 544 | Strategic Management | 4 |
| BADM 567 | Process Management | 4 |
| BADM 572 | Stat for Mgt Decision Making | 4 |
| FIN 511 | Investments | 4 |
| FIN 570 | Corporate Finance | 4 |
| FIN 574 | Microeconomics for Business | 4 |
| FIN 571 | Money and Banking | 4 |
| MBA 597 | Program Foundations | 0 |
| MBA 598 | Program Capstone | 0 |
| MBA 590 | Specialization Capstone (must enroll twice) | 0 |
| ACCY 500 | Accounting Measurement, Reporting, and Control (Section IMB) | 4 |
| Complete an additional elective course to meet the IMBA Core 3 requirement, selected in consultation with an Online Programs advisor. | | |
| Complete one IMBA focus area, selected in consultation with an Online Programs advisor. | | |
| Digital Marketing | | |
| MBA 542 | Digital Marketing Analytics | |
| MBA 543 | Digital Media & Marketing | |
| MBA 545 | Marketing in Our New Digital World | |
| Global Challenges in Business | | |
| MBA 547 | Global Marketing | |
| MBA 548 | Global Strategy | |
| MBA 549 | Multiculturalism in Management and the Marketplace | |
| Entrepreneurship & Strategic Innovation | | |
| MBA 551 | Strategic Innovation | |
| MBA 552 | Fostering Creative Thinking | |
| MBA 553 | Entrepreneurship: From Startup to Growth | |
| Business Analytics | | |
| MBA 561 | Introduction to Business Analytics with R | |
| MBA 562 | Introduction to Business Analytics: Communicating with Data | |
| MBA 563 | Data Toolkit: Business Data Modeling & Predictive Analytics | |
| MBA 564 | Data Analytics Applications in Business | |
| Mergers and Acquisitions | | |
| FIN 572 | Finance of Mergers and Acquisitions | |
| ACCY 532 | Mergers and Acquisitions and Other Complex Transactions | |
| FIN 573 | Investment Banking Concepts | |
| ACCY 501 | Accounting Analysis I | 4 |
| Students must demonstrate proficiency to lead instructors for IMSA ACCY 501 Part A and only take Part B of IMSA ACCY 501. | | |
| ACCY 502 | Accounting Analysis II | 4 |
| ACCY 503 | Managerial Accounting | 4 |
| Students are required to take the 16-week IMSA version of ACCY 503. | | |
| ACCY 504 | Auditing | 4 |
| ACCY 505 | Federal Taxation | 4 |
| ACCY 506 | Advanced Topics in Accounting (Section: Advanced Financial Reporting) | 4 |
| ACCY 507 | Taxation of Business Entities | 4 |
| Non ACCY elective course. This course should be selected in consultation with an Online Programs advisor. Electives may include, BADM 403 or another non-accounting course. | | |
| Hours required for IMBA | | 60 |
| Hours required for Imsa | | 32 |
| Total hours for joint IMBA/IMSA | | 92 |
| Other Requirements | | |
| Minimum GPA: | | 3.0 |

| Accountancy, MS (IMSA) and Business Administration, MBA (IMBA) | | |
|---|---|-------|
| PROPOSED | | |
| Code | Title | Hours |
| BADM 508 | Leadership and Teams | 4 |
| BADM 509 | Managing Organizations | 4 |
| BADM 520 | Marketing Management | 4 |
| BADM 544 | Strategic Management | 4 |
| BADM 567 | Process Management | 4 |
| BADM 572 | Stat for Mgt Decision Making | 4 |
| FIN 511 | Investments | 4 |
| FIN 570 | Corporate Finance | 4 |
| FIN 574 | Microeconomics for Business | 4 |
| FIN 571 | Money and Banking | 4 |
| MBA 597 | Program Foundations | 0 |
| MBA 598 | Program Capstone | 0 |
| MBA 590 | Specialization Capstone (must enroll twice) | 0 |
| ACCY 500 | Accounting Measurement, Reporting, and Control (Section IMB) | 4 |
| Complete an additional elective course to meet the IMBA Core 3 requirement, selected in consultation with an Online Programs advisor. | | |
| In consultation with a Gies program advisor, choose a focus area or set of elective hours, which will consist of one of the following options: complete an additional focus area from the list above, or 12 hours from the following courses, or an approved Graduate Certificate from a partnering unit. | | |
| Digital Marketing | | |
| MBA 542 | Digital Marketing Analytics | |
| MBA 543 | Digital Media & Marketing | |
| MBA 545 | Marketing in Our New Digital World | |
| Global Challenges in Business | | |
| MBA 547 | Global Marketing | |
| MBA 548 | Global Strategy | |
| MBA 549 | Multiculturalism in Management and the Marketplace | |
| Entrepreneurship & Strategic Innovation | | |
| MBA 551 | Strategic Innovation | |
| MBA 552 | Fostering Creative Thinking | |
| MBA 553 | Entrepreneurship: From Startup to Growth | |
| Business Analytics | | |
| MBA 561 | Introduction to Business Analytics with R | |
| MBA 562 | Introduction to Business Analytics: Communicating with Data | |
| MBA 563 | Data Toolkit: Business Data Modeling & Predictive Analytics | |
| MBA 564 | Data Analytics Applications in Business | |
| Mergers and Acquisitions | | |
| FIN 572 | Finance of Mergers and Acquisitions | |
| ACCY 532 | Mergers and Acquisitions and Other Complex Transactions | |
| FIN 573 | Investment Banking Concepts | |
| ACCY 501 | Accounting Analysis I | 4 |
| Students must demonstrate proficiency to lead instructors for IMSA ACCY 501 Part A and | | |
| ACCY 502 | Accounting Analysis II | 4 |
| Students are required to take the 16-week IMSA version of ACCY 503. | | |
| ACCY 504 | Auditing | 4 |
| ACCY 505 | Federal Taxation | 4 |
| ACCY 506 | Advanced Topics in Accounting (Section: Advanced Financial Reporting) | 4 |
| ACCY 507 | Taxation of Business Entities | 4 |
| Non ACCY elective course. This course should be selected in consultation with an Online Programs advisor. Electives may include, BADM 403 or another non-accounting course. | | |
| Hours required for IMBA | | 60 |
| Hours required for Imsa | | 32 |
| Total hours for joint IMBA/IMSA | | 92 |
| Other Requirements | | |
| Minimum GPA: | | 3.0 |
| Maximum Hours From Outside Gies College of Business: | | 12 |

| Agriculture and Sustainable Food Production Economics, CERT (online) | | |
|--|---|-----------|
| PROPOSED | | |
| Code | Title | Hours |
| ACE 544 | Global Agriculture and Supply Chains | 4 |
| ACE 545 | Risk and Decision-Making in Agriculture | 4 |
| ACE 546 | Agriculture as an Asset Class | 2 |
| ACE 547 | Modern Issues in Food and Agriculture | 2 |
| CERT Total | | 12 |

The required courses for this certificate are listed below. CERT total = 12 credit hours

| Graduate Certificate: Agriculture and Sustainable Food Production Economics, CERT (online) | | |
|--|---|-----------|
| Code | Title | Hours |
| ACE 544 | Global Agriculture and Supply Chains | 4 |
| ACE 545 | Risk and Decision-Making in Agriculture | 4 |
| ACE 546 | Agriculture as an Asset Class | 2 |
| ACE 547 | Modern Issues in Food and Agriculture | 2 |
| CERT Total | | 12 |

The required courses for this Agriculture and Sustainable Food Production Economics, CERT (online) total 12 credit hours



| ACES Online Learning Innovation RFP Budget Template | | | | | | | |
|--|------------------------------|------------------------------------|---------------------------------------|-------------------------------|-------------------------------------|-------------------|--|
| Agribusiness and Sustainable Food Production Economics | | | | | | | |
| | | Global Agriculture & Supply Chains | Risk & Decision-Making in Agriculture | Agriculture as an Asset Class | Modern Issues in Food & Agriculture | Total | Budget Guidelines |
| A. Personnel: Instructional Team | | | | | | | |
| Instructional Team 1 | Salary | \$ 50,000 | \$ - | \$ - | \$ - | \$ 50,000 | Service in Excess payments may not exceed \$4999 per person. Summer salary is allowable, not to exceed equivalent of one month effort. SIE/summer salary payments should align with the semester/month in which course development will occur. |
| Instructional Team 2 | Salary | \$ - | \$ 50,000 | \$ - | \$ - | \$ 50,000 | |
| Instructional Team 3 | Salary | \$ - | \$ - | \$ 25,000 | \$ - | \$ 25,000 | |
| Instructional Team 4 | Salary | \$ - | \$ - | \$ - | \$ 25,000 | \$ 25,000 | |
| Instructional Team 5 | Salary | \$ - | \$ - | \$ - | \$ - | \$ - | |
| Other FTE Personnel | Salary | \$ - | \$ - | \$ - | \$ - | \$ - | |
| | Personnel Total | \$ 50,000 | \$ 50,000 | \$ 25,000 | \$ 25,000 | \$ 150,000 | |
| B. Other Personnel | | | | | | | |
| Adjunct Instructor | Salary | \$ - | \$ - | \$ - | \$ - | \$ - | Other personnel may receive service in excess payment approved by home unit. |
| Adjunct Instructor | Salary | \$ - | \$ - | \$ - | \$ - | \$ - | |
| Graduate Assistant(s) | Salary | \$ - | \$ - | \$ - | \$ - | \$ - | |
| Graduate Assistant(s) | Salary | \$ - | \$ - | \$ - | \$ - | \$ - | |
| Student Hourly | Salary | \$ - | \$ - | \$ - | \$ - | \$ - | |
| Student Hourly | Salary | \$ - | \$ - | \$ - | \$ - | \$ - | |
| Admin. Salary | Salary | \$ - | \$ - | \$ - | \$ - | \$ - | |
| Other | Salary | \$ - | \$ - | \$ - | \$ - | \$ - | |
| | Other Personnel Total | \$ - | \$ - | \$ - | \$ - | \$ - | |
| All Personnel | Total | \$ 50,000 | \$ 50,000 | \$ 25,000 | \$ 25,000 | \$ 150,000 | |
| C. Marketing | | \$ - | \$ - | \$ - | \$ - | \$ - | |
| D. Other Direct Costs | | \$ - | \$ - | \$ - | \$ - | \$ - | |
| Total Other Direct Costs | | \$ - | \$ - | \$ - | \$ - | \$ - | |
| F. Total Direct Costs | | \$ 50,000 | \$ 50,000 | \$ 25,000 | \$ 25,000 | \$ 150,000 | |

ACES Online Learning Innovation RFP Budget Template

Agribusiness and Sustainable Food Production Economics

Please provide justification for budgeted categories. Departmental business staff should review for allowability.

A. Personnel: Instructional Team

The \$150,000 was first allocated based on the credit hour number for each course. We allocated \$50,000 each to the 4 credit hour classes and \$25,000 each to the 2 hours classes since classes with more credit hours take more time to development as there is more content. The money would further be divided amongst the personal working on each course. We anticipate there would be 3-4 members on an instructional team. We are currently working to develop Global Agriculture and Supply Chains & there are 4 members on the team. The funds would be allocated based on duties and would go to pay for summer salary for tenure track or instructors with a 9 month appointment or SIE for employees on a 12 month appointment.

B. Other Personnel (e.g., student hourly support, graduate assistantships)

C. Marketing

D. Other Direct Costs



GRADUATE COLLEGE

110 Coble Hall, MC-322
801 S. Wright St.
Champaign, IL 61820

PROGRAM TUITION WAIVER POLICY PROPOSAL

Proposals to establish or revise tuition waiver policy for a graduate program will follow a shared governance approval process (Department, School, College, Graduate College).

Definitions of Tuition Waiver Policy Designations:

Traditional Programs. Programs either designated as generating **full or base-rate** tuition waivers. Base rate waivers waives only the Resident Graduate Base tuition amount. Non-Residents or students in a program with an additional tuition differential will be responsible for the remaining portion of tuition.

Reimbursable Programs. Programs identified as programs that would be reimbursed from an appointing unit outside their academic college.

Cost-recovery and self-supporting programs. Students in approved cost-recovery and self-supporting programs are not eligible to receive tuition and fee waivers except statutory waivers. Students in these programs are not eligible to hold a waiver generating graduate appointment (Assistantship or Fellowship). Full time employees may be admitted to these programs, but their employee waiver is not eligible for use towards a program with this designation.

Additional information related to these tuition waiver designations can be found here:
<http://www.grad.illinois.edu/gradhandbook/2/chapter7/tuition-waivers#otherprovisions>.

PROGRAM INFORMATION

COLLEGE OR SCHOOL: College of Agricultural, Consumer and Environmental Sciences (ACES)

PROGRAM(s) (Include Program Codes if applicable):
Certificate in Agribusiness and Sustainable Food Production Economics (CERT)

REQUESTED DESIGNATION (Select desired designation type):

Self-Supporting

Comments:

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

1. Describe the reasons for this request and explain: (a) the pros and cons of the classification requested, and (b) how the requested classification will benefit and not adversely affect the academic quality of the program.
2. What type of financial assistance will be offered to students in the program?
3. Has this program had past practice of offering graduate assistantships? If so, please describe.
4. What provisions will be made to communicate the new classification to prospective and newly admitted students?

APPROVALS: (May use Adobe Signature or print and sign the document)

Department Executive Officer Signature and Date: Sarah Low Digitally signed by Sarah Low
Date: 2023.08.01 13:25:16 -05'00'

Disciplinary College Signature and Date: Germán Bollero Digitally signed by Germán Bollero
Date: 2023.08.01 13:10:41 -05'00'

Graduate College Signature and Date: Allison McKinney Digitally signed by Allison McKinney
Date: 2024.01.05 15:00:50 -06'00'



Agribusiness and Sustainable Food Production Economics, CERT (online)

ACE 544: Global Agriculture and Supply Chains

Provides essential knowledge of the production and distribution of agricultural commodities and food products. Topics will cover the full range of the agriculture supply chain, from pre-farm to the consumer, to provide students with a better understanding and appreciation for where and how crops and livestock are produced, and the systems used to distribute products to consumer. This course is exclusively offered online. It has been designed for and is restricted to students pursuing a graduate certificate and specific degree programs.

ACE 545: Risk and Decision-Making in Agriculture

The food and agriculture sector faces a unique set of risks due to the nature of production and heavy reliance on uncontrollable factors such as weather. This course discusses the risks faced by farmers and food and agribusiness firms, the tools available to manage these risks, and the resulting approaches to managerial decision-making. This course is exclusively offered online. It has been designed for and is restricted to students pursuing a graduate certificate and specific degree programs.

ACE 546: Agriculture as an Asset Class

Modern agriculture relies heavily on capital, assets, and financing. Students will examine scale and structure of the US agricultural sector, capital structure and financing of the asset class, rise of investment activities, and ag-specific institutions which serve the industry. Topics include financial performance, asset exposure mechanisms, and emerging investment opportunities. This course is exclusively offered online. It has been designed for and is restricted to students pursuing a graduate certificate and specific degree programs.

ACE 547: Modern Issues in Food & Agriculture

With a projected global population of 9.7 billion by 2050, students in this course will discuss current food, agriculture, and sustainability challenges through a point/counterpoint framework to voice opinions and ask questions. Students will gain comprehensive knowledge of contemporary, ever-changing issues across the agriculture sector, from production to consumption. This course is exclusively offered online. It has been designed for and is restricted to students pursuing a graduate certificate and specific degree programs.

August 1, 2023

To Whom it May Concern:

The purpose of this letter is to provide justification for the Illinois Graduate College *Program Tuition Waiver Policy Proposal*. Specifically, the College of ACES and Department of Agricultural and Consumer Economics (ACE) are requesting **self-supporting** status for the Campus Graduate Certificate in *Agribusiness and Sustainable Food Production Economics*.

1a. Describe the **pros and cons** of the classification requested.

The Certificate in Agribusiness and Sustainable Food Production Economics is a designed as a collaborative effort between the Gies College of Business and the College of ACES. As part of the agreement, this certificate will be offered as a Focus Area for students who are enrolled in the iDegree programs at the Gies College of Business.

- **Pros:** Given our agreement with the Gies College of Business, self-supporting status aligns with all the iDegree programs currently offered. Students who enter their academic journey through either the ACE Certificate or the iDegree programs will have a consistent expectation of self-supporting programs throughout their academic experience.
- **Cons:** The self-supporting status differs from the other programs currently offered in the Department of ACE, but none of the existing programs can be completed fully online.

1b. Describe how the requested classification will **benefit and not adversely affect** the academic quality of the program.

The requested self-supporting status will benefit the Department of ACE and the initiatives specifically outline as part of this new graduate certificate by expanding our reach of learners to a broader audience. This request will also benefit the Gies College of Business initiative to democratize education at an affordable, accessible rate for a global audience of learners. There are no foreseeable reasons why the self-supporting status would adversely affect the academic quality of the certificate program or the iDegree programs associated with the certificate.

2. What type of financial assistance will be offered to students in the program?

As a Campus Graduate Certificate, this program will be eligible for student financial assistance through the Office of the Registrar at the University of Illinois and the Graduate College.

3. Has this program had past practice of offering graduate assistantships? If so, please describe.

No. This is a new program offered by the Department of ACE and the College of ACES.

4. What provisions will be made to communicate the new classification to prospective and newly admitted students?

As part of the collaboration with the Gies College of Business, this certificate will be promoted as a Focus Area on the Gies Online Programs website, along with their marketing and promotional materials. This is consistent with the other self-supporting certificates and degree that are offered in the Gies College of Business. Additionally, the College of ACES will clearly communicate the self-supporting status of this certificate on all websites and promotional materials provided by the Department of ACE and the College of ACES.

Thank you for your consideration of this self-supporting status request for the new Certificate in *Agribusiness and Sustainable Food Production Economics*.

Sincerely,



Anna Ball
Associate Dean of Academic Programs

Gary Schnitkey

Education

Ph.D., University of Illinois Urbana-Champaign, Agriculture Economics · (1982 - 1987)

MS, Ohio State University, Agriculture Economics · (1978 - 1982)

Research Interests

Work in economics, farm management, and risk management in corn-belt agriculture.

Specific topics covered include

Corn and soybean budgeting

Crop insurance

Farmland leasing

Machinery costs

Risk management

Structure of agriculture

Academic Positions

University of Illinois Urbana-Champaign

1988-present

Professor

Ohio State University

1987-1988

Associate Professor

Publications:

St-Pierre, N. R., Cobanov, B., & Schnitkey, G. (2003). Economic losses from heat stress by US Livestock Industries. *Journal of Dairy Science*, 86. [https://doi.org/10.3168/jds.s0022-0302\(03\)74040-5](https://doi.org/10.3168/jds.s0022-0302(03)74040-5)

Li, Y., Guan, K., Schnitkey, G. D., DeLucia, E., & Peng, B. (2019). Excessive rainfall leads to maize yield loss of a comparable magnitude to extreme drought in the United States. *Global Change Biology*, 25(7), 2325–2337. <https://doi.org/10.1111/gcb.14628>

Noland, K., J. Norvell, N.D. Paulson, and G.D. Schnitkey. 2011. "The Role of Farmland in an Investment Portfolio: Analysis of Illinois Farmland." *Journal of the American Society of Farm Managers and Rural Appraisers* 74(1): 149-161.

Paulson, N.D. and G.D. Schnitkey. 2010. "Expected Payments and Considerations for the New ACRE Program." *Journal of the American Society of Farm Managers and Rural Appraisers*, 73(1): 218-229.

Paulson, N.D., G.D. Schnitkey, and B.J. Sherrick. "Rental Arrangements and Risk Mitigation of Crop Insurance and Marketing: Impacts in the Corn-Belt." *Agricultural Finance Review* 70(3): 399-413.

Weersink, A., von Massow, M., Bannon, N., Ifft, J., Maples, J., McEwan, K., McKendree, M. G. S., Nicholson, C., Novakovic, A., Rangarajan, A., Richards, T., Rickard, B., Rude, J., Schipanski, M., Schnitkey, G., Schulz, L., Schuurman, D., Schwartzkopf-Genswein, K., Stephenson, M., ... Wood, K. (2021). Covid-19 and the Agri-Food System in the United States and Canada. *Agricultural Systems*, 188, 103039. <https://doi.org/10.1016/j.agsy.2020.103039>

Nicholas D Paulson

Education

Ph.D., Iowa State University, 2007

M.S., Iowa State University, 2004

B.S., Iowa State University, 2002

Research Interests

Agricultural finance

Mission Statement

Dr. Paulson helps agricultural producers make the best farm- and risk-management decisions possible to optimize profitability and environmental sustainability. He analyzes government policies impacting agriculture, including crop insurance, commodity, and biofuels programs.

Academic Positions

University of Illinois Urbana-Champaign

2007-present

Professor

Gardener Hinderliter Professor

Director of Graduate Studies

Tenure Track Faculty

Professional Experience

Executive Office of the President

Jan. 2019-Aug. 2019

Senior Economist, Council of Economic Advisers

Publications:

Paulson, N.D. 2012. "Revisiting Flexible Cash Leases." *Journal of the American Society of Farm Managers and Rural Appraisers*, (forthcoming).

Paulson, N.D. and G.D. Schnitkey. 2012. "Policy Concerns of Midwestern Grain Producers for the 2012 Farm Bill." *American Journal of Agricultural Economics* 94(2): 515-521.

Woodard, J.D., N.D. Paulson, D. Vedenov, and G. Power. 2011. "Estimation Efficiency in the Modeling of Dependence Structures: An Application of Alternative Copulas to Insurance Rating." *Agricultural Economics* 42(s1): 101-112.

Baylis, K., N.D. Paulson, and G. Piras. 2011. "Spatial Approaches to Panel Data in Agricultural Economics: A Climate Change Application." *Journal of Agricultural and Applied Economics* 43(3): 325-338. (senior authorship is shared)

Baylis, K. and N.D. Paulson. 2011. "Potential for Carbon Offsets from Anaerobic Digesters in Livestock Production." *Animal Feed Science and Technology* 166: 446-456.

Biographical Sketch

Noland, K., J. Norvell, N.D. Paulson, and G.D. Schnitkey. 2011. "The Role of Farmland in an Investment Portfolio: Analysis of Illinois Farmland." *Journal of the American Society of Farm Managers and Rural Appraisers* 74(1): 149-161.

Paulson, N.D. and B.A. Babcock. 2010. "Readdressing the Fertilizer Problem: Reconciling the Paradox." *Journal of Agricultural and Resource Economics* 35(3): 368-384.

Blumthal, M., E.T. Micheels, N.D. Paulson, and R.C. Farrell. 2010. "A Guatemalan SoyCow Cooperative: Is the Whole Greater than the Sum of its Parts?" *International Food and Agribusiness Management Review* 13(4): 157-172.

Paulson, N.D. and G.D. Schnitkey. 2010. "Expected Payments and Considerations for the New ACRE Program." *Journal of the American Society of Farm Managers and Rural Appraisers*, 73(1): 218-229.

Paulson, N.D., G.D. Schnitkey, and B.J. Sherrick. "Rental Arrangements and Risk Mitigation of Crop Insurance and Marketing: Impacts in the Corn-Belt." *Agricultural Finance Review* 70(3): 399-413.

Paulson, N.D., A.L. Katchova, and S.H. Lence. 2010. "[An Empirical Analysis of the Determinants of Marketing Contract Structures for Corn and Soybeans](#)." *Journal of Agricultural and Food Industrial Organization* 8(1): Article 4. Available electronically here.

Paulson, N.D. 2010. "Price Supports and Climate Change: The Impact of Policy Related to Agriculture in Illinois." [The Illinois Report 2010](#), pp. 81-89.

Paulson, N.D., C.E. Hart, and D.J. Hayes. 2010. "A Spatial Bayesian Approach To Weather Derivatives." *Agricultural Finance Review* 70(1): 79-96.

Paulson, N.D. and B.J. Sherrick. 2009. "Impacts of the Financial Crisis on Risk Capacity and Exposure in Agriculture." *American Journal of Agricultural Economics* 91(5): 1414-1421.

Paulson, N.D. and B.A. Babcock. 2008. "Get a GRIP: Should Area Revenue Coverage Be Offered Through the Farm Bill or as a Crop Insurance Program?" *Journal of Agricultural and Resource Economics* 33(2): 137-153.

Contact

www.linkedin.com/in/ailie-elmore
(LinkedIn)

Top Skills

Microsoft Office

Finance

Agriculture

Ailie Elmore

Academic Instructor in Agricultural & Consumer Economics at
University of Illinois Urbana-Champaign
Champaign, Illinois, United States

Experience

Department of Agricultural and Consumer Economics
2 years 1 month

Visiting Assistant Director of Academic Programs
January 2023 - Present (8 months)
Urbana, Illinois, United States

Academic Instructor
August 2021 - January 2023 (1 year 6 months)
Urbana-Champaign Area

Instruct courses in personal finance, investment analysis, & excel modeling

ACE It Consulting, LLC
Independent Consultant
February 2023 - Present (7 months)
Champaign, Illinois, United States

Servant Financial Ltd.
Investment Analyst & Digital Content Creator
August 2021 - Present (2 years 1 month)
Chicago, Illinois, United States

Elmore Farms
Farm Hand
August 2011 - Present (12 years 1 month)
Waggoner, IL

University of Illinois Urbana-Champaign
Teaching Assistant
January 2019 - May 2021 (2 years 5 months)
Urbana-Champaign, Illinois Area

I was a teaching assistant under Dr. Bruce Sherrick where I assist in the following classes: ACE 444, Financial Services and Investment Planning, and ACE 446, Financial Modeling Applications. Responsible for lecturing

approximately 1/3 of the class, developing course material and project, and all grading.

MetLife Investment Management
Agriculture Research Intern
May 2020 - August 2020 (4 months)
Whippany, New Jersey, United States

U.S. Bank
Assistant Agriculture Lender
July 2019 - December 2019 (6 months)
Springfield, Illinois

University of Illinois Horse Farm
Farm Hand
March 2017 - May 2019 (2 years 3 months)
Urbana-Champaign, Illinois Area

U.S. Bank
Credit Analyst Intern
May 2018 - August 2018 (4 months)
Springfield, Illinois Area

I enhanced my credit analyst skills while working more with agriculture lenders to manage accounts. In addition to underwriting, I created several excel templates for customer accounts as well as communicated with customers.

U.S. Bank
Credit Analyst Intern
May 2017 - August 2017 (4 months)
Springfield, Illinois Area

I learned basic credit analyzing skills as in analyzing financial statements and other general background on the customer. I worked under several analysts and lenders to learn how to manage customer accounts.

The First National Bank of Litchfield
Bank Teller
June 2015 - December 2016 (1 year 7 months)
Litchfield, IL

Education

University of Illinois at Urbana-Champaign

Master's degree, Agricultural Economics · (2020 - 2021)

University of Illinois at Urbana-Champaign

Bachelor's degree, Agricultural Economics · (January 2017 - May 2019)

Lincoln Land Community College

Associate of Arts - AA, Agribusiness/Agricultural Business

Operations · (2015 - 2016)

Bruce Sherrick

Education:

PhD, Ohio State University · 1989

Research Interests

Farmland Investments, Financial Market Performance, Financial Security Design, Crop Insurance, Option Pricing, Contingent Claims Analysis, Nontraditional Financial Contracting, Behavior Models of Decision Making, Capital Solvency, Adequacy of Financial Institutions, and Agricultural Finance

Mission Statement

Dr. Sherrick helps make crop insurance programs work better for crop producers across the United States. Through Farmer Mac, he helps create and implement loan-funding programs that increase farmers' access to capital. As a member of the Farmland Technical Advisory Board, he coordinates the required calculations that support the use-value farmland assessment system in Illinois. He helps build information systems for agricultural asset markets that utilize big data and novel computational strategies to better understand farmland values.

Academic Positions

University of Illinois Urbana-Champaign

1989-present

Professor

Marjorie and Jerry Fruin Professor of Farmland Economics

Director, TIAA-CREF Center for Farmland Research

Professional Experience

Leading Harvest

2020-present

Board Member

Publications:

Lanoue, C., B.J. Sherrick, J.D. Woodard, G.D. Schnitkey, and N.D. Paulson. (forthcoming). "Evaluating crop Yield Models in an Insurance Context: Fit versus Efficiency." *Agricultural Finance Review*.

Sherrick, B.J., M.L. Mallory, and T. Hopper. (2013). "What's the Ticker Symbol for Farmland?" *Agricultural Finance Review* 73(1): 6-31.

Woodard, J.D. and B.J. Sherrick. (July 2011). "Estimation of Mixture Models Using Cross Validation Optimization: Implications for Crop Yield Distribution Modeling." *American Journal of Agricultural Economics* 93(4): 968-982.

Schnitkey, G.D. and B.J. Sherrick. (May 2011). "Income and Capitalization Rate Risk in Agricultural Real Estate Markets." *Choices* 26(2).

Woodard, J.D., B.J. Sherrick, and G.D. Schnitkey. (April 2011). "Crop Insurance Ratemaking under Trending Liabilities." *Journal of Agricultural and Resource Economics* 36(1): 211-228.

Biographical Sketch

Paulson, N.D., G.D. Schnitkey, and B.J. Sherrick. (2010). "Rental Arrangements and Risk Mitigation of Crop Insurance and Marketing: Impacts in the Corn Belt." *Agricultural Finance Review* 70(3): 399-413.

Woodard, J.D., G.D. Schnitkey, B.J. Sherrick, N. Lozano-Gracia, and L. Anselin. (2010). "A Spatial Econometric Analysis of Loss Experience in the U.S. Crop Insurance Program." *The Journal of Risk and Insurance* 78: 1-25, doi: 10.1111/j.1539-6975.2010.01397.

Woodard, J.D., B.J. Sherrick, and G.D. Schnitkey. (2010). "Revenue-Risk-Reduction Impacts of Crop Insurance in a Multi-Crop Framework." *Applied Economic Perspectives and Policy*, 472-488.

Paulson, N.D. and B.J. Sherrick. (2009). "Impacts of the Financial Crisis on Risk Capacity and Exposure in Agriculture." invited paper at the 2009 AAEA annual meetings and subsequent publication in December 2009 *American Journal of Agricultural Economics*.

Barry, P.J., B.J. Sherrick, and J. Zhao. (2009). "Integration of Value-at-Risk and Expected Utility under Departures from Normality." *Agricultural Economics* 40: 691-699.

Velandia, M., R.M. Rejesus, T.O. Knight. (April 2009). "Factors Affecting Farmers' Utilization of Agricultural Risk Management Tools: The Case of Crop Insurance, Forward Contracting, and Spreading Sales." *Journal of Agricultural and Applied Economics* 41(1): 107-123.

PAUL B. STODDARD

Senior Lecturer

Department of Agricultural and Consumer Economics

University of Illinois at Urbana-Champaign

217-333-8507 pstoddrd@illinois.edu

PROFESSIONAL EMPLOYMENT

Senior Lecturer, Department of Agricultural & Consumer Economics, University of Illinois January 2012 to present. Duties include teaching undergraduate courses in farm management, agricultural marketing, negotiation, food and agribusiness management, and personal financial planning. Visiting Teaching Associate 2001 to 2011.

Self-Employed Rural Appraiser and Managing Real Estate Broker, January 2012 to present. Provide USPAP compliant appraisals of agricultural properties in Illinois for estate purposes, buy/sell agreements, and collateral evaluation; provide agricultural real estate consulting, brokerage, and management services to private and institutional clients.

Farm Credit Illinois, May 1997 to January 2012. Last position: Chief Appraiser. Duties included supervision of nine member appraisal team, serving as corporate resource re: real estate, corporate training, business planning, information exchange, and problem solving.

Five years' experience as real estate appraiser and real estate salesperson, Hertz Farm Management, Monticello, Illinois.

One year experience as real estate salesperson, McDonald and Stoddard Land Company, Champaign, Illinois.

Five years' experience as self-employed commodity trader. Traded futures contracts and options on grains, currencies, precious metals, financial instruments, and stock indices.

Five years' experience as farm manager at Stoddard Farm Management, Monticello, Illinois. Responsibilities included management and appraisal of farm properties in Illinois and Iowa.

CORPORATE TRAINING

Author and Instructor of Hedging & Options Training, an interactive one-day seminar provided to loan officers, credit analysts, crop insurance professionals, audit and review staff, and administrators at Farm Credit Associations throughout the Midwest.

TEACHING EXPERIENCE

Instructor of following courses in Department of Agricultural and Consumer Economics, College of ACES, University of Illinois: ACE 199 Negotiation, 2021 to present; ACE 232 Managing the Farm Enterprise, 2001 to present; ACE 222 Agricultural Marketing, 2004

to present; ACE 231 Food and Agribusiness Management, 2012 to present; ACE 240 Personal Financial Planning, 2012 to present; ACE 293 Off-Campus Internship, 2008 to present.

Included on University of Illinois List of Teachers Ranked as Excellent in last thirty-nine consecutive semesters.

TEACHING APPOINTMENTS

2001 to 2011: 25% Appointment as Visiting Teaching Associate

2012 to 2017: 100% Teaching Appointment as Lecturer in Agribusiness

2017 to Present: 100% Teaching Appointment as Senior Lecturer

AWARDS

College of ACES Teaching Associate Award 2014

Earl and Mildred Hughes Teaching Enhancement Award 2014

Teacher Fellow Award of North American Colleges and Teachers of Agriculture 2014

College of ACES Karl E. Gardener Excellence in Undergraduate Advising Award 2020

University of Illinois Excellence in Undergraduate Teaching Award 2020

Earl and Mildred Hughes Teaching Enhancement Award 2022

PROFESSIONAL AFFILIATIONS

Member of American Society of Farm Managers and Rural Appraisers and Illinois Chapter since 1992

Received Accredited Rural Appraiser Designation in July 1998; current with continuing education requirements

Chairman of ISPFMRA Appraisal Divergency Committee 2009-2010

Member of Illinois Coalition of Appraisal Professionals

LICENSES

Illinois Certified General Real Estate Appraiser

Illinois Managing Real Estate Broker

LEADERSHIP

Eagle Scout. Graduate of Executive Leadership Coaching Program, April 2010, an intensive six month corporate leadership development program. Graduate of Leadership Academy of Excellence, November 2011, a twelve month managerial leadership development course. Cluster Facilitator for LeaderShape National Session Atlanta, GA July 2012. Co-Lead Facilitator for LeaderShape, Elmhurst College June 2013, and for University of Louisville/Centre College June 2015. Mentor for University of Illinois Leadership Center.

EDUCATION

University of Illinois, January 1981, Bachelor of Arts in Economics.

Inducted into Phi Beta Kappa Honor Society.

Completed numerous specialized appraisal, real estate, and farm management courses from the Appraisal Institute, the American Society of Farm Managers and Rural Appraisers, and the Illinois Coalition of Appraisal Professionals.

Joana Colussi

Education:

PhD, Universidade Federal do Rio Grande do Sul, Major: Business - Innovation, Technology and Sustainability · (2018 - 2021)

Research Scholar, University of Illinois at Urbana-Champaign, Department of Agricultural and Consumer Economics · (2020 - 2021)

Visiting Scholar, Kansas State University Visiting scholar, Agricultural Geography Department · (2016 - 2016)

MS, Universidade Federal do Rio Grande do Sul, Major: Agribusiness · (2015 - 2017)

BS, PUCRS - Pontifícia Universidade Católica do Rio Grande do Sul Law, Major: Market and Economics Specialization · (2013 - 2014)

Professional Experience:

University of Illinois Urbana-Champaign

College of Agriculture, Consumer and Environmental Sciences

Postdoctoral Research Associate

2022-present

Research Scholar

2020-2022

Academic Research

2021-2022

Revista Globo Rural

2020-2021

External Collaborator

Zero Hora

2010-2020

Agribusiness and Economics Reporter

Correio do Povo

2006-2010

Economics Reporter

Assembleia Legislativa do Estado do Rio Grande do Sul

2004-2010

Communication Advisor and Reporter

Publications:

Schnitkey, G., N. Paulson, C. Zulauf, K. Swanson, J. Colussi and J. Baltz. "[Nitrogen Fertilizer Prices and Supply in Light of the Ukraine-Russia Conflict](#)." *farmdoc daily* (12):45, Department of Agricultural and Consumer Economics, University of Illinois at Urbana-Champaign, April 5, 2022. [Permalink](#)

Colussi, J., Schnitkey, G., & Zulauf, C. (2022). War in Ukraine and its Effect on Fertilizer Exports to Brazil and the US." *farmdoc daily* (12): 34. *Department of Agricultural and Consumer Economics, University of Illinois at Urbana-Champaign.*

Colussi, J., G. Schnitkey and C. Zulauf. "[Rising Fertilizer Prices to Affect Brazil's Largest Corn Crop](#)." *farmdoc daily* (11):154, Department of Agricultural and Consumer Economics, University of Illinois at Urbana-Champaign, November 8, 2021. [Permalink](#)

Biographical Sketch

Colussi J, Morgan EL, Schnitkey GD, Padula AD. How Communication Affects the Adoption of Digital Technologies in Soybean Production: A Survey in Brazil. *Agriculture*. 2022; 12(5):611. <https://doi.org/10.3390/agriculture12050611>

Cabrini, S., J. Colussi and G. Schnitkey. "[Third Consecutive La Niña? What to Expect from Soybean Yields in the United States, Brazil and Argentina.](#)" *farmdoc daily* (12):75, Department of Agricultural and Consumer Economics, University of Illinois at Urbana-Champaign, May 23, 2022.[Permalink](#)

Honors and Awards:

| | |
|--|------|
| <u>Massey Ferguson de Jornalismo Award</u> First Place Award Newspaper category in the publication Knowledge caught by the crisis | 2018 |
| <u>Contest for Farmers, Technicians and Journalists on Soil and Water Conservation</u> First Place Award | 2017 |
| <u>ARI de Jornalismo Award</u> First Place Award Economic category, for Matopiba Tchê published | 2015 |
| <u>GTPS Jornalismo Award by Grupo de Trabalho da Pecuária Sustentável (GTPS)</u> First Place Award | 2014 |
| <u>Reportagem de Economia Award by the Regional Council of Economics (Corecon-RS)</u> First Place Award | 2014 |
| <u>Massey Ferguson de Jornalismo Award</u> First Place Award Online publication of the website Infosoja | 2014 |

Anna Leigh Ball

124 Mumford Hall, MC-170, 1301 W. Gregory Drive, Urbana IL, 61801 | aball@illinois.edu

Education:

PhD, University of Missouri May 2002, Major: Agricultural Education, Concentration: Teacher Education

MEd, University of Missouri, August 2000, Major: Practical Arts and Vocational Technical Education, Emphasis: Agricultural Education

BS, University of Illinois, December 1995, Major: Agricultural Education

Professional Experience:

University of Illinois, Urbana-Champaign

2019-present

Associate Dean for Academic Programs, College of Agriculture, Consumer and Environmental Sciences

University of Missouri, Columbia

Faculty Fellow for Faculty Affairs, Office of the Provost (2016-2019)

Director, Center for Educational Innovations, CAFNR (2011-2019)

Faculty Fellow, Broader Impacts Network, Office of Research and Graduate Studies (2014-2015)

Department of Agricultural Education and Leadership, Professor (2014-2019); Director of Graduate Studies (2016-2017); Chair (2010-2016); Director of Undergraduate Studies (2008-2010); Associate Professor (2008-2014)

University of Florida

2006-2008

Assistant Professor of Agricultural Education, Department of Agricultural Education and Communication **Director**, Teaching Resource Center, College of Agriculture and Life Sciences

University of Illinois

2002-2006

Assistant Professor of Agricultural Education, Department of Human and Community Development

Publications:

Mott, R., Simonsen, J., Tummons, J., Ball, A.L., & Vandermause, R. (in press). What is the meaning of livestock youth production? A hermeneutic phenomenological study. *Journal of Agricultural Education*.

Leman, A. M., Korte, D., & Ball, A. (2021). Faculty and student perceptions of the learning experience in an emergency transition to online learning. *NACTA Journal*, 65.

Bowling, A.M. & Ball, A.L. (2020). Supporting students' psychological needs and motivation within school-based agricultural education: a mixed methods study. *Journal of Agricultural Education* 61(2), 206-221. <https://doi.org/10.5032/jae.2020.02206>.

Bird, W., Bowling, A. M., & Ball, A. L. (2020). Civic engagement, autonomy, and reflection: Factors influencing youth self-perceived civic responsibility. *Journal of Agricultural Education*, 61(1), 203-220. doi: 10.5032/jae.2020.01203

Bowling, A. M., Ball, A. L., & Bird, W. (2020). Exploring motivational strategies, outcomes, and theories within the *Career Development Event preparation process*. *Journal of Agricultural Education*, 61(1), 221-234. doi: 10.5032/jae.2020.01221

Biographical Sketch

Bird, W., Bowling, A. M., & Ball, A. L. (2019) The role reflection plays in enhancing civic responsibility following FFA civic engagement activities. *Journal of Agricultural Education*, 60(1), 128 – 144. DOI: 10.5032/jae.2019.01128

Bowling, A. M., & Ball, A. L. (2018). Alternative certification: A solution or an alternative problem? *Journal of Agricultural Education*, 59(2), 109-122 <https://doi.org/10.5032/jae.2018.02109>

Cramer, S., Ball, A.L., & Hendrickson, M. (2019). "Our school system is trying to be agrarian": educating for reskilling and food system transformation in the rural school garden. *Agriculture and Human Values*, 36(4). DOI:10/1007.s10460-019-09942-1.

Cramer, S. & Ball, A.L. Wild leaves and narrow stems: exploring formal and nonformal education tensions through garden-based learning. *Journal of Agricultural Education*, 60(4), 35-52. doi: 10.5032/jae.2019.04035

Mott, R. L., Keller, K. J. M., Britt Rankin, J., & **Ball, A. L.** (2018). "Out of place around other people": Experiences of young people who live with food insecurity. *Children & Society*.

Honors and Awards:

E.B. Knight, Outstanding Journal Author Award, North American Colleges and Teachers of Agriculture, 2005. Article: Garton, B. L., Kitchel, T., & Ball A. L. (2005). University admission criteria and learning style: Predictors of academic success? *North American Colleges and Teachers of Agriculture Journal*, 49(2) 10.

- **Fellow**, American Association for Agricultural Education, 2016
- **Outstanding Member**, American Association for Agricultural Education, 2016
- **Excellence in College and University Teaching in the Food and Agricultural Sciences Award**, United States Department of Agriculture, 2014.

External Funding:

Findeis, J.L., (Lead P.I.) Parcell, J., **Henry [Ball], A.L.**, Boessen, C., Fulcher, C., Chaddad, F., & O'Brien, D., *University of Illinois USAID Soybean MRA*. University of Illinois Subcontract 2013, \$1,144,258.

Henry [Ball], A.L. & Simonsen, J. (Co-P.I.'s). *National Farm Business Management Benchmarking*. National Institute of Food and Agriculture, 2012, \$76,000.

Parcell, J, **Henry [Ball], A.L.** & Gedikoglu (Co-P.I.'s), *Student Understanding of Price-Risk Management through Experiential Learning via Distance Education Delivery*, United States Department of Agriculture Higher Education Challenge Grant, \$285,000

Ball, A.L. (Lead P.I.), & Knobloch, N.A. (Co-P.I.), *Developing Undergraduate-Faculty Partnerships to Enhance Learner-Centered Teaching in Colleges of Agriculture and Natural Resources*, USDA Higher Education Challenge Grants Program, 2005-2008, \$150,000

Knobloch, N. (P.I.) and **Ball, A.L.** (Co-P.I.), *A National Assessment of Learner Centered Approaches to Teaching in Colleges of Agriculture*, Higher Education Challenge Grant, 2003-2006, \$100,000.

DEBRA S. KORTE

124 ACES LIAC, 1101 S. Goodwin Avenue, Urbana, Illinois 61801 | (217) 244-8086 | dskorte@illinois.edu

SUMMARY OF TEACHING & LEARNING EXPERTISE

- Award-winning teaching professor with more than two decades of proven impact in agricultural education and curriculum development
- More than nine years of experience as trusted administrator and project manager of educational programs in the College of ACES
- Successful manager of approximately \$400,000 of grant funds, sponsorship of graduate degree coursework, and execution of educational initiatives
- Author of 21 published works and conference presentations on the scholarship of teaching and learning, pedagogical practices, and emerging issues in teacher development

EDUCATION

- 2017** **Doctor of Philosophy** | University of Missouri, Agricultural Education
Doctoral Dissertation: Korte, D. (2017). The influence of social support on teacher self-efficacy in novice agricultural education teachers. Advisor: Dr. Jon Simonsen
- 2009** **Master of Science** | Eastern Illinois University, Educational Leadership Administration
Type 75 (Secondary Education) Administrative Certificate
- 2002** **Bachelor of Science** | University of Illinois at Urbana-Champaign, Agricultural and Environmental Communications & Education
Secondary Teaching Certificate in General Science and Agricultural Business and Management

PROFESSIONAL EMPLOYMENT

- 2020-present** **Director for Learning Innovation and E-learning | Teaching Associate Professor**
University of Illinois, College of Agricultural, Consumer, and Environmental Sciences
- 2012-2020** **Teaching Assistant Professor**
University of Illinois, Agricultural Leadership, Education and Communications Program
- 2009-2012** **Assistant Communications Director and Training Coordinator**
Software Solutions Integrated, LLC, Shelbyville, Illinois
- 2008-2011** **Adjunct Instructor and Education Outreach Coordinator**
Lake Land College Agriculture Department, Mattoon, Illinois
- 2008-2009** **Curriculum Development Consultant**
MyCAERT, Danville, Illinois
University of Illinois Information Technology and Communication Services
- 2002-2008** **Agriculture Education Instructor**
Kansas CUSD #3, Kansas, Illinois

GRANTS FOR EDUCATIONAL INITIATIVES

- 2012-present** **Administrator/Principal Investigator**, Illinois State Board of Education (ISBE)
Instructional Grants
- Secured **\$185,452 of funding** from **18 grants** offered by ISBE
 - Develop and submit budget proposals for the Incentive Funding (IFG) and Growing Agricultural Science Teachers (GAST) grants for **9 consecutive years**
 - Submit the IFG Indicators Application to the Illinois State Board of Education

PUBLICATIONS & PRESENTATIONS

Publications in Peer Reviewed Journals

- Leman, A., **Korte, D.** and Ball, A. (in press). Faculty and student perceptions of the learning experience in an emergency transition to online learning. *North American Colleges and Teachers of Agriculture (NACTA) Journal*.
- Korte, D.S.**, Mott, R., Keating, K.H., & Simonsen, J.C. (2020). Choosing a life of impact: A grounded theory approach to describe the career choice of becoming a teacher. *Journal of Human Sciences and Extension*, 8(2), 237-259. <https://www.jhseonline.com/article/view/1069/841>
- Solomonson, J.K., Thieman, E.B., **Korte, D.S.**, Retallick, M.S. (2019). Why do they leave and where do they go? A qualitative study of Illinois school-based agriculture teachers who left the profession. *Journal of Agricultural Education*, 60(4), 115-131. doi:10.5032/jae.2019.04115.
- Solomonson, J.K., **Korte, D.S.**, Thieman, E.B., Retallick, M.S., & Keating, K.H. (2018). Factors contributing to Illinois agricultural educators' final decision to leave the classroom. *Journal of Agricultural Education*, 59(2), 321-342. doi:10.5032/jae.2018.02321.
- Korte D.S.** & Simonsen, J.C. (2018). The influence of social support on teacher self-efficacy in novice agricultural education teachers. *Journal of Agricultural Education*, 59(3), 100-131. doi:10.5032/jae.2018.03100.
- Gezer-Templeton, G. Mayhew, E., **Korte, D.**, & Schmidt, S. (2017). Use of exam wrappers to enhance students' metacognitive skills in a large introductory food science and human nutrition course. *Journal of Food Science Education*, 16(1), 28-36. doi:10.1111/1541-4329.12103.

Presentations at Regional & National Conferences

- Korte, D.S.** & Schmidt, S. (2019, June). *Starting with the End in Mind: Introducing Career Ready Practices to First Semester Freshman*. Poster presented at the annual meeting of the North American Colleges and Teachers of Agriculture Conference, Twin Falls, ID.
- Korte, D.S.** & Schmidt, S. (2019, June). *Helping Students Develop and Mature as Scientists*. Poster presented at the annual meeting of the Institute of Food Technologists, New Orleans, LA.
- Korte, D.S.** & Schmidt, S. (2018, July). *Exploring the influence of course elements on students' approaches to learning in a large enrollment introductory food science and human nutrition course*. Poster presented at the annual meeting of the Institute of Food Technologists, Chicago, IL.
- Korte, D.** & Simonsen, J. (2017, September). *The influence of social support on teacher self-efficacy in novice agricultural education teachers*. Research presentation at the annual meeting of the North Central American Association for Agricultural Education, Ames, IA.
- Schmidt, S., **Korte, D.**, Reitz, N., Gezer-Templeton, G., & Mayhew, E. (2017, June). *Helping students learn both course content and best learning practices*. Poster presented at the annual meeting of the North American Colleges and Teachers of Agriculture Conference, West Lafayette, IN.

HONORS & ACHIEVEMENTS

- 2013-present** CITL List of Teachers Ranked as Excellent by Students (28 semesters, 6 for online course)
- 2020** Nominee for Association of Public & Land-Grant Universities USDA National Institute of Food and Agriculture Excellence in College & University Teaching in the Food & Agricultural Sciences
- 2018** NACTA Educator Award, North American Colleges and Teachers of Agriculture
- 2018** Specialized Faculty Teaching Award, College of Agricultural, Consumer and Environmental Sciences (ACES)

Elissa Thomann Mitchell, Ph.D., LSW, CFLE (she/her)
Teaching Associate Professor
Department of Human Development & Family Studies
University of Illinois at Urbana-Champaign
thomann2@illinois.edu

EDUCATION

- 2013 Ph.D., Human Development and Family Studies
University of Illinois at Urbana-Champaign
- 2006 M.S.W., Mental Health Specialization
M.S., Human & Community Development
University of Illinois at Urbana-Champaign
- 2003 B.S., Psychology, Interpersonal Communication
University of Evansville

LICENSE & CERTIFICATION

- 2022 *Licensed Social Worker*, State of Illinois (#150.108253, exp 11/30/23)
2020 *Certified Family Life Educator (CFLE)*, NCFER (exp 1/31/2025)

PROFESSIONAL EMPLOYMENT

Academic Appointments

- 2023 – present Teaching Associate Professor, Department of Human Development & Family Studies, University of Illinois at Urbana-Champaign
- 2018 – 2023 Director, Center for Social Justice Education, University of Southern Indiana
- 2015 – 2023 Associate Professor (2021 – 2023) / Assistant Professor (2015 – 2021),
Social Work Department, University of Southern Indiana
- 2014 – 2015 Faculty Fellow, Center for Online Learning, Research, & Service, University of Illinois at Springfield
- 2013 – 2015 Assistant Professor, Department of Human Services, University of Illinois at Springfield
- 2008 – 2013 Graduate Research & Teaching Assistant, Human and Community Development, University of Illinois at Urbana-Champaign
- 2007 – 2008 Instructor, Human and Community Development, University of Illinois at Urbana-Champaign
- 2004 – 2006 Graduate Research & Teaching Assistant, Human and Community Development, University of Illinois at Urbana-Champaign

Other Professional Experience

- 2023 – present Online Education Consultant, College of ACES, University of Illinois at Urbana-Champaign
- 2017 – 2023 Adjunct Instructor: Eastern Illinois University, University of Illinois at Urbana-Champaign, & Wilmington University
- 2017 – 2020 Course Developer & Reviewer, Applied Family Science, Wilmington University
- 2007 – 2013 Director of Network and Outreach, Generations of Hope Development

Corporation, Champaign, Illinois
 2005 – 2007 Family & Child Support Worker; Family Intervention Team; Research and
 Evaluation Assistant, Generations of Hope, Rantoul, Illinois
 2004 Mental Health Technician, Adult and Child Health, Indianapolis, Indiana
 2002 – 2003 Mental Health Technician, Southwestern Indiana Mental Health Center,
 Evansville, Indiana

SCHOLARSHIP

(abbreviated list; only work since 2020)

Publications

Mitchell, E. T. (2022). Macro practice. In K. Zgoda (Ed.) *Active learning lessons, activities, and assignments for the modern social work educator* (pp. 178-187). Routledge.

Mitchell, E. T. (2022). Social justice and activism. In K. Zgoda (Ed.) *Active learning lessons, activities, and assignments for the modern social work educator* (pp. 329-330). Routledge.

Mitchell, E.T., & Gilles, E.E. (2021). "I now feel more comfortable advocating for people:" Student reflections on service learning. *Journal of Human Services: Training, Research, and Practice*, 7(2), Article 1. <https://scholarworks.sfasu.edu/jhstrp/vol7/iss2/1>

Mitchell, E.T., Whittaker, A.L., Raffaelli, M., & Hardesty, J. (2021). Child adjustment after parental separation: Variations by gender, age, and maternal experiences of violence during marriage. *Journal of Family Violence*, 36, 979-989. <https://doi.org/10.1007/s10896-021-00252-x>

Mitchell, E.T. (2021). The importance of intergenerational relationships. *The Minka Monthly Newsletter*, p. 3. <https://www.usi.edu/media/5637046/november-minka-monthly-newsletter.pdf>

Mitchell, E.T. (2021). Steps to becoming an activist. *Illume*, 11. <https://www.usi.edu/media/5631964/illume-spring-2021-web-full-spreads.pdf>

Presentations

Mitchell, E.T. (2023, November). *Embracing choice: Student-led service learning*. Presentation at the Original Lilly Conference on College Teaching, Oxford, OH.

Mitchell, E.T. (2023, November). *Request for proposals: Teaching grant writing through active learning*. Presentation at the National Council on Family Relations Conference, Orlando, FL.

Mitchell, E.T. (2023, November). *Providing support to NICU families during COVID: A program for the way we are now*. Presentation at the National Council on Family Relations Conference, Orlando, FL.

Mitchell, E.T., & Crossman, K.A. (2023, October). *Course mapping: Rethinking the basics of course development*. Presentation at the Teaching Professor Online Conference, Virtual.

Crossman, K. & Mitchell, E.T. (2023, October). *Strategies for engaging students in reading and writing about research*. Presentation at the Teaching Professor Online Conference, Virtual.

- Mitchell, E.T.** (2023). *Course mapping: Rethinking the basics of course development*. Invited speaker at workshop for College of ACES Online Development, Champaign, IL.
- Mitchell, E.T.**, Dillingham, J., & Maynard, Q.R. (2022, November). *Creating structure and support for student success*. Presentation at the Online Learning Consortium Conference, Virtual.
- Dillingham, J., **Mitchell, E.T.**, & Maynard, Q.R. (2022, October). *Another committee? How a technology committee supports student and faculty success in an online world*. Presentation at the Indiana Association of Social Work Educators Conference, Indianapolis, IN.
- Dillingham, J., & **Mitchell, E.T.** (2021, April). *Going online in a hurry: Using faculty peer mentors*. Presentation at the Social Work Distance Education Conference, Virtual.
- Mitchell, E.T.**, & Dillingham, J. (2021, March). *Informal mentoring of faculty teaching online: Strategies & techniques*. Presentation at the Online Learning Consortium Conference, Virtual.
- Mitchell, E.T.**, Gilles, E.E., & Huggins, V. (2021, February). *Teaching with service learning: A collaboration between social work and public relations faculty*. Presentation at the Indiana Campus Compact Summit, Virtual.
- Mitchell, E.T.** (2020, November). *Expanding the boundaries of teaching and learning in family science: Student engagement and learning*. Discussant for this session at the National Council on Family Relations Conference, Virtual.
- Mitchell, E.T.**, & Huggins, V. (2020, May). *Teaching macro practice through online and community engagement*. Presentation at the Influencing Social Policy MACRO Conference, St. Louis, MO. [Conference cancelled due to COVID-19].
- Huggins, V. & **Mitchell, E.T.** (2020, March). *Social media and service learning: Teaching macro practice through engagement*. Presentation at the Association of Baccalaureate Social Work Program Directors' Conference, Birmingham, AL [Conference cancelled due to COVID-19].
- Mitchell, E.T.** & Dillingham, J. (2020, March). *Technology in practice: Implications for social work educators and programs*. Presentation at the Association of Baccalaureate Social Work Program Directors' Conference, Birmingham, AL. [Conference cancelled due to COVID-19].