

New Proposal

Date Submitted: 08/16/23 4:33 pm

Viewing: : **Land, Agriculture and
Alternative Investing, 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. 08/18/23 4:42 pm
Donna Butler
(dbutler):
Approved for U
Program Review
2. 09/06/23 11:22
am
Bryan Endres
(bendres):
Approved for 1470
Committee Chair
3. 09/06/23 9:37 pm
Sarah Low
(salow2):
Approved for 1470
Head
4. 09/08/23 11:07
am
Brianna Gregg

- (bjgray2):
Approved for KL
Committee Chair
5. 09/08/23 11:08
am
Anna Ball (aball):
Approved for KL
Dean
6. 09/11/23 6:48 pm
Claire Stewart
(clairrest):
Approved for
University
Librarian
7. 09/26/23 9:45 am
Allison McKinney
(agrindly):
Rollback to KL
Committee Chair
for Grad_College
8. 11/08/23 3:00 pm
Brianna Gregg
(bjgray2):
Approved for KL
Committee Chair
9. 11/08/23 4:37 pm
Anna Ball (aball):
Approved for KL
Dean
10. 11/26/23 12:02
pm
Claire Stewart
(clairrest):
Approved for
University
Librarian
11. 12/13/23 4:25 pm
Allison McKinney
(agrindly):
Approved for
Grad_College
12. 12/13/23 6:45 pm
Suzanne Lee
(suzannel):
Approved for
COTE Programs
13. 12/14/23 3:28 pm
Brooke Newell

(bsnewell):
Approved for
Provost

Proposal Type

Proposal Type:
Major (ex. Special Education)

Administration Details

Official Program Name	Land, Agriculture and Alternative Investing, CERT (online)	
Diploma Title	Certificate in Land, Agriculture and Alternative Investing	
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; Bryan Endres, bendres@illinois.edu; Craig Lemoine, craiglem@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 Land, Agriculture and Alternative Investing 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)."

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 Campus Graduate Certificate in Land, Agriculture and Alternative Investing. The Land, Agriculture and Alternative Investing Graduate Certificate equips students with the specialized knowledge and skills needed to navigate the realm of land, agriculture and alternative assets. Through a blend of theoretical exploration and practical applications, students will critically evaluate cost structures, compensation elements, and the potential impact of leverage on wealth management and investment strategies, ensuring a comprehensive grasp of financial complexities. Furthermore, the program equips students with essential tax strategies specific to investing in land, agriculture, and alternative assets.

Professions with high demand for this Certificate include: Certified Financial Planner Professionals, Chartered Financial Analysts Charter holders, experienced insurance agents, agents of broker-dealers, investment advisors, financial service professionals, bankers, lenders, credit union employees, researchers and educators of wealth management and financial planning, and financial portfolio managers working with land, agriculture, and alternative asset classes.

The Graduate Certificate in Land, Agriculture and Alternative Investing 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 Land, Agriculture and Alternative Investing may apply the coursework as Field Specialization hours toward the Agricultural and Applied Economics, MAAE in the Department of Agricultural and Consumer Economics.

Note: ACE 580 has 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 document 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?

No

Program Regulation and Assessment

Plan to Assess and Improve Student Learning

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

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

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

- describe the types and uses of alternative investments
- explore the significance of alternative investments in the financial market
- examine basic regulatory frameworks of governance
- analyze the intricacies of financial planning across the consumer lifecycle emphasizing the role of alternative investments
- acquire a comprehensive understanding of alternative investment strategies; and
- develop due diligence frameworks for successful investment decisions.

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. [LAND SbS .pdf](#)
[ACE 580 Taxation and Regulation of Alternative Investments.pdf](#)

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 Land, Agriculture and Alternative Investing Graduate Certificate equips students with the specialized knowledge and skills needed to navigate the realm of land, agriculture and alternative assets. Through a blend of theoretical exploration and practical applications, students will critically evaluate cost structures, compensation elements, and the potential impact of leverage on wealth management and investment strategies, ensuring a comprehensive grasp of financial complexities. Furthermore, the program equips students with essential tax strategies specific to investing in land, agriculture, and alternative assets.

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 of Field Specialization coursework requirements of the Agricultural and Applied Economics, MAAE degree program

The required courses for this certificate are listed below.

Course List

Code	Title	Hours
ACE 580	Course ACE 580 Not Found	
ACE 581	Financial Lifecycles and Alternative Investments	4
ACE 582	Textile Finishing	4
Total Hours		12

Corresponding Degree CERT Campus Graduate Certificate

Program Features

Academic Level Graduate

Does this major have transcripted concentrations? No

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

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

What is the required GPA? 2.75

CIP Code 520804 - Financial Planning and Services.

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 Admissions Term Fall 2024

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 Campus Graduate Certificate specifically through the Graduate College admissions process. Graduate and professional admissions minimum requirements will apply: <https://grad.illinois.edu/admissions/apply/requirements>

Number of Students in Program (estimate)

Year One Estimate	20	5th Year Estimate (or when fully implemented)	70
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Estimated Annual Number of Degrees Awarded

Year One Estimate	10	5th Year Estimate (or when fully implemented)	55
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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 the Division of Nutritional Sciences will 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. 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 this 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

[_Land Agriculture and Alternative Investing_Budget_CIM.pdf](#)
[LAND_SelfSupporting_GradCERT.pdf](#)
[SS-program-designation-form_LAND-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)

Base + Differential

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 Land, Agriculture and Alternative Investing

The Land, Agriculture and Alternative Investing Graduate Certificate equips students with the specialized knowledge and skills needed to navigate the realm of land, agriculture and alternative assets. Through a blend of theoretical exploration and practical applications, students will critically evaluate cost structures, compensation elements, and the potential impact of leverage on wealth management and investment strategies, ensuring a comprehensive grasp of financial complexities. Furthermore, the program equips students with essential tax strategies specific to investing in land, agriculture, and alternative assets.

Professions with high demand for this Certificate include: Certified Financial Planner Professionals, Chartered Financial Analysts Charter holders, experienced insurance agents, agents of broker-dealers, investment advisors, financial service professionals, bankers, lenders, credit union employees, researchers and educators of wealth management and financial planning, and financial portfolio managers working with land, agriculture, and alternative asset classes.

The Graduate Certificate in Land, Agriculture and Alternative Investing 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.

Upon completion, students can stack the Certificate in Land, Agriculture and Alternative Investing toward an Agricultural and Applied Economics, MAAE degree in the Department of Agricultural and Consumer Economics.

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 priorities of the College of ACES 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. This certificate program also strives to fulfill the land-grant mission of providing accessible education to all.

Professions with high demand for this Certificate include: Certified Financial Planner Professionals, Chartered Financial Analysts Charter holders, experienced insurance agents, agents of broker-dealers, investment advisors, financial service professionals, bankers, lenders, credit union employees, researchers and educators of wealth management and financial planning, and financial portfolio managers working with land, agriculture, and alternative asset classes.

Students can apply coursework from the Certificate in Land, Agriculture and Alternative Investing toward an Agricultural and Applied Economics, MAAE degree in the Department of Agricultural and Consumer Economics.

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 Land, Agriculture and Alternative Investing 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.

The Certificate allows more accessibility for continuing education for diverse populations, thus providing them with credentials to meet their career and personal goals.

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 Agricultural and Consumer Economics 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 Professional Rate. 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 financial and wealth management sector to equip employees with specialized knowledge in management of agriculture assets (investment plans, taxation strategies, and diversification of alternative investments). Many employees who enter into the finance and wealth management workforce lack background knowledge about agriculture, farm land, and wealth management in agricultural production enterprises. 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.

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 finance and wealth management 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. Furthermore, students who successfully complete the certificate will be able to stack their coursework to an advanced degree (Agricultural and Applied Economics, MAAE) in the Department of Agricultural and Consumer Economics.

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 its role in meeting workforce demands, the the Land, Agriculture, and Alternative Investing certificate aims to contribute to cultural enrichment by fostering a deep appreciation for the historical and cultural significance of agriculture and the use of agricultural land to produce food and food products. Furthermore, by promoting lifelong learning among Illinois residents, the certificate empowers individuals with the knowledge and skills needed to make informed decisions about their agricultural and investment endeavors, thus enhancing their quality of life and financial well-being. Moreover, the program actively encourages civic participation by equipping graduates with the expertise to engage in informed discussions, policy formulation, and community initiatives aimed at addressing pressing agricultural and land-use challenges. In essence, the certificate program plays a pivotal role in shaping a more culturally aware, economically resilient, and civically engaged society.

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 Land, Agriculture and Alternative Investing Graduate Certificate equips students with the specialized knowledge and skills needed to navigate the realm of land, agriculture and alternative assets. Through a blend of theoretical exploration and practical applications, students will critically evaluate cost structures, compensation elements, and the potential impact of leverage on wealth management and investment strategies, ensuring a comprehensive grasp of financial complexities. Furthermore, the program equips students with essential tax strategies specific to investing in land, agriculture, and alternative assets.

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 three required courses that equate to 12 credit hours.

The three new courses that will be developed for this certificate program.

The three new courses are:

ACE 580: Taxation and Regulation of Alternative Investments (4 credit hours)

This comprehensive course offers a thorough understanding of alternative investments, encompassing their regulatory framework, taxation aspects, specific investment types, compliance requirements, and reporting obligations. Students will explore the significance of alternative investments in the financial market and gain insights into the basic regulatory framework governing them. The course also covers taxation considerations and planning strategies associated with alternative investments and delves into specific types, their unique characteristics, investment strategies, and applicable tax regulations. Additionally, students will learn about compliance requirements, reporting obligations, due diligence, anti-money laundering regulations, and investor protection in the context of alternative investments.

ACE 581: Financial Lifecycles and Alternative Investments (4 credit hours)

This eight-week course delves into the intricacies of financial planning across the consumer lifecycle, emphasizing the role of alternative investments. Students will explore wealth management strategies, examine retirement plans, analyze wealth accumulation phases, and study generational wealth transfer. Through hands-on activities, engaging discussions, and practical applications, learners will gain comprehensive understanding of asset allocation, tax considerations, and wealth management strategies for incorporating alternative investments.

ACE 582: Theory and Portfolio Dynamics of Alternative Investments (4 credit hours)

Theory and Portfolio Dynamics of Alternative Investments is an intensive 8-week

course that provides finance professionals and investors with a comprehensive understanding of alternative investment strategies. Explore modern portfolio theory's historical development and its impact on investment strategies, evaluate key investment analysis concepts, and learn to construct optimal portfolios using portfolio optimization techniques. Dive into various asset classes, including equity, commodities, real estate, hedge funds, and private equity, assessing their risks and returns. Gain insights into tax-efficient strategies, alternative investments in institutional and consumer portfolios, and develop due diligence frameworks for successful investment decisions. This course is your gateway to mastering the dynamic world of alternative investments.

Attach Program
Description Files if
needed

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 Land, Agriculture and Alternative Investing, students must complete three required courses (12 credit hours) with a C average 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 teach 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.

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.

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

Library Resources

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

The courses for this program will be 100% online. Library collections, resources and services are adequate to meet needs.

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 Financial Service Professionals, the Journal of Financial Planning, Financial Planning Review, and the Journal of Wealth Management.

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 for this 100% online program.

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

Budget Narrative Attachments

Facilities and Equipment

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

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

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

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

The 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 faculty and staff who will support this program include:

- Dr. Craig Lemoine, Clinical Associate Professor; Director, Financial Planning Program and Ag Focused Financial Planning Program, Agricultural and Consumer Economics. Dr. Lemoine is the team leader for the certificate program development will be a co-instructor of the three courses.
- Presley Fee, Digital Financial Planning Program Coordinator, Agricultural and Consumer Economics. Presley assists with course development, design, and digital asset development. Presley will co-instruct one or more courses in the certificate.
- Donovan Sanchez, Instructor, Agricultural and Consumer Economics. Donovan assists with course development, design, and digital asset development. Donovan will co-instruct 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
- Dr. Anna Ball and Dr. Debra 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 for key faculty members.

Faculty and Staff [LAND Faculty CVs.pdf](#)
Attachments

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 will be needed to launch this program.

Additional Funds

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

No

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.24.066

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
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Senate Approval Date

Senate Conference Approval Date

BOT Approval Date

IBHE Approval Date

HLC Approval Date

DOE Approval Date

Effective Date:

Attached
Document
Justification for
this request

Program Reviewer
Comments

Brooke Newell (bsnewell) (08/15/23 8:32 pm): Rollback: Requested revisions to program of study, financial resources, library resources, Faculty resources and a few other discussion points. Detailed email sent to Debra, Brianna, and Bryan E.

Allison McKinney (agrindly) (09/26/23 9:45 am): Rollback: Where are the courses for this program in process?

Key: 1214

Current

Agricultural & Applied Economics, MAAE

for the Master of Agricultural and Applied Economics in Agricultural and Applied Economics

Code	Title	Hours
Microeconomic Theory		
ACE 500	Applied Economic Theory	4
Quantitative Methods		
ACE 562	Applied Regression Models I	2
ACE 564	Applied Regression Models II	2
At least 4 additional hours in approved quantitative methods		4
Field Specialization		
12 hours of approved graduate field courses		12
(Must include at least 8 hours in ACE, and at least 4 hours at the 500		
Professional/Research Internship		
Select one of the following:		2
ACE 591	Independent Study	
ACE 592	Special Topics	
Graduate Electives		
		6
Total		32

Course List

Other Requirements

Requirement	Description
Other Requirements may overlap	
A minimum of 20 hours of credit within the unit.	
A minimum of 16 hours at the 500-level overall.	
Minimum program GPA = 3.0	
Grad Other Degree Requirements	

Proposed

Land, Agriculture, and Alternative Investing, CERT (online)

The required courses for this certificate are listed below.

Code	Title	Hours
ACE 580	Course ACE 580	4
ACE 581	Course ACE 581	4
ACE 582	Course ACE 582	4
CERT Total		12

CERT Total

12

ACE 580: TAXATION AND REGULATION OF ALTERNATIVE INVESTMENTS

Completed Workflow

1. U Course Review (bsnewell@illinois.edu; lowry@illinois.edu; dbutler@illinois.edu)
2. 1470 Committee Chair (bendres@illinois.edu; yvonne@illinois.edu)
3. 1470 Head (salow2@illinois.edu; bendres@illinois.edu)
4. KL Committee Chair (bjgray2@illinois.edu; adilger2@illinois.edu)
5. KL Dean (aball@illinois.edu)
6. Grad Dean (agrindly@illinois.edu; lowry@illinois.edu)
7. COTE (suzannel@illinois.edu)
8. Provost (kmartens@illinois.edu; bsnewell@illinois.edu; annamehl@illinois.edu)
9. Registrar (cmss-catalog@illinois.edu)
10. Banner (cmss-catalog@illinois.edu)

Approval Path

1. Thu, 05 Oct 2023 19:31:39 GMT
Brooke Newell (bsnewell): Approved for U Course Review
2. Tue, 24 Oct 2023 15:31:21 GMT
Bryan Endres (bendres): Approved for 1470 Committee Chair
3. Wed, 25 Oct 2023 16:13:13 GMT
Sarah Low (salow2): Approved for 1470 Head
4. Wed, 08 Nov 2023 21:00:03 GMT
Brianna Gregg (bjgray2): Approved for KL Committee Chair
5. Wed, 08 Nov 2023 22:37:24 GMT
Anna Ball (aball): Approved for KL Dean
6. Fri, 10 Nov 2023 16:23:18 GMT
Mary Lowry (lowry): Approved for Grad Dean
7. Fri, 10 Nov 2023 18:24:12 GMT
Suzanne Lee (suzannel): Approved for COTE
8. Fri, 10 Nov 2023 20:30:49 GMT
Brooke Newell (bsnewell): Approved for Provost
9. Mon, 13 Nov 2023 20:05:50 GMT
Brianna Vargas-Gonzalez (bv4): Approved for Registrar
10. Tue, 14 Nov 2023 09:58:18 GMT
system: Approved for Banner

History

1. Nov 14, 2023 by Debra Korte (dskorte)

Viewing: ACE 580 : Taxation and Regulation of Alternative Investments

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:

580

Course Title:

Taxation and Regulation of Alternative Investments

Abbreviated Title:

Tax and Reg of Alt Investments

Course Description:

Students will gain a thorough understanding of alternative investments, encompassing regulations, taxation, specific investments, compliance, and reporting obligations. Students will explore these investments in financial markets and gain insights into related regulations. Other course topics include taxation, planning, compliance, reporting, due diligence, anti-money laundering rules, and investor protection in alternative investments. 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 three new online courses that will comprise the proposed Land, Agriculture, and Alternative Investing graduate certificate (key 1214). No overlap exists between this course and existing courses offered in the department, college, or UIUC campus.

The intended audience for this course is adult learners who are employed by or who are seeking employment in financial planning and wealth management. The new content in this course will help prepare students for success in these areas of employment. 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 investigate alternative investments and their significance in the financial market and taxation aspects of alternative investments. Unique to this course, students will deeply examine specific types of alternative investments (e.g., hedge funds, private equity, real estate, commodities) and examine compliance requirements that include reporting obligations to regulatory bodies and investors. Students will review securities, issuers, and registrations in relation to alternative investments, and participate in case studies to evaluate the utilization of private equity, hedge funds, real estate, and private debt assets across consumers with varying sophistication and net worth, considering their suitability and potential risks.

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

ACE580 Syllabus_.pdf

Course Information
Course Credit

Graduate:

4

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 three courses that will comprise the proposal graduate certificate in Land, Agriculture, and Alternative Investing. The course content was developed with the understanding that students will have sufficient background training and experience in finance and economics, and through this course can apply that knowledge to critically analyze alternative investments and taxation and regulation policies of alternative investments.

Registrar Use Only:

Banner Credit:

4

Billable Hours:

4

Grading Type

Letter Grade

Available for DFR:

No

Repeatability

No

Credit Restrictions

Advisory Statements

Restricted Audience Statement:

Restricted to Agricultural & Applied Economics, MAAE, and the Land, Agriculture, and Alternative Investing graduate certificate programs. Non-degree graduate students are also eligible to enroll in the course.

Registrar Use Only:**Banner Advisory Statement:**

Restricted to Agricultural & Applied Economics, MAAE, and the Land, Agriculture, and Alternative Investing graduate certificate programs. Non-degree graduate students are also eligible to enroll in the course.

Cross-listing**Class Schedule Information****Fees**

No

Course Description in the Catalog Entry

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

Students will gain a thorough understanding of alternative investments, encompassing regulations, taxation, specific investments, compliance, and reporting obligations. Students will explore these investments in financial markets and gain insights into related regulations. Other course topics include taxation, planning, compliance, reporting, due diligence, anti-money laundering rules, and investor protection in alternative investments. 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: 4 graduate hours. No professional credit. Prerequisite: Restricted to Agricultural & Applied Economics, MAAE, and the Land, Agriculture, and Alternative Investing graduate certificate programs. Non-degree graduate students are also eligible to enroll in the course.

Additional Course Notes**Course Detail****Frequency of course:**

Every Fall

Duration of the course

Less

Describe:

8 week course

Anticipated Enrollment:

50

Expected distribution of student registration:**Graduate:**

100 %

Professional:

N/A

General Education

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?

No

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:

Donovan Sanchez and Craig Lemoine

Course ID:

1012866

Course Edits Proposed by:

Debra Korte

Course Reviewer Comments

Brooke Newell (Tue, 05 Sep 2023 14:26:23 GMT):Rollback: (1) In the Justification for Grad Credit, it notes that this is one of four courses in the Land, Agriculture, and Alternative Investing CERT. In the Justification for the new course, it notes it is one of three. In looking at this CERT, it is one in 3 courses. Please revise accordingly. (2) 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.

Bryan Endres (Tue, 03 Oct 2023 16:08:19 GMT):Rollback: Revise course description

Donna Butler (Thu, 05 Oct 2023 12:58:45 GMT):Moved slightly modified statement from Credit Restrictions to Restricted Audience since it relates to specific criteria of students intended for the course.

Key: 13436



ACES Online Learning Innovation RFP Budget Template									
Land, Agriculture and Alternative Investing									
		Course 1	Course 2	Course 3	Course 4	Course 5	Total	Budget Guidelines	
A. Personnel: Instructional Team									
Project Manager	Salary	\$ 4,000	\$ 4,000	\$ 4,000	\$ 4,000	\$ 4,000	\$ 20,000	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.	
Faculty Extender	Salary	\$ 1,500	\$ 1,500	\$ 1,500	\$ 1,500	\$ 1,500	\$ 7,500		
Ongoing Faculty Costs	Salary	\$ 20,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 20,000	\$ 70,000		
Instructional Team 4	Salary	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
Instructional Team 5	Salary	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
Other FTE Personnel	Salary	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
Personnel Total		\$ 25,500	\$ 15,500	\$ 15,500	\$ 15,500	\$ 25,500	\$ 97,500		
B. Other Personnel									
Adjunct Instructor	Salary	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 10,000		Other personnel may receive service in excess payment approved by home unit. Support is temporary and cannot be used to hire new civil service positions.
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		\$ 2,000	\$ 10,000						
All Personnel	Total	\$ 27,500	\$ 17,500	\$ 17,500	\$ 17,500	\$ 27,500	\$ 107,500	No fringe is assessed, funding is state support.	
C. Marketing		\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000			
D. Other Direct Costs		\$ 6,500	\$ 6,500	\$ 6,500	\$ 6,500	\$ 6,500	\$ 32,500		
Total Other Direct Costs		\$ 8,500	\$ 42,500						
F. Total Direct Costs		\$ 36,000	\$ 26,000	\$ 26,000	\$ 26,000	\$ 36,000	\$ 150,000		

ACES Online Learning Innovation RFP Budget Template

Land, Agriculture and Alternative Investing

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

A. Personnel: Instructional Team

The project will be broken into two phases; Initial development costs and ongoing certificate costs. **Initial development costs will vary by year and are outlined in depth on the attached Proposal:**

2023: \$20,000 for faculty course development (Internal salary allocations), \$20,000 project manager

2024: \$20,000 allocated for a project manager, \$30,000 for faculty course development

2025: \$20,000 allocated for a project manager, \$30,000 for faculty course development, \$30,000 for faculty teaching in the certificate

2026 and Ongoing: \$20,000 allocated for a project manager, \$20,000 for faculty course development, \$70,000 for faculty teaching in the certificate

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

The project will be broken into two phases; Initial development costs and ongoing certificate costs. Initial development costs will vary by year and are outlined in depth on the attached Proposal:

2023: \$5,000 for external content experts

2024: \$15,000 for external content experts, \$5,000 for external video talent and \$5,000 for a faculty extender

2025: \$5,000 for external content experts, \$5,000 for internal video talent and \$7,500 for a faculty extender

2026 and Ongoing: \$7,500 for a faculty extender

C. Marketing

Marketing costs are anticipated to begin in 2023 and will incorporate the Land & Everything Else Podcast as well working with University and ACES Marketing teams. \$15,000 is devoted to marketing and podcast development in 2024, \$30,000 in 2025 and \$20,000 annually ongoing. In 2026 the program will begin allocating an additional \$10,000 towards marketing costs.

D. Other Direct Costs

2024: \$10,000 External Video and Production Consultants as Needed

2025: \$10,000 External Video and Production Consultants as Needed

E. Funding Sources

This certificate will be built using proceeds from this RFP along with \$30,000 from the AFFP® Designation, \$30,000 from The Peoples Company and an approximate \$35,000 of support from the department of ACE.

August 4, 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 *Land, Agriculture and Alternative Investing*.

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

- **Pros:** The Certificate in Land, Agriculture and Alternative Investing 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." This certificate program will address the growing needs to provide high quality, flexible online education to meet learner demands from mid-career, non-traditional audiences; mitigate risk of reliance on state financial support; provide new educational pathways to enhance current programs and increase revenue; and design affordable and accessible programs for students from disadvantaged ethnic, racial, and geographical backgrounds and underrepresented minority populations.
- **Cons:** There are no known concerns of this request.

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 Agricultural and Consumer Economics and the initiatives specifically outlined as part of this new graduate certificate by expanding our reach of learners to a broader audience. This request will also contribute toward the sustainability of this certificate. There are no foreseeable reasons why the self-supporting status would adversely affect the academic quality of the certificate program, other courses and programs in the department, or the Master of Agricultural and Applied Economics degree that this coursework can be applied toward as electives.

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 Agricultural and Consumer Economics and the College of ACES.

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

This certificate will be promoted as a standalone certificate and as a certificate that can be stacked toward a Master of Agricultural and Applied Economics degree. The self-supporting status of this certificate will be communicated on all marketing and promotional materials. 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 Agricultural and Consumer Economics and the College of ACES.

Thank you for your consideration of this self-supporting status request for the new Certificate in *Land, Agriculture and Alternative Investing*.

Sincerely,



Anna Ball

Associate Dean of Academic Programs



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 Land, Agriculture and Alternative Investing (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: 2023.08.07 20:14:09 -05'00'

Disciplinary College Signature and Date: Germán Bollero Digitally signed by Germán Bollero
Date: 2023.08.07 08:46:02 -05'00'

Graduate College Signature and Date: Allison McKinney Digitally signed by Allison McKinney
Date: 2024.01.05 15:08:47 -06'00'



Biographical Sketch

Craig Lemoine

Education

PhD, Texas Tech University Doctor of Philosophy, Consumer Economics/Financial Planning · (2006 - 2013)

BS, Texas Tech University Bachelor's degree, Financial Planning · (1994 - 1998)

Certifications, MRFC, Certified Financial Planner (CFP)

Professional Experience

University of Illinois at Urbana-Champaign

August 2017 - Present

Financial Planning Program Director and Associate Teaching Professor

International Association of Registered Financial Consultants Editor

January 2021 - Present

Journal of Personal Finance

COUNTRY Financial®

February 2022 - Present

External Board Member

FinServ Foundation

January 2021 - Present

Advisory Board Member

Carson Coaching

March 2022 - December 2022

Director of Consumer Investment Research

Tolerisk

January 2022 - December 2022

Advisory Board

Lone Star Financial

February 2014 - January 2019

Education Partner

Northwestern Mutual

2015 - August 2017

Director: Granum Center of Financial Security

The American College

April 2008 - August 2017

Associate Professor

State Farm

2010 - 2017

Instructor

CFP Board

January 2011 - December 2015

Council of Examinations

Texas Tech University

2005 - 2008

Graduate Teaching Assistant

Golden Circle Financial Group

2006 - 2007

Financial Planner

Biographical Sketch

Lincoln Financial Advisors
Case Manager

2000 - 2004

MoneyGuidePro® (PIEtech, Inc.)
Financial Analyst/Software Design

1998 - 1999

Publications:

Lemoine, C. W. (2015). *Financial Planning Applications*. The American College Press.

Lemoine, C. W., & Langdon, T. P. (2009). *Financial Planning Applications*. American College Press.

Lemoine, C. W., & Loving, A. (2016). *Financial planning: Process and environment*. American College Press.

Contact

www.linkedin.com/in/presleyfee
(LinkedIn)

Top Skills

Customer Service
Microsoft Office
Leadership

Presley F.

Digital Financial Planning Program Coordinator at University of Illinois Urbana-Champaign
Urbana, Illinois, United States

Experience

GIRLS GO FOR IT

Treasurer Board of Directors
August 2022 - Present (1 year 1 month)
Champaign, Illinois, United States

University of Illinois Urbana-Champaign
Digital Financial Planning Program Coordinator
August 2021 - Present (2 years 1 month)
Urbana-Champaign Area

Busey

Financial Planning Specialist
January 2020 - August 2021 (1 year 8 months)
Urbana-Champaign, Illinois Area

Academy for Home Equity in Financial Planning
Student Scholar
July 2019 - May 2020 (11 months)
Urbana-Champaign, Illinois Area

Busey

Intern
May 2018 - August 2019 (1 year 4 months)
Urbana, Illinois

Bank of Springfield

Intern
March 2016 - August 2017 (1 year 6 months)
Quincy, Illinois

Education

University of Illinois at Urbana-Champaign

Agricultural & Consumer Economics, Financial Planning · (2016 - 2020)

University College Dublin

Study Abroad, Agricultural Economics · (2019 - 2019)

Contact

donovan@illinois.edu

[www.linkedin.com/in/](http://www.linkedin.com/in/donovansanchez)

donovansanchez (LinkedIn)

www.modelwealth.com/ (Company)

Donovan Sanchez, CFP®

University Instructor/Fee-Only Financial Advisor/PhD Student
East Peoria, Illinois, United States

Summary

I love a good book, good food, and an adventure with my family.

I'm also a full-time financial planning instructor at the University of Illinois, a PhD candidate at Kansas State University, and a senior financial planner at a fee-only financial planning firm.

Experience

FPA of Illinois

3 years 8 months

President

January 2023 - Present (8 months)

Director of Education

January 2021 - December 2022 (2 years)

Co-Director of Pro Bono, and Conference for Advanced Planning
Committee Member

January 2020 - December 2020 (1 year)

Model Wealth Inc.

Senior Financial Planner

March 2023 - Present (6 months)

University of Illinois Urbana-Champaign

Financial Planning Instructor

August 2021 - Present (2 years 1 month)

Urbana-Champaign Area

SKYVIEW FINANCIAL PLANNING, LLC

Founder and Owner

November 2018 - March 2023 (4 years 5 months)

Savant Wealth Management

Financial Advisor
January 2018 - October 2018 (10 months)

Northwestern Mutual
1 year 9 months

Financial Advisor
June 2017 - December 2017 (7 months)

Financial Representative
April 2016 - June 2017 (1 year 3 months)

FranklinCovey
Education Quality Partner
2015 - 2016 (1 year)

Sunset High School
Pre-AP English II Teacher
2013 - 2015 (2 years)

Education

Kansas State University
Doctor of Philosophy - PhD, Personal Financial Planning · (2023 - August 2027)

Golden Gate University
Master of Science - MS, Advanced Financial Planning · (2019 - 2020)

Brigham Young University
Bachelor of Arts (B.A.), English/Language Arts Teacher
Education · (2005 - 2013)

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].