Deactivation Proposal

Date Submitted: 11/03/22 2:40 pm

Viewing: 10KS0335MA : Chemistry, MA

Last approved: 07/05/22 2:55 pm

Last edit: 01/18/23 1:23 pm

Changes proposed by: Heather Schulze

Proposal Type:

Catalog Pages
Using this Program

In Workflow
1. U Program Review
2. 1413 Head
3. SOCS Head
4. KV Dean
5. University Librarian
6. Grad_College
7. Provost
8. Senate EPC
9. Senate
10. U Senate Conf
11. Board of Trustees
12. IBHE
13. HLC
14. DOE
15. DMI

Approval Path
1. 11/03/22 4:21 pm
   Emily Stuby (eastuby):
   Approved for U Program Review
2. 11/03/22 4:22 pm
   Scott Silverman (sks):
   Approved for 1413 Head
3. 11/03/22 5:57 pm
   Karla Denzler (denzler):
   Approved for SOCS Head
4. 11/10/22 10:11 am
   Andrea Ray (aray):
   Approved for KV Dean
5. 11/10/22 10:13 am
   John Wilkin (jpwilkin):
Major (ex. Special Education)

This proposal is for a:
- Revision
- Phase Down/Elimination

Administration Details

<table>
<thead>
<tr>
<th>Official Program Name</th>
<th>Chemistry, MA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diploma Title</td>
<td></td>
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<tr>
<td>Sponsor College</td>
<td>Liberal Arts &amp; Sciences</td>
</tr>
<tr>
<td>Sponsor Department</td>
<td>Chemistry</td>
</tr>
<tr>
<td>Sponsor Name</td>
<td>Heather Schulze</td>
</tr>
<tr>
<td>Sponsor Email</td>
<td><a href="mailto:schulze@illinois.edu">schulze@illinois.edu</a></td>
</tr>
<tr>
<td>College Contact</td>
<td>Stephen R. Downie</td>
</tr>
</tbody>
</table>

College Budget Officer

- sdownie@illinois.edu

College Contact Email

History

1. Jan 22, 2020 by Deb Forgacs (dforgacs)
2. Jul 5, 2022 by Mary Lowry (lowry)
Program Justification

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

We have no need for offering a Master of Arts in Chemistry degree, because we already have Chemistry MS (both thesis and coursework versions).

Why are these changes necessary?

We have no need for offering a Chemistry MA degree, because we already have Chemistry MS (both thesis and coursework versions). There have not been any enrollments in the MA program since fall 2003 when data changes to Banner started. Going into the data warehouse for degrees granted—it only lists 4 students earning degrees pre 2000 (1 in spring 1989, 1 in summer 1991, 1 in spring 1993 and one in fall 1994).
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.

NOTE: Some of the learning outcomes below were taken or adapted from the 2013 American Chemical Society Presidential Commission on Graduate Education in the Chemical Sciences. The Department of Chemistry uses these as its main guidelines.

To have a deep working knowledge of the principles, techniques, and concepts of contemporary chemistry.
To be able to effectively design and carry out independent research leading to new knowledge or a practical, applicable result.
To be able to communicate clearly and effectively within and across disciplinary lines.
To be able to educate students interested in chemical sciences.
To be aware of and prepare for various career opportunities with an advanced degree in chemistry.
To clearly understand the ethical conduct of research.
To understand and adopt the best safety practices in chemical research.

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

Describe here:

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

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

Catalog Page Text - Overview Tab

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

Statement for Programs of Study Catalog

**Thesis Option**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 599</td>
<td>Thesis Research (12 max applied toward degree)</td>
<td>12</td>
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</tbody>
</table>

Total Hours 32

**Other Requirements**

Grad Other Degree Requirements

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Description</th>
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<tr>
<td>Other requirements may overlap</td>
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<td>Minimum 500-level Hours Required Overall:</td>
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<tr>
<td>Minimum GPA:</td>
<td>3.0</td>
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</table>

**Non-Thesis Option**

Course List

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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</table>

Total Hours 32

**Other Requirements**

Grad Other Degree Requirements

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other requirements may overlap</td>
<td></td>
</tr>
<tr>
<td>Minimum 500-level Hours Required Overall:</td>
<td>20 (16 in CHEM)</td>
</tr>
<tr>
<td>Minimum GPA:</td>
<td>3.0</td>
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</table>

Program Features

Academic Level Graduate

Does this major No

Corresponding Degree MA Master of Arts
have transcripted concentrations?

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

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

What is the required GPA?
3.0

CIP Code 400501 - Chemistry, General.

Is This a Teacher Certification Program?
No

Will specialized accreditation be sought for this program?
No

Delivery Method

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

Admission Requirements

Desired Effective Fall 2023
Admissions Term

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

Yes

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

No students are currently registered for this program.

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

Enrollment

List the prerequisites including course titles and number of credit hours for each prerequisite course, and whether or not these prerequisites count in the total hours required for the minor.

Phase Down/Elimination Enrollment
Does this program currently have enrollment?  
No

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

Number of Students in Program (estimate)

<table>
<thead>
<tr>
<th>Year One Estimate</th>
<th>5th Year Estimate (or when fully implemented)</th>
</tr>
</thead>
</table>

Estimated Annual Number of Degrees Awarded

<table>
<thead>
<tr>
<th>Year One Estimate</th>
<th>5th Year Estimate (or when fully implemented)</th>
</tr>
</thead>
</table>

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

Attach File(s)

Financial Resources

How does the unit intend to financially support this proposal?

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

Attach letters of support

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

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

Is this program requesting self-supporting status?
Plan to Evaluate and Improve the Program

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).

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.

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

No changes.

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.
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?

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.

Elimination of program, no library resources required.

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?

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.

<table>
<thead>
<tr>
<th>Category</th>
<th>Year One</th>
<th>Year Five</th>
<th>Notes</th>
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<tbody>
<tr>
<td>Faculty (FTE)</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Faculty ($)</td>
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<td></td>
<td></td>
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<tr>
<td>Advising Staff ($)</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Graduate Students ($)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Personnel Costs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Budget Narrative</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Attachments</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.

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?

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.

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.

Faculty and Staff
Attachments

EP Documentation

EP Control Number EP.23.026
Attach ep23026_email to and response from sponsor_20230118.pdf
This proposal requires HLC inquiry

### DMI Documentation

**Banner/Codebook Name**

<table>
<thead>
<tr>
<th>Program Code:</th>
<th>10KS0335MA</th>
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<table>
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<th>Minor Code</th>
<th>0335</th>
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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**

*Deb Forgacs (dforgacs) (11/03/22 9:23 am):* Rollback: fix title

Key: 956
Barb,

I hope you had a great break.

My subcommittee has been busy reviewing our new proposals this and last week. Can you please attach a PDF of these emails below to the Chemistry, MA elimination proposal, EP.23.026 for me?

Best,

JENNY AMOS, PH.D. (she/her)
Teaching Professor
3242 Everitt Lab
Bioengineering | The Grainger College of Engineering

Thank you all for the prompt responses.

Scott, this is exactly the type of information I was hoping for and what I will present to the committee.

Best,

JENNY AMOS, PH.D. (she/her)
Teaching Professor
3242 Everitt Lab
Bioengineering | The Grainger College of Engineering
Hi Jenny, Heather, Stephen,

The questions posed are, "The question is if there would ever be a benefit to a PhD student earning a MA instead of MS along the way to the PhD or if a PhD student was to stop their PhD and drop back to an MA instead of a MS? In other words, would there be a benefit to keeping the MA as a fallback option without admission?"

To answer, I don't see any benefit in MA rather than MS in any conceivable situation. Indeed, in Chemistry we're puzzled as to why we have an MA degree in the first place, noting that we have several kinds of BS degree but no BA degree. So, rather than have the MA degree in the system but with no historical usage in our records and no basis for ever thinking that we'll use it going forward, eliminating the MA seemed like the proper action to take.

We do have students switch from the PhD to the MS degree program relatively frequently (although still infrequently in the absolute sense), for various reasons such as they have reevaluated their career goals. We envision no case in which a student would want or need to switch from PhD to MA rather than MS.

We don't ever have a PhD student earn an MS along the way to the PhD. Our graduate degree programs are structured such that it's basically either-or: when a student is earning the PhD, there's no mechanism for them to earn an MS along the way.

Thanks,
Scott

********************************************************************************
Scott K. Silverman
Professor of Chemistry and Associate Head of Budget and Operations
140 Roger Adams Laboratory
Department of Chemistry, Box 57-5
University of Illinois at Urbana-Champaign
600 South Mathews Avenue
Urbana, IL 61801
http://scs.illinois.edu/silverman
tel (217) 244-4489
@sksilverman https://twitter.com/sksilverman
********************************************************************************

From: Schulze, Heather A <schulze@illinois.edu>
Sent: Wednesday, January 18, 2023 9:27 AM
To: Silverman, Scott K <sks@illinois.edu>
Cc: Amos, Jenny <jamos@illinois.edu>; Downie, Stephen R <sdownie@illinois.edu>
Subject: RE: Question about EP.23.026 Chemistry, MA

Hi Scott,
Can you please help me answer Jenny’s questions below?

Kindest regards,
Heather

HEATHER SCHULZE
Student Services Coordinator

Department of Chemistry
College of Liberal Arts & Sciences
University of Illinois at Urbana-Champaign
505 S Mathews Ave
Box D-1, 109 Noyes Lab | M/C 712
Urbana, IL 61801
217.244.9875 | schulze@illinois.edu

From: Amos, Jenny <jamos@illinois.edu>
Sent: Wednesday, January 18, 2023 9:14 AM
To: Schulze, Heather A <schulze@illinois.edu>; Downie, Stephen R <sdownie@illinois.edu>
Subject: Question about EP.23.026 Chemistry, MA

Hello Heather and Steven,

I am the subcommittee chair in charge of reviewing and presenting your proposal to the Education Policy Committee. My subcommittee reviewed your proposal and had very few comments or concerns, but there is one question that I’d like to ask for an email response to in order to help me present it to the committee.

One of my subcommittee members raised a question about the elimination. The question is if there would ever be a benefit to a PhD student earning a MA instead of MS along the way to the PhD or if a PhD student was to stop their PhD and drop back to an MA instead of a MS? In other words, would there be a benefit to keeping the MA as a fallback option without admission?

There is no need to roll back the proposal for this minor question and I do not see any problems in getting this passed based on the subcommittee feedback. If you can let me know your response, then I will be able to address this concern when I present it to the committee.

Best,

JENNY AMOS, PH.D. (she/her)
Teaching Professor
Laura Hahn Faculty Scholar
Director, Master of Engineering in Bioengineering
Bioengineering | The Grainger College of Engineering
Biomedical and Translational Sciences | Carle Illinois College of Medicine
Health Sciences Engineering Center | Coordinated Sciences Laboratory
Curriculum & Instruction | College of Education
Industrial Design | School of Art + Design
Center for Global Studies (CGS)

Fellow | Biomedical Engineering Society (BMES)
Fellow | American Institute for Medical and Biological Engineers (AIMBE)

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1406 W. Green | MC 278
Urbana, IL 61801
217.333.4212 | jamos@illinois.edu
LinkedIn | @jennyamos_uic
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https://bioengineering.illinois.edu/

ILLINOIS

Under the Illinois Freedom of Information Act any written communication to or from university employees regarding university business is a public record and may be subject to public disclosure.