New Proposal
Date Submitted: 11/14/23 7:49 pm

Viewing: Dairy Nutrition for Udder Success, CERT (online)
Last edit: 01/09/24 8:14 am
Changes proposed by: Debra Korte
Proposal Type

Proposal Type:
Major (ex. Special Education)

Administration Details

<table>
<thead>
<tr>
<th>Official Program Name</th>
<th>Dairy Nutrition for Udder Success, CERT (online)</th>
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<tbody>
<tr>
<td>Diploma Title</td>
<td>Certificate in Dairy Nutrition for Udder Success</td>
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<tr>
<td>Sponsor College</td>
<td>Agr, Consumer &amp; Env Sciences</td>
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<td>Sponsor Department</td>
<td>Animal Sciences</td>
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<tr>
<td>Sponsor Name</td>
<td>Anna Ball, Associate Dean of Academic Programs</td>
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<td>Sponsor Email</td>
<td><a href="mailto:aball@illinois.edu">aball@illinois.edu</a></td>
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<tr>
<td>College Contact Email</td>
<td>Debra Korte</td>
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<td>College Contact</td>
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</table>
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; Phil Cardoso (cardoso2@illinois.edu)

Does this program have inter-departmental administration?

No

**Proposal Title**

Effective Catalog 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 Dairy Nutrition for Udder Success 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 Graduate Certificate in Dairy Nutrition for Udder Success. This certificate will provide students with practical knowledge about dairy nutrition and management, and equip them with technical skills needed to optimize the health, nutrition, and milk quality of dairy livestock. Through a unique blend of theoretical knowledge, hands-on training, and cutting-edge technology applications, participants will demonstrate the skills to formulate a ration that meets dietary and production needs, use artificial intelligence to optimize animal health, and investigate the nutritional impact on milk quality and its composition. Graduates of this certificate will be able to create well-balanced diets that elevate the overall well-being and productivity of dairy herds.

Background --
With the development of online courses in animal health and production, the University of Illinois will continue its great tradition of contributing to advances in farming productivity, agricultural science, and technology at the state and national levels. However, this certificate will also expand its borders in a new way by sharing its knowledge and expertise with those involved in food and fiber production worldwide. We will share the on-campus educational experience with an online global audience of learners in the proposed Certificate. Given the hands-on nature of the discipline, Animal Sciences is especially well-positioned to explore creative possibilities in this space. The University of Illinois Dairy Research Center will be brought into the online classroom.

The US dairy industry contributes significantly to the American economy and accounts for 1% of the US gross domestic product, generating an economic impact of USD 628 billion. The industry also creates nearly 3 million jobs in the US, generating approximately USD 159 billion in wages. According to the USDA milk production report (USDA, 2020), approximately 8.8 million head of dairy cows resided on farms in 24 states in 2020. Assuming feed intake of roughly 60 kg/cow/day, 4% of uneaten feed represents an annual feed waste of 7.73 billion kg/year, which could mean as much as USD 850 million/year in lost income [based on USD 0.11 per kg of total-mixed ration (TMR); Hutjens, 2021]. The loss represents wasted feed direct cost and not losses related to feed disposal, under- and overfeeding nutrients to cows, and the environmental impact.

Providing calculated and correct amounts of feed to dairy cattle is essential to dairy farmers because feed costs represent 40% to 60% of total milk production costs (USDA, 2013). The majority of dairy farms in the US feed cows in a TMR (NAHMS, 2014). A total mixed ration is the mixing of all feed ingredients based on a prescribed amount of each ingredient. Feeding using the TMR method (as opposed to separate ingredient feeding) provides more even rumen fermentation and better use of nutrients (NRC, 2001). Nonetheless, variation in TMR intake causes digestive problems in cows (i.e., acidosis) (NRC, 2001). The variation may be linked to the way farmers feed their animals. Over the past three decades, there has also been remarkable progress in animal production efficiency, driven by advances in genetics, nutrition, infectious disease control, technological innovation, and competitive market pressures. In
addition, in many developed countries, there is growing market pressure for ethically produced food, whether in terms of animal welfare or environmental footprint (e.g., water consumption, greenhouse gas emissions, soil degradation). Dry matter intake (DMI) is the amount of feed a cow consumes per day on a moisture-free basis and is fundamental in nutrition because it sets the number of nutrients available to animals (NRC, 2001). Underfeeding of nutrients restricts production and can affect the health of an animal; overfeeding of nutrients increases feed costs, can result in excessive excretion of nutrients into the environment, and excessively high amounts can be toxic or cause adverse health effects (NRC, 2001; Richardson et al., 2019). Additionally, the inefficient use of feed energy and emissions (greenhouse gases) output associated with raising and maintaining cattle have been targeted as areas of improvement to reduce the impact of dairy farms on the environment (Hagemann et al., 2011; Herrero et al., 2016).

Given the combination of these factors, it is clear that there is a growing global need in agricultural production for a workforce capable of integrating knowledge of animal health and nutrition under conscious environment production systems. However, current evidence suggests a growing shortage of people with the knowledge and problem-solving skills required to match the rapid advances in animal health, science, and food production. This wide-ranging shortage could lead to challenges in some countries’ food security and agricultural economic competitiveness.

Professions with high demand for this Certificate include veterinarians, livestock nutritionists, animal scientists and researchers, agricultural educators, dairy production specialists and farm managers.

The Graduate Certificate in Dairy Nutrition for Udder Success 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.

The Graduate Certificate in Dairy Nutrition for Udder Success can be stacked toward the elective requirements for the Animal Sciences, MANSC degree program.

### Instructional Resources

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

No

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

No

**Does the program include other courses/subjects outside of the sponsoring department impacted by the creation/revision of this program?**
Program Regulation and Assessment

Plan to Assess and Improve Student Learning

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

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

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

- Identify most common feedstuffs based on physical appearance and chemical analysis and understand their role in a typical dairy ration.
- Describe the basics of forage growth, harvest, ensilation, and storage connecting these principles to dairy nutrition.
- Compare and contrast common cereal grains and oilseed meals used in dairy rations and understand key factors driving economic value of feedstuffs.
- Describe common feed processing techniques and the nutritional value of resulting byproducts incorporated in dairy rations.
- Formulate diets for dairy cows and young stock
- Use artificial intelligence to improve health and nutrition of dairy animals
- Identify, list, and explain the nutrients in milk and dietary nutrients that can foster improved milk quality in dairy herds
- Reliably demonstrate the ability to formulate a diet for dairy cows and understand its impact on health, fertility, and milk quality

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, diet formulations, 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.

Dairy SbS MANSC.xlsx

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

The Dairy Nutrition for Udder Success Graduate Certificate will provide students with practical knowledge about dairy nutrition and management, and equip them with technical skills needed to optimize the health, nutrition, and milk quality of dairy livestock. Through a unique blend of theoretical knowledge, hands-on training, and cutting-edge technology applications, participants will demonstrate the skills to formulate a feed ration that meets dietary and production needs, use artificial intelligence to optimize animal health, and investigate milk composition and its nutritional impact. Graduates of this certificate will be able to create well-balanced diets that elevate the overall well-being and productivity of dairy herds.

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 elective course requirements of the Animal Sciences, MANSC degree

The required courses for this certificate are listed below.

Course List

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<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>ANSC 500</td>
<td>Feeds in Dairy Nutrition and Diet Formulation</td>
<td>4</td>
</tr>
<tr>
<td>ANSC 501</td>
<td>Nutritional Impact on Cow Health and Disorders</td>
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<tr>
<td>ANSC 502</td>
<td>What is Milk and Milk Quality</td>
<td>4</td>
</tr>
</tbody>
</table>

Total Hours: 12

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


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 |

Estimated Annual Number of Degrees Awarded

| Year One Estimate | 10 | 5th Year Estimate (or when fully implemented) | 55 |
What is the matriculation term for this program? Fall

Budget

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

Additional Budget Information

Attach File(s)

Financial Resources

How does the unit intend to financially support this proposal? No additional faculty, advisors, or staffing will be needed for implementation of this program.

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

Attach letters of support

-Dairy Nutrition for Udder Success_CIM_Budget.pdf
-DAIRY_SelfSupporting_GradCERT_.pdf
-SS-program-designation-form-DAIRY-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
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.

This will be the first transcriptable Graduate Certificate offered by the Department of Animal Sciences. This proposal is aligned with the priorities of the College of ACES 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. The courses that comprise this certificate may be stacked as electives for the Animal Sciences, MANSC degree.
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 Dairy Nutrition for Udder Success Graduate Certificate will expand access to University of Illinois credentials. The impact is threefold:
1. new market of students gain flexibility in obtaining a standalone credential;
2. current students across campus to gain a complimentary credential; and
3. provide a new pathway to degree programs.

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

Given the non-degree, graduate level format of this content as well as the working professional target audience, the expectation is that most learners will be seeking career advancement opportunities and/or new career paths in some capacity. Certificate would offer students various learning experiences that will give them more background knowledge that will help with their research and make them marketable for jobs in animal agriculture. The proposed Certificate will also provide insight into their research’s impact on the dairy industry and animal agriculture.

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 leaners 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 ANSC 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.
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.

To the best of our knowledge, there are currently no available Certificates and groups of online classes focused on dairy cattle nutrition and health for improved milk quality.

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.

These new courses’ content and learning outcomes will be relevant across different dairy production systems (e.g., intensive feeding compared to grazing) and are expected to draw a diverse audience of participants. If successful, it is hoped that, in the future, this course will be translated into other languages (e.g., Spanish, Chinese) and thereby reach an even broader population.

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 Base + Differential rate of $740 per credit hour. This rate is consistent with the other Graduate Certificate tuition rates in ACES. 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 address the growing demand of livestock nutritionists, veterinarians, animal scientists and researchers, agricultural educators, dairy production specialists and farm managers to understand the newest technologies and concepts in the dairy industry. Graduates will be well-equipped to problem-solve emerging issues in dairy nutrition, feed formulation, animal health and fertility, milk quality and dietary nutrients, and milk quality regulations.

The program’s curriculum is designed to align with industry standards and emerging trends. Faculty expertise, guest lectures from industry professionals, and practical case studies ensure that students receive a high-quality education. This education translates to a credential that not only meets the needs of current job markets but also equips graduates with skills that will remain relevant as the dairy livestock industry and milk quality standards and regulations continue to evolve.
As evident in the content of the course, faculty interact with professionals (during pre-recorded lectures and during synchronous online sessions) to provide firsthand knowledge from dairy industry 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 program engaged with business and industry in its development and how it will spur the state’s economy by leveraging partnerships with local, regional, and state industry, business leaders and employers.

The 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 access and opportunities for students through high-impact practices including research opportunities, internships, apprenticeships, career pathways, and other field experiences.

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. Students may earn a Graduate Certificate from the College of ACES that can be stacked toward the elective requirements of the Animal Sciences, MANSC degree.
Beyond workforce need, describe how the program broadly addresses societal needs (e.g., cultural or liberal arts contribution, lifelong learning of Illinois residents, or civic participation).

Beyond addressing technical and scientific workforce needs specific to the content offered in this certificate, the Dairy Nutrition for Udder Success certificate will promote cultural and societal enrichment toward a broader understanding of the agricultural sector and the production livestock industry. Graduates of this certificate program will help cultivate a science-informed society by dispelling misconceptions about agriculture, animal husbandry, and nutrition, thereby fostering a culture of evidence-based decision-making. Furthermore, graduates will be equipped to implement innovative techniques that reduce the environmental footprint of dairy operations, promoting ecologically responsible farming practices. This aligns with the increasing emphasis on sustainable agriculture and helps address broader concerns related to climate change and resource scarcity.

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).
The Dairy Nutrition for Udder Success Graduate Certificate will provide students with practical knowledge about dairy nutrition and management, and equip them with technical skills needed to optimize the health, nutrition, and milk quality of dairy livestock. Through a unique blend of theoretical knowledge, hands-on training, and cutting-edge technology applications, participants will demonstrate the skills to formulate a feed ration that meets dietary and production needs, use artificial intelligence to optimize animal health, and investigate milk composition and its nutritional impact. Graduates of this certificate will be able to create well-balanced diets that elevate the overall well-being and productivity of dairy herds.

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:
ANSC 500: Feeds in Dairy Nutrition and Diet Formulation (4 credit hours)
Students will examine the fundamentals of dairy cattle nutrition, identify common feedstuffs, and describe the basics of forage growth, harvest, insulation, and storage. Energy, carbohydrates, lipids, protein, amino acids, additives, forages, young stock, and transition cow feeding will be discussed. Students will explore common feed processing techniques, formulate diets for young and mature (lactating and non-lactating) dairy animals, and investigate the newest research insights for on-farm applications and evolving trends in dairy feeds and nutrition.

ANSC 501: Nutrition Impact on Cow Health and Diseases (4 credit hours)
Explore the holistic impact of nutrition on dairy cattle health and metabolic disorder, and analyze nutrition's role in alleviating stressors. Instructors will discuss profound effects of nutrition on production, physiology, and the immune system. The course includes self-paced learning, case studies, practical insights on dairy nutrition, application of artificial intelligence (e.g., machine learning) for predicting feed intake, and collaborative discussions to address complex issues. Students can also bring and work on their own datasets.

ANSC 502: What is Milk and Milk Quality (4 credit hours)
Explore the composition and synthesis of milk, maternal adaptations supporting milk production, and the impact of cow's milk on human nutrition. Students will examine
the digestion of dairy products, health disorders (e.g., lactose intolerance), and milk quality. The course includes self-paced learning, current research, on-farm applications, and interactive discussions. Instructors and guest experts will present case studies, share hands-on experience in milk quality and economics, and discuss the economic relevance of milk quality.

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 Dairy Nutrition for Udder Success, students must complete three required courses (12 credit hours) with a 2.75 GPA or higher. Due to the nature of the certificate program, no thesis, dissertation, internship, or practicum is required.

Specialized Program Accreditation

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

NA

Licensure or Certification for Graduates of the Program

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

NA

Plan to Evaluate and Improve the Program
Describe the program’s evaluation plan.

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

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

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

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.

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

Physical address locations for the above mentioned facilities include:
ACES Media Studio is located in Room 028, ACES Library, Information and Alumni Center, 1101 South Goodwin Avenue, Urbana, IL 61801
CITL Studios are located in Room 069, Literatures, Cultures, and Linguistics Building, 707 S. Mathews 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. Required readings may come from a variety of peer-reviewed, academic journals, including but not limited to the Journal of Dairy Science, Veterinary Parasitology, Bioinformatics and Biology Insights, Tropical Animal Health Production, Computers and Electronics in Agriculture, and the American Journal of Veterinary Research. Discovery and access for the electronic journals and journal articles will be provided through the University Library’s online catalog and subscription databases. Open source, peer-reviewed journal articles will also be included as readings in the course. 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?

Library resources and services will be provided using existing state-funded collection allocations. No temporary funding will be needed for these resources and services.
If this is a graduate program, please discuss the intended use of graduate tuition waivers. If the program is dependent on the availability of waivers, how will the unit compensate for lost tuition revenue?

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

### 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>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty (FTE)</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Faculty FTE Year1</td>
<td></td>
<td>Faculty FTE Year 5</td>
<td>Faculty FTE Notes</td>
</tr>
<tr>
<td>0</td>
<td>0</td>
<td>existing faculty resources will be employed, no new resource allocation required</td>
<td></td>
</tr>
<tr>
<td>Faculty ($)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty Year 1</td>
<td></td>
<td>Faculty Year 5</td>
<td>Faculty Notes</td>
</tr>
<tr>
<td>0</td>
<td>0</td>
<td>existing faculty resources will be employed, no new resource allocation required</td>
<td></td>
</tr>
<tr>
<td>Advising Staff ($)</td>
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<td></td>
<td></td>
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<tr>
<td>Advising Staff Year 1</td>
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<td>Advising Staff Year 5</td>
<td>Advising Staff Notes</td>
</tr>
<tr>
<td>0</td>
<td>0</td>
<td>existing staff resources will be employed, no new resource allocation required</td>
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<tr>
<td>Graduate Students ($)</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Graduate Students Year 1</td>
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<td>Graduate Students Year 5</td>
<td>Graduate Students Notes</td>
</tr>
<tr>
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<td>0</td>
<td>NA</td>
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<td></td>
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<tr>
<td>Other Personnel Costs Year 1</td>
<td></td>
<td>Other Personnel Costs Year 5</td>
<td>Other Personnel Costs Notes</td>
</tr>
<tr>
<td>0</td>
<td>0</td>
<td>NA</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.

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.

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. Mathews Ave., Urbana, IL 61801

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

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.
Faculty and staff who will support this program include:

PARTICIPATING FACULTY -- INSTRUCTIONAL TEAM
Instructional Team Leader: Phil Cardoso(1), Ph.D, associate professor, full-time faculty.
Instructional Team: Isabella C. F. S. Condotta (1,2,3), Ph.D., assistant professor; full-time faculty; James K. Drackley (1), Ph.D., professor, full-time faculty; Brian M. Aldridge (2,4), DVM, clinical professor, full-time faculty; Juan Loor (1,5), Ph.D., professor, full-time faculty; Joshua C. McCann (1), Ph.D., assistant professor, full-time faculty; and Derek Nolan (1), Ph.D., teaching assistant professor, full-time faculty.

(1) College of ACES, Department of Animal Sciences, University of Illinois.
(2) Center for Digital Agriculture (CDA) and the Artificial Intelligence for Future Agricultural Resilience, Management, and Sustainability Institute (AIFARMS), University of Illinois.
(3) National Center for Supercomputing Applications (NCSA), University of Illinois.
(4) College of Veterinary Medicine, Department of Veterinary Clinical Medicine, University of Illinois.
(5) Division of Nutritional Sciences (DNS), University of Illinois.

COLLEGE FACULTY & STAFF -- INSTRUCTIONAL DESIGN SUPPORT

- Dr. Anna Ball, associate dean of academic programs, ACES, full-time faculty and staff
- Dr. Debra Korte, assistant dean for learning innovation, ACES (oversee student support services and ACES Online staff), full-time faculty
Drs. Ball and Korte will provide oversight of the certificate and the ACES Online Staff who are supporting the development of the certificate. Drs. Ball and Korte each have doctoral degrees in agricultural education and served as teacher educators and curriculum experts in their respective higher education appointments and land-grant universities.

- Kasey Murphy, instructional designer, ACES, full-time staff
- Jennifer Banda, visiting teaching and learning specialist, ACES, full-time staff
Kasey Murphy and Jennifer Banda are former educators (secondary and post-secondary education) and hold degrees in education and curriculum design.

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

- Dr. Elissa Thomann Mitchell, online education consultant, ACES, part-time faculty
Dr. Thomann Mitchell is a Teaching Associate Professor in Human Development and
Faculty and Staff

Attachments

DAIARY_CVs_Faculty.pdf

HLC Section

Credit Hours

<table>
<thead>
<tr>
<th></th>
<th>Number of Credit Hours:</th>
<th>Percent of Total:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Existing or repackaged curricula (Courses from existing inventory of courses):</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Revised or redesigned curricula (Courses for which content has been revised for the new program):</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>New curricula (Courses developed for the new program that have never been offered):</td>
<td>12</td>
<td>100</td>
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<tr>
<td><strong>Total Credit Hours of the Program:</strong></td>
<td><strong>12</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

New Faculty Required

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

No

Please explain existing coverage:

No new faculty are needed to launch this program.

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.24.065

Attach Rollback/Approval Notices

This proposal requires HLC inquiry: No

**DMI Documentation**

Attach Final Approval Notices

Banner/Codebook Name

Program Code:

<table>
<thead>
<tr>
<th>Minor Code</th>
<th>Conc Code</th>
<th>Degree Code</th>
<th>Major Code</th>
</tr>
</thead>
</table>

Senate Approval Date

Senate Conference Approval Date

BOT Approval Date

IBHE Approval Date

HLC Approval Date

DOE Approval Date
Brooke Newell (bsnewell) (08/30/23 11:34 am): Rollback: Email sent to Debra, Brianna, Holly
Brooke Newell (bsnewell) (08/30/23 1:04 pm): Rollback: Per request from Debra
Brooke Newell (bsnewell) (09/01/23 9:49 am): Rollback: Proposal Title, Related proposals revision requested. Email sent to Debra, Brianna, and Holly.
Rodney W. Johnson (rwjohn) (09/12/23 12:56 pm): Rollback: Revise as appropriate. Thanks.
Anna Dilger (adilger2) (09/12/23 3:05 pm): Rollback: Sent back to Debra per her request
BUDGET

The ACES Online Learning Innovation RFP Budget and Justification template (Excel file) is below. We believe our proposal has a high funding priority since it has the collaboration with 2 or more faculty in his/her/their academic unit, among multiple academic units in the College of ACES; collaboration with faculty from other Colleges on campus and/or research partner organizations; dual-purpose asynchronous components; unique, innovative video and audio content with “in the field” demonstrations and/or documentary-style content; and flexible attendance policies wherein students can attend a live synchronous session or watch recordings of the live session. (Excel file available per request)

<table>
<thead>
<tr>
<th>A. Personnel: Instructional Team</th>
<th>Year/Course 1</th>
<th>Year/Course 2</th>
<th>Year/Course 3</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cardoso_Instructional Team Leader</td>
<td>Salary</td>
<td>$11,501</td>
<td>$6,251</td>
<td>$9,376</td>
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<tr>
<td>Drackley_Instructional Team 2</td>
<td>Salary</td>
<td>$8,418</td>
<td>-</td>
<td>$8,418</td>
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<tr>
<td>McCann_Instructional Team 3</td>
<td>Salary</td>
<td>$5,005</td>
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<td>-</td>
</tr>
<tr>
<td>Condotta_Instructional Team 4</td>
<td>Salary</td>
<td>-</td>
<td>$4,842</td>
<td>-</td>
</tr>
<tr>
<td>Loor_Instructional Team 5</td>
<td>Salary</td>
<td>-</td>
<td>$7,045</td>
<td>-</td>
</tr>
<tr>
<td>Aldrich_Instructional Team 6</td>
<td>Salary</td>
<td>-</td>
<td>$6,000</td>
<td>-</td>
</tr>
<tr>
<td>Other FTE Personnel</td>
<td>Salary</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Personnel Total</td>
<td></td>
<td>$24,923</td>
<td>$24,137</td>
<td>$17,794</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>B. Other Personnel</th>
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</thead>
<tbody>
<tr>
<td>Nolan_Adjunct Instructor</td>
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<tr>
<td>Adjunct Instructor</td>
</tr>
<tr>
<td>Graduate Assistant(s)</td>
</tr>
<tr>
<td>Graduate Assistant(s)</td>
</tr>
<tr>
<td>Student Hourly</td>
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<td>Student Hourly</td>
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<tr>
<td>Admin. Salary</td>
</tr>
<tr>
<td>Other</td>
</tr>
<tr>
<td>Other Personnel Total</td>
</tr>
</tbody>
</table>

| C. Marketing | $1,000 | $800 | $1,300 | $3,100 |
| D. Other Direct Costs | $1,000 | $800 | $1,300 | $3,100 |

| F. Total Direct Costs | $49,923 | $49,937 | $49,959 | $149,819 |

Budget Justification

A. Personnel: Instructional Team

1. Dr. Cardoso, Instructional Team Leader, will oversee and guide the entire project and ensure that the courses are coordinated, and the state objectives are met promptly. He will be involved in developing the proposed three courses and be the conduit between the marketing staff and the instructional team. Funds are requested for 0.90 months of summer salary in year 1, 0.50 months of summer salary in year 2, and 0.75 months of summer salary in year 3. ($27,128).

2. Dr. Drackley, Instructional Team member, will partly proctor Course 1 (module 2) and develop Course 3 (module 1). Funds are requested for 0.50 months of summer salary in years 1 and 3. ($16,835).
3. Dr. McCann, Instructional Team member, will proctor and develop Course 1 (module 1). Funds are requested for 0.50 months of summer salary in year 1. ($5,005).
4. Dr. Condotta, Instructional Team member, will partly proctor and develop Course 2 (module 1). Funds are requested for 0.50 months of summer salary in year 2. ($4,842).
5. Dr. Loor, Instructional Team member, will partly proctor and develop Course 2 (module 2). Funds are requested for 0.50 months of summer salary in year 2. ($7,045).
6. Dr. Aldrich, Instructional Team member, will partly proctor and develop Course 2 (module 2). Funds are requested for 0.50 months of summer salary in year 2. ($6,000).

B. Other Personnel
1. Dr. Nolan, Instructional Team member, will proctor and develop Course 3 (module 2). Funds are requested for 0.50 months of summer salary in year 3. ($3,365). The Department had approved his service in excess.
2. Graduate Assistant: 1 X 50% FTE Ph.D. graduate student is requested across all three years. Dr. Cardoso and Dr. Nolan will co-advice a student. ($75,000).
3. Undergrad Hourly: Funds are requested for undergraduate hourly support at approximately $13 per hour for a total of 8 hours per week. The undergraduate hourlies will support Dr. Cardoso and Dr. Nolan. ($1,500)

C. Marketing
We request funding for years 1, 2, and 3 to develop the activities below under the guidance of ACES staff. ($3,100).
1. We would like to consult with ACES marketing to understand the best way to reach out to nutritional and animal health companies in the dairy space to offer the proposed courses as a form of training and standardization of concepts for their employees globally.
2. We plan, in consultation with ACES, to have the Certificate publicized in popular dairy magazines, podcasts, professional associations, and other vehicles that ACES staff may judge appropriate.
3. We will be recording content and/or hands-on demonstrations at the Feed Technology Center, on the U of I Diary Research Farm, and at a commercial dairy facility to bring the learning experience to life.

D. Other Direct Costs
Not applicable.

(References provided upon request)
Animal Sciences, MANSC
for the Master of Animal Sciences in Animal Sciences (on campus & online)

Course List

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required:</td>
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<td></td>
</tr>
<tr>
<td>ANSC 590</td>
<td>Animal Sciences Seminar</td>
<td>2</td>
</tr>
<tr>
<td>or ANSC 591</td>
<td>Grad Bioinformatics Seminar</td>
<td></td>
</tr>
<tr>
<td>ANSC 593</td>
<td>Res Studies in Animal Sciences</td>
<td>8</td>
</tr>
</tbody>
</table>

The individual research studies project or internship experience and a written report will fulfill the ANSC 593 (Research Studies in Animal Sciences) capstone project requirement. The project or internship and the written product will be supervised by the Animal Sciences faculty mentor and provide evidence that the student can understand and apply the scientific method, interpret scientific information; and effectively communicate scientific information in a field of animal sciences.

Select One Statistics Course: 2-4

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>ANSC 440</td>
<td>Applied Statistical Methods I</td>
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<tr>
<td>ANSC 445</td>
<td>Statistical Methods</td>
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<tr>
<td>ANSC 448</td>
<td>Math Modeling in Life Sciences</td>
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<tr>
<td>ANSC 449</td>
<td>Biological Modeling</td>
<td></td>
</tr>
<tr>
<td>ANSC 442</td>
<td>Introduction to Data Analytics</td>
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</tr>
</tbody>
</table>

Elective Courses: Please consult with advisor 18-20

Elective 400- or 500-level courses chosen in consultation with the advisor (excludes ANSC 590, ANSC 591, ANSC 593)

Minimum GPA: 3.0 for the Master of Animal Sciences in Animal Sciences (on campus & online)

Other requirements and conditions may overlap

Hours Overall Required Within the Unit: 12
Minimum 500-level Hours Required: 12
Minimum GPA: 3.0

CERT Total 12
November 14, 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 Animal Sciences (ANSC) are requesting self-supporting status for the Campus Graduate Certificate in Dairy Nutrition for Udder Success.

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

- **Pros**: The Certificate in Dairy Nutrition for Udder Success 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. Furthermore, this self-supporting status is consistent with the online Companion Animal Nutrition certificate that is currently offered by the department.

- **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 ANSC 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 M.S. degree programs that coursework from this certificate can be applied toward as elective requirements.

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 ANSC 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 the Animal Sciences, MANSC degree. The self-supporting status of this certificate will be communicated on all websites, marketing and promotional materials provided by the College of ACES and the Department of Animal Sciences.

Thank you for your consideration of this self-supporting status request for the new Certificate in Dairy Nutrition for Udder Success.

Sincerely,

Anna Ball
Associate Dean of Academic Programs
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](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 Dairy Nutrition for Udder Success (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: ________________________________

Disciplinary College Signature and Date: ________________________________

Graduate College Signature and Date: ________________________________
Felipe (Phil) Cardoso  
cardoso2@illinois.edu  
Abbreviated Curriculum Vitae  
May 2, 2017

Educational Background

D.V.M.  
Universidade Federal do Rio Grande do Sul (UFRGS) – Brazil.  
College of Veterinary Medicine, December 9, 2001.

M.S.  
Universidade Federal do Rio Grande do Sul (UFRGS) – Brazil.  
Major: Surgery and Biochemistry of Ruminants.  
College of Veterinary Medicine, January 7, 2007.

Ph.D.  
University of Illinois, August 6, 2012.  
Major: Animal Sciences (Ruminant Nutrition).

List of Academic Positions since Final Degree
Assistant Professor, Department of Animal Sciences, University of Illinois, 2012 to present.

Other Professional Employment
SerVet, Inc. – Dairy Cattle Services – Brazil.  
Title: Founder and President.  
Location: Passo Fundo, RS – Brazil.

University of Sao Paulo (Escola Superior de Agricultura Luiz de Queiroz – ESALQ) – Brazil.  
Title: Research Associate.  
Location: Piracicaba, SP – Brazil.

Honors, Recognitions, and Outstanding Achievements
2. 2010 American Dairy Science Association (ADSA) Award, 3rd place. Land O'Lakes, Purina Feed LLC Graduate Student Poster Contest – Ph.D. Division.
3. 2011 BASF Graduate Travel Award. The Department of Animal Sciences at the University of Illinois recognizes individual with significant research to service the dairy industry.
4. 2012 Gamma Sigma Delta, Honor Society of Agriculture
5. 2012 Graduate College Fellowship Award, University of Illinois.
6. 2012 ASN-ASAS-ADSA Pre-Conference, Regulation of Nutritional Intake and Metabolism Award, 2nd place. Graduate Student Poster Contest – PhD Division.
7. 2016 College Faculty Award for Excellence in Extension, University of Illinois.
8. 2016 ADSA Foundation Scholar Award in Dairy Production.
9. 2017 ADSA/ASAS Midwest Outstanding Young Extension Specialist Award.

Named to the List of Teachers Ranked Excellent by their Students: Fall 2012 (ANSC 100), Spring 2013 (ANSC 100, 398), Fall 2013 (ANSC 100), Spring 2014 (ANSC 100), Fall 2014 (100, 400, 522), Spring 2015 (ANSC 590), Fall 2015 (ANSC 100, 201), Spring 2016 (ANSC 100), and Fall 2016 (ANSC 100, 400).
**Offices Held in Professional Societies**
1. Secretary, American Dairy Science Association-Midwest section board of directors (*elected*, 2015).

**Publications and Creative Works**

# Denotes any publication derived from the candidate’s thesis.
* Denotes publication that has undergone stringent editorial review by peers.
+ Denotes publication that was invited and carries special prestige and recognition.
Δ Denotes publication that was authored by a graduate student advised by Dr. Cardoso
^ Denotes publication where Dr. Cardoso is the corresponding author
Names of student and post-doc authors advised by the candidate are underlined.

**Doctoral thesis title**
Relationships among nutritional regimen, metabolic disorders, reproduction, and production in dairy cows during the transition period.

**Chapters in Books (in print or accepted)**


**Articles in Journals (in print or accepted)**


Creative Works (Exhibitions, Commissions, Competitions, Performances, Designs, Art or Architecture Executed)

1. Dairy Focus Lab. 2012. University of Illinois, Department of Animal Sciences. Extension. Dr. Cardoso developed this web site and serves as editor or author for posted materials. This comprehensive dairy focused site is accessible through a unique link and is linked to the Department of Animal Sciences and University of Illinois Extension. http://www.dairyfocus.illinois.edu

2. The web site provides educational materials in the areas of dairy nutrition, reproduction, and management; such as:
   a. Dairy Efficiency Calculator part of the “Dairy Focus Toolbox” (i.e. income over feed cost). Excel file is available on-line for download by users. More than 145 downloads (dairy farmers, veterinarians, nutritionists, professors, and students) from more than 34 different countries.
   b. Dairy Somatic Cell Count Calculator part of the “Dairy Focus Toolbox” (i.e. mastitis prevention). Excel file is available on-line for download by users. More than 212 downloads (dairy farmers, veterinarians, nutritionists, professors, and students) from more than 32 different countries.
   c. Dairy Focus Newsletter. More than 82 subscribers (dairy farmers, veterinarians, nutritionists, professors, and students) from more than 17 different countries.
   d. You tube videos (17) that collectively have had more than 7,700 visualizations in more than 20 different countries.
   e. Podcasts (3) that were broadcasted through web based radio stations.
   f. Social media (Facebook) with more than 355 people connected (likes) from more than 40 different countries.
   g. “Press mentions” section with more than 40 articles that were reported by the press as a result of formal and informal interviews to Dr. Cardoso.
   h. Section with information in Spanish for users with no English skills.

3. Margin Protection Program Webinar for dairy producers. Organizer and speaker. Title: “Dairy Focus toolbox – understanding of income over feed cost (IOFC)”. Generated a file with the webinar presentation that is available at the Dairy Focus Lab webpage. Date: September 16, 2014. Live from noon to 1PM.

**Bulletins, Reports, or Conference Proceedings (in print or accepted)**

**Proceedings**

**Popular Press Publications**


Departmental Publications
Dr. Cardoso produced 15 articles as part of his Dairy Focus Newsletter series. Articles are available at: [http://dairyfocus.illinois.edu/content/dairy-focus-newsletter](http://dairyfocus.illinois.edu/content/dairy-focus-newsletter)

Abstracts (in print or accepted)
Since his appointment Dr. Cardoso had 63 abstracts published in national and international conference proceedings. Thirty-nine (39) were authored or co-authored by Dr. Cardoso and his students.
James K. Drackley

Education
Ph.D., 1989, Iowa State University, Ames
M.S., 1985, South Dakota State University, Brookings
B.S., 1981, South Dakota State University, Brookings

Academic Positions
University of Illinois
Professor, University of Illinois, 2000 - present
Associate Professor, University of Illinois, 1995 - 2000
Assistant Professor, University of Illinois, 1989 - 1995

Select Publications:
Books Authored or Co-Authored (Original Editions)

Chapters in Books


Biographical Sketch


Selected Articles in Journals


Honors
Spitze Land Grant Professorial Career Excellence Award, College of Agricultural, Consumer and Environmental Sciences, University of Illinois, 2022
Journal of Dairy Science Top 100 Author, 2017
Fellow, American Dairy Science Association, 2015
Paul A. Funk Recognition Award, College of Agricultural, Consumer and Environmental Sciences, University of Illinois, 2008
Senior Faculty Award for Excellence in Research, College of Agricultural, Environmental and Consumer Sciences, University of Illinois, 2007
AFIA Award for Excellence in Dairy Nutrition Research, American Dairy Science Association, 2002
Beckman Associate, Center for Advanced Study, University of Illinois, 2000
H. H. Mitchell Award for Excellence in Graduate Teaching and Research, Department of Animal Sciences, University of Illinois, 2000
Scholar Award, American Dairy Science Association Foundation, 1998
College Faculty Award for Excellence in Research, College of ACES, 1998
Agway Inc. Young Scientist Award, American Dairy Science Association, 1997
D. E. Becker Award for Excellence in Undergraduate Teaching and Counseling, Department of Animal Sciences, 1993
Biographical Sketch

Brian M. Aldridge

Education
Ph.D., University of Wisconsin-Madison, Animal Health and Biomedical Sciences · (1993 - 1999)
MS, Colorado State University, Veterinary Medicine · (1989 - 1992)
BVSc, University of Liverpool, Veterinary Medicine · (1979 - 1984)

Recent Courses Taught
VCM 507 - Veterinary Form and Function
VCM 509 - Biology of Veterinary Pathogen
VCM 513 - Science of Health Homeostasis
VCM 514 - Science of Health Evaluation
VCM 524 - Effective Biomedical Teacher
VCM 560 - Livestock Infectious Disease
VCM 562 - Infection Defense
VCM 564 - Livestock Business
VCM 577 - Immunology/Toxicology
VCM 592 - Production Medicine
VCM 593 - Herd Health
VCM 595 - Integrative Capstone II
VCM 598 - Manuscript Research
VCM 672 - Food Supply Disease Prevention
VCM 688 - Food Supply Disease Management
VCM 690 - Intro to Food Supply Medicine

Professional Experience
Carle Illinois College of Medicine
Health Innovation Professor · 2021 – Present

University of Illinois College of Veterinary Medicine
Clinical Professor · 2012 - Present

TGS Illuminate
Director · 2011 – Present

Online Veterinary Academy
Coordinator · 2011 - 2012

University of Cambridge
Farm Animal Clinician · 2011 - 2012

Royal Veterinary College
Chair, Farm Animal Health and Production · 2005 - 2010

Select Publications:
Biographical Sketch


Megahed, A., Aldridge, B., & Lowe, J. (2019). Comparative study on the efficacy of sodium hypochlorite, aqueous ozone, and peracetic acid in the elimination of Salmonella from cattle manure contaminated various surfaces supported by Bayesian analysis. *PloS one*, 14(5), [e0217428]. [https://doi.org/10.1371/journal.pone.0217428](https://doi.org/10.1371/journal.pone.0217428)


Biographical Sketch

Isabella C.F.S. Condotta

Education
PhD, Escola Superior de Agricultura "Luiz de Queiroz," Agricultural Systems Engineering - Precision Animal Management · (2017 - 2019)
Lic., Escola Superior de Agricultura "Luiz de Queiroz," Agricultural Sciences · (2013 - 2016)
BS, Escola Superior de Agricultura "Luiz de Queiroz," Bachelor's degree, Agricultural Engineering · (2011 - 2015)

Certifications
Illinois Summer Teaching Institute 2021

Professional Experience
University of Illinois Urbana-Champaign
Assistant Professor · February 2020 - Present

University of Nebraska-Lincoln
Post-Doctoral Research Associate · June 2019 - February 2020

Select Publications:


Biographical Sketch

of Agricultural and Biological Engineers Annual International Meeting, ASABE 2021; Vol. 4). American Society of Agricultural and Biological Engineers. https://doi.org/10.13031/aim.202100803


Biographical Sketch

Juan Loor

Education
Ph.D., 2001, Virginia Polytechnic Institute and State University, Blacksburg
M.S., 1997, Virginia Polytechnic Institute and State University, Blacksburg
B.S., 1995, University of California, Davis

Research Interests
Systems biology; molecular nutrition; genomics; metabolomics; bioinformatics; nutritional programming of adipose tissue; mammary gland development; lipid metabolism; conjugated linoleic acids (CLA); nutritional and physiological genomics; comparative genomics; regulation of milk fat and protein synthesis; nutritional regulation of muscle development. My research program focuses on the study of how nutrition, physiological state and their interaction affect tissue function and metabolic adaptations through alterations in the transcriptome, i.e. mRNA expression profiles. We rely heavily on cutting-edge technologies such as microarrays, DNA sequencing, quantitative RT-PCR, and bioinformatics to generate biologically-meaningful data. The integration of these data sets is at the core of our Systems Biology efforts in Nutritional Sciences. We use large animals as primary models but also perform more fundamental studies with animal tissue cell lines or explant cultures. Through the use of high-throughput techniques and bioinformatics we intend to identify genes that might be associated with susceptibility to immune and metabolic diseases (e.g. hepatic steatosis, mastitis) and also to developing obesity.

Professional Experience
2018-present: Professor of Animal Sciences and Division of Nutritional Sciences, Department of Animal Sciences, University of Illinois, Urbana

2011-2018: Associate Professor of Animal Sciences and Division of Nutritional Sciences, Department of Animal Sciences, University of Illinois, Urbana

2005-2011: Assistant Professor of Animal Sciences and Division of Nutritional Sciences, Department of Animal Sciences, University of Illinois, Urbana

2002-2005: Post-Doctoral Research Associate, Department of Animal Sciences, University of Illinois, Urbana

2001-2002: Post-Doctoral Research Associate, Unité de Recherches sur les Herbivores (URH), Institut National de la Recherche Agronomique (INRA), France

Select Publications:
Chapters in Books

Biographical Sketch


Selected Articles in Journals


Biographical Sketch

Joshua C. McCann

Education
PhD, Animal Sciences, University of Illinois
MS, Animal Science, Texas A & M University
BS, Animal Science, Texas Tech University

Thesis Title
Influence of nutrition on the muscle transcriptome and ruminal microbiome in cattle

Academic Positions
University of Illinois Urbana Champaign
Assistant Professor, Animal Sciences
Assistant Professor, Center for Digital Agriculture, National Center for Supercomputing Applications (NCSA)

Select Publications:


Biographical Sketch


Biographical Sketch

Derek Nolan

Education
PhD, University of Kentucky
MS, University of Kentucky
BS, Dairy Science, Iowa State University

Research Focus
Milk quality and decision economics

Mission Statement
Dr. Nolan helps dairy producers reach their goals by providing tools to make informed management decisions and improve milk quality. He focuses on providing hands-on experiences that help youth better understand the dairy cow and dairy production system.

Academic Positions
University of Illinois Urbana Champaign
Teaching Assistant Professor
Extension Faculty Specialist

Select Publications:

Biographical Sketch

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**, 2016-2019
  - Faculty Fellow for Faculty Affairs, Office of the Provost
- **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
- **University of Illinois**, 2002-2006
  - Assistant Professor of Agricultural Education, Department of Human and Community Development

Publications:


Biographical Sketch


- **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:


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.
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

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


Presentations at Regional & National Conferences


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), NCFR (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

Updated July 2023
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

Presentations
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. (2023). *Course mapping: Rethinking the basics of course development.* Invited speaker at workshop for College of ACES Online Development, Champaign, IL.


*Full CV available upon request via email: thomann2@illinois.edu*