

UNIVERSITY OF ILLINOIS URBANA-CHAMPAIGN SENATE
COMMITTEE ON EDUCATIONAL POLICY
(Final; Information)

EP.26.002 Report of Administrative Approvals Through September 8, 2025

In accordance with Part B.9.a of the Senate *Bylaws*, "Senate committees are authorized to act for and in the name of the Senate on minor matters. Such actions shall be reported promptly to the Senate..." Below is a listing of items categorized as administrative approvals and approved by the Senate Committee on Educational Policy in the name of the Senate on the dates indicated. For each program listing, there is no change to the total hours required. Additional information for each approval is attached.

Section 1.

A. Graduate Programs

1. **Revise the Artist Diploma in Music in the College of Fine and Applied Arts and the Graduate College (key 627)** – replaces the former applied lesson courses with their new rubric and numbers: MUS 579-MUS 598 to MUSC 501-542.
2. **Revise the Joint Program in the Bachelor of Science in Sustainable Design and the Concentration in Design for Responsible Innovation in the Master of Fine Arts in Art & Design in the College of Fine and Applied Arts and the Graduate College (key 1057)** – removes ARTH 211 and ART 310 from General Education table and removes ARTF 103 from the drawing requirement.
3. **Revise the Graduate Certificate in Instructional System Design Management and Leadership in the College of Education and the Graduate College (key 1062)** – changes the course rubric and number from HRD 585 to ERAM 556 and removes EPOL 576 and EPOL 578 from course selection options.
4. **Revise the Master of Fine Arts in Dance in the College of Fine and Applied Arts and the Graduate College (key 189)** – adds DANC 531 as a required course (2 hours); creates new category called "Career Preparation"; and reduces electives by 2 hours.
5. **Establish the Foundations Course List CIM-P record in the College of Education and the Graduate College (key 1320)** – moves the existing shared Foundation Course list from all master's degree programs and Certificate of Advanced Study (CAS) programs within the College of Education into this separate, dedicated CIM-P record for the foundation course list; removes EPOL 408 and adds EPOL 530, SPED 514, and SPED 517.
6. **Revise the Master of Education in Special Education in the College of Education and the Graduate College (key 220)** – moves the Foundation Course List from this Program of Study into its own CIM-P record (which will become a Course list tab in the Academic Catalog for this program); updates the heading for the foundations courses from "Foundations Courses" to say "Foundations Hours"; and revises the text which states, "Select two of the following foundations courses, taken for four credit hours each. At least one of these two courses must be a course from outside the degree-granting department" to say, "Choose at least two foundation courses from the Course List tab. At least one of these two courses must be a course from outside the degree-granting department."

7. **Revise the Master of Education in Elementary Education in the College of Education and the Graduate College (key 199)** - moves the Foundation Course List from this Program of Study into its own CIM-P record (which will become a Course list tab in the Academic Catalog for this program); updates the heading for the foundations courses from "Foundations Courses" to say "Foundations Hours"; and revises the text which states, "Select two of the following foundations courses, taken for four credit hours each. At least one of these two courses must be a course from outside the degree-granting department" to say, "Choose at least two foundation courses from the Course List tab. At least one of these two courses must be a course from outside the degree-granting department."
8. **Revise the Master of Arts in Curriculum and Instruction in the College of Education and the Graduate College (key 200)** - moves the Foundation Course List from this Program of Study into its own CIM-P record (which will become a Course list tab in the Academic Catalog for this program); updates the heading for the foundations courses from "Foundations Courses" to say "Foundations Hours"; and revises the text which states, "Select two of the following foundations courses, taken for four credit hours each. At least one of these two courses must be a course from outside the degree-granting department" to say, "Choose at least two foundation courses from the Course List tab. At least one of these two courses must be a course from outside the degree-granting department."
9. **Revise the Master of Science in Curriculum and Instruction in the College of Education and the Graduate College (key 203)** - moves the Foundation Course List from this Program of Study into its own CIM-P record (which will become a Course list tab in the Academic Catalog for this program); updates the heading for the foundations courses from "Foundations Courses" to say "Foundations Hours"; and revises the text which states, "Select two of the following foundations courses, taken for four credit hours each. At least one of these two courses must be a course from outside the degree-granting department" to say, "Choose at least two foundation courses from the Course List tab. At least one of these two courses must be a course from outside the degree-granting department."
10. **Revise the Master of Education in Early Childhood Education in the College of Education and the Graduate College (key 202)** - moves the Foundation Course List from this Program of Study into its own CIM-P record (which will become a Course list tab in the Academic Catalog for this program); updates the heading for the foundations courses from "Foundations Courses" to say "Foundations Hours"; and revises the text which states, "Select two of the following foundations courses, taken for four credit hours each. At least one of these two courses must be a course from outside the degree-granting department" to say, "Choose at least two foundation courses from the Course List tab. At least one of these two courses must be a course from outside the degree-granting department."
11. **Revise the Master of Education in Education Policy, Organization & Leadership in the College of Education and the Graduate College (key 211)** - moves the Foundation Course List from this Program of Study into its own CIM-P record (which will become a Course list tab in the Academic Catalog for this program); updates the heading for the foundations courses from "Foundations Courses" to say "Foundations Hours"; and revises the text which states, "Select two of the following foundations courses, taken for four credit hours each. At least one of these two courses must be a course from outside the degree-granting department" to say, "Choose at least two foundation courses from the Course List tab. At least one of these two courses must be a course from outside the degree-granting department."
12. **Revise the Master of Arts in Education Policy, Organization & Leadership in the College of Education and the Graduate College (key 210)** - moves the Foundation Course List from this Program of Study into its own CIM-P record (which will become a Course list tab in the Academic Catalog for this program); updates the heading for the foundations courses from "Foundations Courses" to say "Foundations Hours"; and revises the text which states, "Select two of the following foundations courses, taken for four credit hours each. At least one of these two courses must be a course from outside the degree-

granting department” to say, “Choose at least two foundation courses from the Course List tab. At least one of these two courses must be a course from outside the degree-granting department.”

- 13. Revise the Master of Education in Educational Psychology in the College of Education and the Graduate College (key 216)** - moves the Foundation Course List from this Program of Study into its own CIM-P record (which will become a Course list tab in the Academic Catalog for this program); updates the heading for the foundations courses from “Foundations Courses” to say “Foundations Hours”; and revises the text which states, “Select two of the following foundations courses, taken for four credit hours each. At least one of these two courses must be a course from outside the degree-granting department” to say, “Choose at least two foundation courses from the Course List tab. At least one of these two courses must be a course from outside the degree-granting department.”
- 14. Revise the Master of Arts in Educational Psychology in the College of Education and the Graduate College (key 215)** - moves the Foundation Course List from this Program of Study into its own CIM-P record (which will become a Course list tab in the Academic Catalog for this program); updates the heading for the foundations courses from “Foundations Courses” to say “Foundations Hours”; and revises the text which states, “Select two of the following foundations courses, taken for four credit hours each. At least one of these two courses must be a course from outside the degree-granting department” to say, “Choose at least two foundation courses from the Course List tab. At least one of these two courses must be a course from outside the degree-granting department.”
- 15. Revise the Master of Science in Educational Psychology in the College of Education and the Graduate College (key 217)** - moves the Foundation Course List from this Program of Study into its own CIM-P record (which will become a Course list tab in the Academic Catalog for this program); updates the heading for the foundations courses from “Foundations Courses” to say “Foundations Hours”; and revises the text which states, “Select two of the following foundations courses, taken for four credit hours each. At least one of these two courses must be a course from outside the degree-granting department” to say, “Choose at least two foundation courses from the Course List tab. At least one of these two courses must be a course from outside the degree-granting department.”
- 16. Revise the Concentration in Trauma-Informed Practice and Pedagogy in the Master of Education in Curriculum and Instruction in the College of Education and the Graduate College (key 1230)** - moves the Foundation Course List from this Program of Study into its own CIM-P record (which will become a Course list tab in the Academic Catalog for this program); updates the heading for the foundations courses from “Foundations Courses” to say “Foundations Hours”; and revises the text which states, “Select two of the following foundations courses, taken for four credit hours each. At least one of these two courses must be a course from outside the degree-granting department” to say, “Choose at least two foundation courses from the Course List tab. At least one of these two courses must be a course from outside the degree-granting department.”
- 17. Revise the Certificate of Advanced Study in Education Policy, Organization & Leadership in the College of Education and the Graduate College (key 207)** - moves the Foundation Course List from this Program of Study into its own CIM-P record (which will become a Course list tab in the Academic Catalog for this program); updates the heading for the foundations courses from “Foundations Courses” to say “Foundations Hours”; revises the text which states, “Select two of the following foundations courses, taken for four credit hours each. At least one of these two courses must be a course from outside the degree-granting department” to say, “Choose at least two foundation courses from the Course List tab. At least one of these two courses must be a course from outside the degree-granting department.”; and changes the foundations hours requirement from 0-8 to 0 or 8 hours.
- 18. Revise the Certificate of Advanced Study in Curriculum and Instruction in the College of Education and the Graduate College (key 196)** - moves the Foundation Course List from this Program of Study into its

own CIM-P record (which will become a Course list tab in the Academic Catalog for this program); updates the heading for the foundations courses from “Foundations Courses” to say “Foundations Hours”; revises the text which states, “Select two of the following foundations courses, taken for four credit hours each. At least one of these two courses must be a course from outside the degree-granting department” to say, “Choose at least two foundation courses from the Course List tab. At least one of these two courses must be a course from outside the degree-granting department.”; revises the statement located above the POS table that currently says, “If the student does not have a Master's degree from the University of Illinois Urbana-Champaign, Foundation Courses requirement must be completed as prerequisites.”. The revised statement will say, “If the student does not have a Master's degree from the University of Illinois Urbana-Champaign, the foundation courses listed below must be completed.”; and changes the Foundations hours requirement from ‘0-8’ to ‘0 or 8 hours’.

19. **Revise the Master of Education in Curriculum and Instruction in the College of Education and the Graduate College (key 201)** - moves the Foundation Course List from this Program of Study into its own CIM-P record (which will become a Course list tab in the Academic Catalog for this program); updates the heading for the foundations courses from “Foundations Courses” to say “Foundations Hours”; and revises the text which states, “Select two of the following foundations courses, taken for four credit hours each. At least one of these two courses must be a course from outside the degree-granting department” to say, “Choose at least two foundation courses from the Course List tab. At least one of these two courses must be a course from outside the degree-granting department.”
20. **Revise the Master of Fine Arts in Theatre in the College of Fine and Applied Arts and the Graduate College (key 485)** – updates the names of specialization areas.
21. **Revise the Joint Program in the Bachelor of Science in Sustainable Design and Master of Urban Planning in Urban Planning in the College of Fine and Applied Arts and the Graduate College (key 965)** – removes ARTH 211 from the General Education table; removes ARTF 103 from the drawing requirement options; and removes UP 405 from ‘UP coursework taken prior to senior year’ pick 1 list.
22. **Revise the Joint Program in the Bachelor of Science in Sustainable Design and the Master of Landscape Architecture in Landscape Architecture in the College of Fine and Applied Arts and the Graduate College (key 1166)** - removes ARTH 211 from the General Education table; removes ARTF 103 from the drawing requirement options; and revises GEOL or GIS requirements to replace the Physical Science General Education category requirement.
23. **Revise the Master of Science in Engineering Technology Management for Agricultural Systems in the College of Agricultural, Consumer and Environmental Sciences and the Graduate College (key 17)** – removes ETMA 594 due to deactivation; adds ABE 501 and ABE 502 to the MS thesis; adds ABE 502 to the MS nonthesis; adjusts elective hour range for the thesis option with the course additions; adjusts elective hour range for the non-thesis option; shifts the ‘Other Requirements’ table statement to include the ETMA rubric; and revises the statement of ‘One course in statistics from an approved list’ to read ‘One course in statistics in consultation with advisor’. Learning objectives are unchanged.
24. **Revise the Concentration in Professional Science Masters in the Master of Science in Engineering Technology Management for Agricultural Systems in the College of Agricultural, Consumer and Environmental Sciences and the Graduate College (key 611)** – replaces ETMA 594 with ABE 502; adds descriptive text to explain the PSM concentration and to the POS; adjusts elective hours to match total needed for degree program; revises the statement of ‘One course in statistics from an approved list’ to read ‘One course in statistics in consultation with advisor’. Learning objectives are unchanged.

B. Undergraduate Programs

- 1. Revise the Undergraduate Minor in Mathematics in the College of Liberal Arts and Sciences (key 231)** – adds MATH 314 as a course selection under the Fundamentals category in the Program of Study; and adds the program's student learning outcomes.
- 2. Revise the Undergraduate Minor in Advertising in the College of Media (key 1212)** – adds ADV 214 to the Exploring Advertising Topics list; adds ADV 391 to the Advanced Advertising Topics list; updates course numbers for ADV 476 and ADV 478; and updates credit hour range for ADV 392.
- 3. Revise the Bachelor of Science in Sustainable Design in the College of Fine and Applied Arts (key 614)** – removes ARTH 211 from Gen Ed table; removes ARTF 103 from drawing requirements; and removes UP 246 and UP 405 from SD major elective options.
- 4. Revise the Concentration in Policy & Planning in the Bachelor of Arts in Urban Studies & Planning in the College of Fine and Applied Arts (key 688)** – removes AIS 102 from the list of Foundation 'select 3-4 hours from' list and from the list in the General Education table in the program of study for 'Social & Behavioral Science'; adds UP 425 and UP 409 to concentration list of elective options; changes range of concentration hours from 9-11 to minimum of 9 hours; and removes UP 474 from concentration elective list.
- 5. Revise the Concentration in Social Justice in the Bachelor of Arts in Urban Studies & Planning in the College of Fine and Applied Arts (key 689)** – removes AIS 102 from the list of Foundation 'select 3-4 hours from' list and from the list in the General Education table in the program of study for 'Social & Behavioral Science'; adds UP 425 to list of concentration elective options; and adds UP 160 to General Education table.
- 6. Revise the Bachelor of Science in Engineering Technology and Management for Agricultural Systems in the College of Agricultural, Consumer and Environmental Sciences (key 73)** – removes ACCY 211, ACCY 212, AGCM 270, LEAD 230, and LEAD 380 from the Program of Study; adds ALEC 115 as an option to complete the communication option; removes RHET 105 from specifically being noted in the program of study; modifies the formatting of the program of study (POS) and additional text (e.g., graduation requirements, university requirements, and general education requirements) to adhere to the campus General Education Template; adds titles (e.g., Advanced Composition Option) to "Select ____ of the following:" requirement options; adjusts hours on electives and gen eds students must take on sample sequence; adds a table for concentrations and links each one to corresponding Catalog page; adds ACE 221 and LEAD 425 to the Business Electives; removes FIN 221, BADM 322, BADM 323, BADM 326, LEAD 140, LEAD 440, TE 250, TE 333, and TE 360 from the Business Electives; and removes the Intro-Related Courses, ETMA Electives and Concentration Electives from the major table.
- 7. Revise the Concentration in Agricultural Production & Processing in the Bachelor of Science in Engineering Technology and Management for Agricultural Systems in the College of Agricultural, Consumer and Environmental Sciences (key 1009)** – moves ETMA 262 to a required course in the concentration instead of a course in a choose from list of electives; removes ACCY 211, ACCY 212, AGCM 270, LEAD 230, LEAD 380, MFST 101, and ANSC 219; adds ALEC 115 as an option to complete the communication option; removes RHET 105 from specifically being noted in the program of study; modifies the formatting of the program of study (POS) and additional text (e.g., graduation requirements, university requirements, and general education requirements) to adhere to the campus General Education Template; adds titles (e.g., Advanced Composition Option) to "Select ____ of the following:" requirement options; adjusts hours on electives and gen eds students must take on sample sequence; adds ACE 221 and LEAD 425 to the Business Electives; removes CPSC 212 and CPSC 270 and adds CPSC 304 and CPSC 370 in the concentration electives; adds ETMA 381 as a required course for this concentration; revises the names of various components of the program, such as ETMA Required, ETMA Electives, Concentration Electives, etc; removes FIN 221, BADM 322, BADM 323, BADM 326, LEAD 140, LEAD 440, TE 250, TE 333, and TE 360 from the Business Electives; moves the Intro-Related Courses, ETMA Electives and Concentration Electives from

the major table and only have them in the "Concentration Core" table; and moves the Advanced hour ETMA Electives requirement statement in the concentration to the subheading.

8. **Revise the Concentration in Construction Management in the Bachelor of Science in Engineering Technology and Management for Agricultural Systems in the College of Agricultural, Consumer and Environmental Sciences (key 1010)** – adds ETMA 464 to the list of Introductory Related Courses in the Construction Management concentration of the ETMAS major; removes ACCY 211, ACCY 212, AGCM 270, LEAD 230, LEAD 380, and CEE 424 from the concentration; adds ALEC 115 as an option to complete the communication option; removes RHET 105 from specifically being noted in the program of study; modifies the formatting of the program of study (POS) and additional text (e.g., graduation requirements, university requirements, and general education requirements) to adhere to the campus General Education Template; adds titles (e.g., Advanced Composition Option) to "Select ____ of the following:" requirement options; adjusts hours on electives and gen eds students must take on sample sequence; adds ACE 221 and LEAD 425 to the Business Electives; removes UP 136 and adds ARCH 101 and LER 100 to the Intro Related Courses list; removes UP 466 and adds GGIS 410 and LER 330 to the Concentration Electives; revises the names of various components of the program, such as ETMA Required, ETMA Electives, Concentration Electives, etc; removes FIN 221, BADM 322, BADM 323, BADM 326, LEAD 140, LEAD 440, TE 250, TE 333, and TE 360 from the Business Electives; moves the Intro-Related Courses, ETMA Electives and Concentration Electives from the major table and only have them in the "Concentration Core" table; and moves the Advanced hour ETMA Electives requirement statement in the concentration to the subheading.
9. **Revise the Concentration in Digital & Precision Agriculture in the Bachelor of Science in Engineering Technology and Management for Agricultural Systems in the College of Agricultural, Consumer and Environmental Sciences (key 1011)** – moves ETMA 464 from required to an elective course in the concentration; removes ACCY 211, ACCY 212, AGCM 270, LEAD 230, and LEAD 380; adds ALEC 115 as an option to complete the communication option; removes RHET 105 from specifically being noted in the program of study; modifies the formatting of the program of study (POS) and additional text (e.g., graduation requirements, university requirements, and general education requirements) to adhere to the campus General Education Template; adds titles (e.g., Advanced Composition Option) to "Select ____ of the following:" requirement options; adjusts hours on electives and gen eds students must take on sample sequence; adds ACE 221 and LEAD 425 to the Business Electives; removes CPSC 212 and CPSC 270 and adds CPSC 304 and CPSC 370 in the concentration electives; revises the names of various components of the program, such as ETMA Required, ETMA Electives, Concentration Electives, etc; removes FIN 221, BADM 322, BADM 323, BADM 326, LEAD 140, LEAD 440, TE 250, TE 333, and TE 360 from the Business Electives; moves the Intro-Related Courses, ETMA Electives and Concentration Electives from the major table and only have them in the "Concentration Core" table; and moves the Advanced hour ETMA Electives requirement statement in the concentration to the subheading.
10. **Revise the Concentration in Energy & the Environment in the Bachelor of Science in Engineering Technology and Management for Agricultural Systems in the College of Agricultural, Consumer and Environmental Sciences (key 1012)** – adds ETMA 464 to the ETMA Electives 'select from list'; removes ACCY 211, ACCY 212, AGCM 270, LEAD 230, LEAD 380, and NRES 426; adds ALEC 115 as an option to complete the communication option; removes RHET 105 from specifically being noted in the program of study; modifies the formatting of the program of study (POS) and additional text (e.g., graduation requirements, university requirements, and general education requirements) to adhere to the campus General Education Template; adds titles (e.g., Advanced Composition Option) to "Select ____ of the following:" requirement options; adjusts hours on electives and gen eds students must take on sample sequence; adds ACE 221 and LEAD 425 to the Business Electives; revises the names of various components of the program, such as ETMA Required, ETMA Electives, Concentration Electives, etc.; removes UP 136

and UP 466; removes FIN 221, BADM 322, BADM 323, BADM 326, LEAD 140, LEAD 440, TE 250, TE 333, and TE 360 from the Business Electives; moves the Intro-Related Courses, ETMA Electives and Concentration Electives from the major table and only have them in the "Concentration Core" table; and moves the Advanced hour ETMA Electives requirement statement in the concentration to the subheading.

11. **Revise the Concentration in Sociocultural and Linguistic Anthropology in the Bachelor of Arts in Liberal Arts and Sciences in Anthropology in the College of Liberal Arts and Sciences (key 566)** – adds ANTH 387 under “Theoretical or Topical Areas” select from list.
12. **Revise the Bachelor of Fine Arts in Dance in the College of Fine and Applied Arts (key 133)** – updates credit hours for DANC 240; updates Context total hours; updates degree summary table; updates sample sequence; adds standard language of Program of Study tables and using standard General Education template; and removes last three lines of degree summary of bottom table and creates new degree summary table.
13. **Revise the Bachelor of Landscape Architecture in Landscape Architecture in the College of Fine and Applied Arts (key 134)** – revises Earth and Biology requirements to replace them with Life Science and Physical Science General Education category requirements; revises the UP 101 requirement to places with any UP 3 credit hour course; and revies the BLA MATH requirement (STAT 100 or MATH 115) to replace with "MATH 115, MATH 220, MATH 234, MATH 221, STAT 100 or any other QR1 with approval of advisor."
14. **Revise the Undergraduate Minor in Public Health in the College of Applied Health Sciences (key 1055)** – revises plan of study to reflect new HK rubric. With this revision, all courses previously labeled IHLT/REHB/CHLH/KIN have been changed to HK. Additional edits have been made throughout the proposal to update the department name and rubric as necessary.; removes five elective courses (HK 300, HK 302, HK 401, HK 421, and HK 272) and adds eight elective courses (HK 208, HK 412, HK 413, HK 419, HK 423, HK 424, HK 472, and HK 474); and revises program description.
15. **Revise the Undergraduate Minor in Health Administration in the College of Applied Health Sciences (key 1054)** – revises the plan of study table to reflect new HK rubric such that all courses previously labeled IHLT/REHB/CHLH/KIN have been changed to HK; removes CHLH 470/HK 403 as an elective course and adds five elective course options (HK 202, HK 419, HK 422, HK 424, and HK 472); adjusts total hours row from 17-18 to minimum of 17 hours (not change to total hours); revises enrollment information; and removes CIM-P financial resource information.

Section 2. This Section Approved by EP on September 8, 2025

A. Graduate Programs

1. **Revise the Graduate Minor in College Teaching in the College of Education and the Graduate College (key 209)** – revises the course numbers from EOL to EPOL; revises response to the prompt "Is this program part of an ISBE approved licensure program?"; and removes the footnotes at the bottom of the Program of Study table.

B. Undergraduate Programs

1. **Revise the Bachelor of Arts in Liberal Arts and Sciences in African American Studies in the College of Liberal Arts and Sciences (key 152)** – revises the department to the correct one due to migration error; modifies the formatting of the Program of Study table and additional text (including graduation requirements, university requirements, and general education requirements) to adhere to the campus General Education Template; adds a course list once maintained in the Department’s advising office into the program of study. Adds "When a course is listed under two or more categories, the student may decide which of the requirements the course should fulfill. It may not be used to fulfill more than one of those

requirements" to account for instances where a course is listed under more than one list the statement; adds to Theory and Methods Requirement of the POS, under Theory: AFRO 224, AFRO 411, AFRO 415, AFRO 474; adds to Theory and Methods Requirement of the POS, under Methods: AFRO 201, AFRO 411, AFRO 460; updates requirements under the Thematic Areas to state 21 hours are required and removes reference to the list in the department's advising office; adds the internal list of courses to each of the Thematic Areas.

2. **Revise the Undergraduate Minor in Hip Hop Culture and the Arts in the College of Fine and Applied Arts (key 1165)** – adds GWS 462 to Cultural Studies elective list.
3. **Revise the Bachelor of Music Education in Music Education in the College of Fine and Applied Arts (key 524)** – adds COTE/ISBE C- grade requirement to the Degree Requirements table and revises the School of Music professional education to 2.5 (previously 3.0).
4. **Revise the Concentration in Choral Music in the Bachelor of Music Education in Music Education in the College of Fine and Applied Arts (key 671)** – adds COTE/ISBE C- grade requirement to the Degree Requirements table and revises the School of Music professional education to 2.5 (previously 3.0).
5. **Revise the Concentration in Instrumental Music in the Bachelor of Music Education in Music Education in the College of Fine and Applied Arts (key 674)** - adds COTE/ISBE C- grade requirement to the Degree Requirements table and revises the School of Music professional education to 2.5 (previously 3.0).
6. **Revise the Concentration in Technology in the Bachelor of Music Education in Music Education in the College of Fine and Applied Arts (key 675)** - adds COTE/ISBE C- grade requirement to the Degree Requirements table and revises the School of Music professional education to 2.5 (previously 3.0).
7. **Revise the Concentration in General Music in the Bachelor of Music Education in Music Education in the College of Fine and Applied Arts (key 673)** - adds COTE/ISBE C- grade requirement to the Degree Requirements table and revises the School of Music professional education to 2.5 (previously 3.0).
8. **Revise the Concentration in Music Technology in the Bachelor of Arts in Music in the College of Fine and Applied Arts (key 1253)** – adds MUS 327, MUS 402, MUS 403, and MUS 405 to the Music Tech elective list in the concentration and updates credit hours for MUS 460 and MUS 461.

Program Change Request

Date Submitted: 03/04/25 3:55 pm

Viewing: **10KS0265AD : Music, AD**

Last approved: 06/20/24 4:25 pm

Last edit: 08/21/25 11:12 am

Changes proposed by: Nicole Turner

Catalog Pages Using Music, AD
this Program

Proposal Type:
Major (ex. Special Education)

This proposal is for
a:
Revision

In Workflow

1. U Program Review

2. 1495-MUSIC
Committee Chair

3. 1495-MUSIC Head

4. KR Dean

5. University Librarian

6. Grad_College

7. COTE Programs

8. Provost

9. Senate EPC

10. Senate

11. U Senate Conf

12. Board of Trustees

13. IBHE

14. HLC

15. DOE

16. Catalog Editor

17. DMI

Approval Path

1. 03/05/25 8:48 am
Donna Butler
(dbutler): Approved
for U Program
Review

2. 03/19/25 5:07 pm
Gayle Magee
(gsmagee):
Approved for 1495-
MUSIC Committee
Chair

3. 03/20/25 3:17 pm
Linda Moorhouse
(moorhouz):
Approved for 1495-
MUSIC Head

4. 04/04/25 11:57 am
Nicole Turner
(nicturn): Approved
for KR Dean
5. 04/04/25 6:20 pm
Tom Teper (tteper):
Approved for
University Librarian
6. 04/23/25 10:25 am
Allison McKinney
(agrindly): Approved
for Grad_College
7. 04/23/25 10:52 am
Suzanne Lee
(suzannel):
Approved for COTE
Programs
8. 08/13/25 6:31 pm
Brooke Newell
(bsnewell):
Approved for
Provost

History

1. Jun 20, 2019 by Deb
Forgacs (dforgacs)
2. Dec 13, 2022 by
Mary Lowry (lowry)
3. Jun 20, 2024 by
Brooke Newell
(bsnewell)

Administration Details

Official Program Name	Music, AD
Diploma Title	
Sponsor College	Fine & Applied Arts
Sponsor	Music

Department

Sponsor Name Reynold Tharp

Sponsor Email reynold@illinois.edu

College Contact Nicole Turner

College Contact
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College Budget
Officer Greg Anderson

College Budget
Officer Email gnanders@illinois.edu

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

Does this program have inter-departmental administration?

No

Effective Catalog Term

Effective Catalog
Term

Fall 2025

Effective Catalog

2025-2026

Proposal Title

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

Revise the Artist Diploma in Music in the College of Fine and Applied Arts and the Graduate College

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

Program Justification

Provide a brief description, using a numbered item list, of the proposed changes to the program.

- 1) Replacing the former applied lesson courses with their new rubric and numbers: MUS 579- MUS 598 to MUSC 501-542

Did the program content change 25% or more in relation to the total credit hours, since the most recent university accreditation visit? See the italicized text below for more details.

No

Provide the reasoning for why each change was necessary, using a corresponding numbered item list as it relates to the brief description numbered list above.

- 1) The new MUSC rubric was developed for Fall 2020 and the AD program has not yet updated the POS to the new rubric:

Current: MUS 579- MUS 598, Applied music/ performance studies

Revised: MUSC 501-MUSC 542, Applied music performance studies

No change to program requirements, credit hours, or learning outcomes.

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

No

Program Features

Academic Level Graduate

Does this major
have transcribed
concentrations?

No

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

2 years

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

32

What is the
required GPA?

3.0

CIP Code 500901 - Music, General.

Is this program part of an ISBE approved licensure program?

No

Will specialized accreditation be sought for this program?

No

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

No

Program of Study

Revised programs

Catalog Page Text - Overview Tab

Catalog Page Overview Text

Statement for
Programs of Study
Catalog

MUSC 501 - MUSC 542 , Applied music performance studies	20
MUSC ensemble participation, both in large and chamber/small groups	8
MUS 500 , performances, including solo and chamber music	4
Total Hours	32

Other Requirements (may overlap):

Minimum 500-level Hours Required Overall:12

Minimum GPA: 3.0

Corresponding AD Artist Diploma

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.

Are the learning outcomes for the program listed in the Academic Catalog?

Yes

Student Learning Outcomes

Students in the Artist Diploma in Music program will:

Develop performance skills as a soloist at the highest professional level, using creative and critical thinking to inform stylistic choices and artistic expression while demonstrating spontaneity and collaboration as appropriate, and will communicate their artistry to diverse audiences.

Develop performance skills as an ensemble performer at the highest professional level, using creative and critical thinking to inform stylistic choices and artistic expression while demonstrating collaboration and spontaneity as appropriate and will communicate their artistry and musicianship to diverse audiences.

Additionally, some Illinois Artist Diploma students may develop experience and expertise in instruction, pedagogy, and student assessment in their major area of musical study, gaining insights into studio and/or classroom teaching and appropriate methods of evaluation.

Did you make any revisions to the learning outcomes you copied and pasted from the current academic catalog?

No

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

Describe here:

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

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

Program

Description and
Requirements
Attach Documents

Delivery Method

This program is
available:

On Campus - Students are required to be on campus, they may take some online courses.

Admission Requirements

Desired Effective
Admissions Term

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

No

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

Enrollment

Describe how this revision or phase down/elimination will impact enrollment and degrees awarded. If this is an elimination/phase down proposal include the plans for the students left in the program.

No impact.

Estimated Annual Number of Degrees Awarded

Year One Estimate

5th Year Estimate (or when fully
implemented)

What is the
matriculation term
for this program?

Fall

Budget

Are there No
budgetary
implications for this
revision?

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

No

Additional Budget
Information

Attach File(s)

Financial Resources

How does the unit intend to financially support this proposal?

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

No

Attach letters of
support

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

Are you seeking a change in the tuition rate or differential for this program?

No

Is this program requesting self-supporting status?

No

Faculty Resources

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

No impact.

Library Resources

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

Library resources, collections, and services are sufficient to meet the needs of the program outlined in this proposal.

EP Documentation

EP Control Number EP.26.002

Attach Rollback/
Approval Notices

Non-EP Documentation

U Program Review
Comments

Rollback
Documentation and
Attachment

DMI Documentation

Attach Final
Approval Notices

Banner/Codebook
Name
 AD: Artist Diploma Music -UIUC

Program Code: 10KS0265AD

Minor	Conc	Degree	AD
Code	Code	Code	Major
			Code
0265			

Senate Approval
Date

Senate Conference
Approval Date

BOT Approval Date

IBHE Approval Date

HLC Approval Date

DOE Approval Date

Effective Date:

Program Reviewer **Allison McKinney (agrindly) (04/23/25 10:25 am):** Administratively approved
Comments

Date Submitted: 03/10/25 7:34 pm

Viewing: **10KR6083BS & 10KS6083MFA : JP:**

Sustainable Design, BS and Art & Design: Design for Responsible Innovation, MFA

Last approved: 10/23/24 9:25 am

Last edit: 08/21/25 11:07 am

Changes proposed by: Nicole Turner

Catalog Pages Using Sustainable Design, BS and Art & Design: Design for Responsible Innovation, MFA this Program

Proposal Type:
Joint Program (ex. Master of Public Health & PhD. in Community Health)

This proposal is for
a:
Revision

In Workflow

- 1. U Program Review
- 2. Gen Ed Review
- 3. 1526-ART Head
- 4. 1644-F_A_A Head
- 5. KR Dean
- 6. University Librarian
- 7. Grad_College
- 8. COTE Programs
- 9. Provost
- 10. Senate EPC
- 11. Senate
- 12. U Senate Conf
- 13. Board of Trustees
- 14. IBHE
- 15. HLC
- 16. DOE
- 17. Catalog Editor
- 18. DMI

Approval Path

- 1. 03/14/25 12:04 pm
Donna Butler
(dbutler): Approved for U Program Review
- 2. 03/18/25 10:30 am
Melissa Steinkoenig
(menewell): Approved for Gen Ed Review
- 3. 03/24/25 1:07 pm
Melissa Pokorny
(mpokorny): Approved for 1526-ART Head
- 4. 04/04/25 12:42 pm

- Nicole Turner
(nicturn): Approved
for 1644-F_A_A
Head
5. 05/06/25 2:35 pm
Nicole Turner
(nicturn): Approved
for KR Dean
6. 05/08/25 10:03 am
Tom Teper (tteper):
Approved for
University Librarian
7. 05/23/25 9:10 am
Allison McKinney
(agrindly): Approved
for Grad_College
8. 05/23/25 10:48 am
Suzanne Lee
(suzannel):
Approved for COTE
Programs
9. 06/12/25 9:31 am
Brooke Newell
(bsnewell): Rollback
to KR Dean for
Provost
10. 06/12/25 12:38 pm
Nicole Turner
(nicturn): Approved
for KR Dean
11. 06/19/25 2:39 pm
Tom Teper (tteper):
Approved for
University Librarian
12. 07/01/25 1:38 pm
Allison McKinney
(agrindly): Approved
for Grad_College
13. 07/01/25 1:40 pm
Suzanne Lee
(suzannel):
Approved for COTE

Programs
14. 08/13/25 6:32 pm
Brooke Newell
(bsnewell):
Approved for
Provost

History

1. Feb 4, 2022 by
Nicole Turner
(nicturn)
2. Apr 27, 2022 by
Nicole Turner
(nicturn)
3. Mar 15, 2023 by
Nicole Turner
(nicturn)
4. Oct 23, 2024 by
Nicole Turner
(nicturn)

Administration Details

Official Program Name	JP: Sustainable Design, BS and Art & Design: Design for Responsible Innovation, MFA	
Diploma Title	Bachelor of Science in Sustainable Design; Master of Fine Arts in Art and Design	
Sponsor College	Fine & Applied Arts	
Sponsor Department	Art and Design	
Sponsor Name	Molly Briggs, Assistant Professor of Graphic Design and Faculty Representative of the MFA Concentration in DRI	
Sponsor Email	mbriggs@illinois.edu	
College Contact	Nicole Turner	College Contact Email
	nicturn@illinois.edu	
College Budget Officer	Greg Anderson	

College Budget gnanders@illinois.edu
Officer Email

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

KR Dean

Does this program have inter-departmental administration?

Yes

Interdisciplinary Colleges and Departments (list other colleges/departments which are involved other than the sponsor chosen above)

Please describe the oversight/governance for this program, e.g., traditional departmental/college governance, roles of elected faculty committees and of any advisory committees.

The Sustainable Design faculty committee and Dean of FAA will maintain oversight of the BSSD and the School of Art & Design and Graduate College will maintain oversight of the MFA.

College Fine & Applied Arts

Department Fine and Applied Arts

Is there an additional department involved in governance?

No

Effective Catalog Term

Effective Catalog Fall 2025
Term

Effective Catalog 2025-2026

Proposal Title

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

Revise the Joint Program in the Bachelor of Science in Sustainable Design and the Concentration in Design for Responsible Innovation in the Master of Fine Arts in Art & Design in the College of Fine and Applied Arts and the Graduate College

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

Program Justification

Provide a brief description, using a numbered item list, of the proposed changes to the program.

- 1- Removing ARTH 211 and ART 310 from Gen Ed table
- 2- Removing ARTF 103 from drawing requirement

Provide the reasoning for why each change was necessary, using a corresponding numbered item list as it relates to the brief description numbered list above.

- 1- The School of Art and Design elected to not re-certify its general education standing for ARTH 211 and faced decertification for ART 310 due to it not being offered in the last three years. Therefore, the note in the Gen Ed table is removed for both. This does not revise the sample sequence because there are sufficient other humanities & the arts course options to meet the requirements.
- 2- ARTF 103 is a first-year curriculum course in the School of Art & Design with a focus on color, communication, and 3D craft. It is not the best choice for students to meet the drawing requirement and there are still two courses with seat availability and 1 for BSSD/MLA 4+2 students that meet the learning outcomes of the drawing requirement in the BSSD. This also updates the sample schedule.

No changes to total hours or learning outcomes in the joint degree.

Approved by N.Turner on behalf of FAA Courses & Curricula Committee

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

Yes

Courses outside of the sponsoring department/interdisciplinary departments:

ARTF 103 - Design I

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

[Re_ Response Requested_ Remove ARTF 103 from BSSD and related programs.pdf](#)

Program Features

Academic Level Undergraduate
Graduate

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

What are the minimum Total Credit Hours required for this program?
160

What is the required GPA?
2.75

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

Will specialized accreditation be sought for this program?

No

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

No

Program of Study

Provide detailed information (course rubrics, numbers, and credit hours) of how a student could obtain 40 credit hours of upper-division coursework.

40 hour upper division/advanced course requirement

ARTD 326 – 3

ARCH 321 – 3

ARTD 451 - 4

FAA 330 - 5

FAA 430 - 3

FAA 431 – 5

ARTD 333 - 3

ART 310 - 3

ARTD 499 or ARTS 465 - 4

ARTD 420 or ARTD 426 - 3 or 4

ARTD 444 - 4

Revised programs

Catalog Page Text - Overview Tab

Catalog Page Overview Text

The B.S.-M.F.A. program combines a B.S. in Sustainable Design with a M.F.A. in Art & Design, concentration in Design for Responsible Innovation (4 + 2 program). Current University of Illinois at Urbana-Champaign undergraduate students enrolled in the Sustainable Design undergraduate major who have completed between 60 and 96 credit hours and maintain superior academic performance are eligible to apply for this program. Students admitted to the program will receive the B.S. degree after four years and, contingent upon successful admittance to the Graduate School, will receive the M.F.A. degree after two additional years.

Students interested in the BSSD/MFA DRI 4 + 2 program will need to plan their schedules well in advance of their Junior year to ensure they have taken the appropriate course work. By judicious selection of general education courses and major electives in their sophomore and junior years, students will be prepared to apply to the 4+2 program in their junior year.

For additional details and requirements refer to the department's Web site and the Graduate College Handbook.

Is the overview text above correct?

Yes

Statement for
Programs of Study
Catalog

Graduation Requirements

Minimum hours required for graduation: 160 hours.
Bachelor of Science in Sustainable Design: 120 hours.
Master of Fine Arts in Art & Design, concentration in Design for Responsible Innovation: 40 hours.

University Requirements

Minimum of 40 hours of upper-division coursework, generally at the 300- or 400-level. These hours can be drawn from all elements of the degree. Students should consult their academic advisor for additional guidance in fulfilling this requirement.
The university and residency requirements can be found in the [Student Code](#) (§ 3-801) and in the [Academic Catalog](#).

General Education Requirements

Follows the [campus General Education \(Gen Ed\) requirements](#). Some Gen Ed requirements may be met by courses required and/or electives in the program.

Composition I	4-6
Advanced Composition	3
Humanities & the Arts (6 hours)	6
fulfilled by FAA 102 and FAA 201	
Natural Sciences & Technology (6 hours)	6
Social & Behavioral Sciences (6 hours)	6
Cultural Studies: Non-Western Cultures (1 course)	3
Cultural Studies: US Minority Cultures (1 course)	3
fulfilled by FAA 201	
Cultural Studies: Western/Comparative Cultures (1 course)	3
Quantitative Reasoning (2 courses, at least one course must be Quantitative Reasoning I)	6-10
Language Requirement (Completion of the third semester or equivalent of a language other than English is required)	0-15

Sustainable Design Major Requirements

Students should plan to complete all requirements prior to senior year, except for [FAA 430](#) and [FAA 431](#) which will be taken during senior year.

Foundation	18
FAA 101 Arts at Illinois	1
FAA 230 Sustainable Design of the Built Environment	3
LA 101 Introduction to Landscape Arch	2
ARCH 171 Introduction to Design I	3
ARCH 172 Introduction to Design II	3

FAA 201	Black Arts Today	3
ARTH 211	Design History Survey	3
Urban Scale Sustainability (select one course)		3
UP 136	Urban Sustainability	3
UP 205	Ecology & Environmental Sustainability	3
ARCH 237	Urban Scale Sustainability	3
Drawing (select one course)		3
ARTD 225	Design Drawing	3
ARTF 102	Observational Drawing	3
~~ARTF 103~~	~~Design I~~	~~3~~
LA 280	Design Communications I (limited seats solely for BSSD/MLA 4+2 students)	3
Core		15
FAA 330	Making Sustainable Design	5
ARTD 326	Sustainability & Manufacturing	3
ARCH 321	Environment, Architecture, and Global Health	3
ARTD 451	Ethics of a Designer in a Global Economy	4
Senior Capstone		8
FAA 430	Capstone Seminar	3
FAA 431	Capstone Studio	5
Total Hours		47
Major Electives		
All 16 hours of major electives are met with the full completion of the requirements below.		
Required Art +Design Coursework taken prior to Senior Year		
Students who follow this program will be eligible for a minor in Art + Design regardless of their admission to the 4+2 program		
ARTD 151	Introduction to Graphic Design	3
ARTD 222	Typography 1	3
ARTD 270	Design Methods	2
ARTD 333	Typography 2	3
FAA 102	Design Beyond Boundaries	3

ARTD 299	Spec Topics in Design Courses (Design Thinking Seminar, Design Thinking Studio, or Creative Coding)	2-3
or ARTS 245	Beginning Illustration	
ART 310	Design Thinking	3

Senior Year Courses

A BSSD student admitted to the 4+2 program is expected to enroll in 400-level MFA DRI prerequisite courses in their senior year, although they are not yet admitted to the MFA DRI program. Typically, a 4+2 student will take [FAA 430](#) & [FAA 431](#) (3 & 5 hours), as required by the BSSD program, plus 3 MFA DRI prerequisite courses:

ARTD 499	Special Topics in Design (Creative Coding)	3-4
or ARTS 465	Advanced Illustration	
ARTD 420	Disability Design	3-4
or ARTD 426	Product Innovation	
ARTD 444	Typography 3	4

Master of Fine Arts in Art & Design, Design for Responsible Innovation concentration degree requirements

ARTD 551	Design for Responsible Innovation Research Impact	4
ARTD 570	Design for Responsible Innovation Research Methodology	4
ARTD 595	MFA Design for Responsible Innovation Studio (repeated)	16
ARTD 599	Thesis	8
Electives		8
Total Hours		40

Other Requirements

Minimum 500-level Hours Required Overall	32
Minimum GPA	2.75

Summary of Credits for the Joint Bachelor of Science in Sustainable Design and Master of Fine Arts in Art & Design, concentration in Design for Responsible Innovation Program

Bachelor of Science in Sustainable Design	120
General Education	
Major Requirements	47
Major Electives	0
Additional A+D Course Requirements	19
Senior Year Graduate Courses	10-12

A minimum of 40 credits at the 300 or 400 course level are required

Program Relationships

Identify the existing
programs to be
joined:

Corresponding Program(s)
Sustainable Design, BS
Art & Design: Design for Responsible Innovation, MFA

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.

Are the learning outcomes for the program listed in the Academic Catalog?

Yes

Student Learning Outcomes

Bachelor of Science in Sustainable Design:

The Student Learning objectives (SLO) are:

1. Students will have a deep level of understanding of the fundamentals of sustainability and their functional links to the built environment
2. Students will have a deep level of understanding of the fundamentals of design thinking and practice
3. Students will be proficient in applying basic principles of visual and material communication, including sketching, drafting, model-making, 2-d and 3-d design software and geographic information systems.
4. Students will be able to combine design theory and practice with sustainability principles to address environmental issues at the product, building, neighborhood, city, landscape and global levels.
5. Students will be comfortable working in multidisciplinary teams to solve complex design problems

MFA: Design for Responsible Innovation:

Assessment Activity:

In Step 5 of the assessment plan, your program identified at least three questions it would pursue to better understand student learning at the program level.

1. Which question(s) from your program's assessment plan did the program explore during AY 2018-2019?

Question 1: How do the students locate relevant literature, assess its quality, and use it to inform their own research trajectories?

- Student Learning Outcome: Demonstrate familiarity with the design research literature relevant to their topic
- Sources/Methods for acquiring evidence: End of term review, thesis defense, conference papers and presentations, publications
- Timeline: Accomplished by creating new required course ARTD570 Design Research Methodology—sought and received Provost approval for the new course name and description in AY2019. First offered Spring 2019; currently in its second offering in Fall 2019. Also, developed Graphic Design LibGuide in consultation with research librarians at Ricker Library and a Design Research LibGuide in consultation with library Melody Allison at Funk ACES Library.

Question 2: Can the students adequately distinguish among the different kinds of prototypes – production, research, and provocation – and explain when each is useful?

- Student Learning Outcome: Create prototypes for research purposes
- Sources/Methods for acquiring evidence: End of term review, thesis defense, conference papers and presentations, publications
- Timeline: Accomplished by incorporating the development and implementation of iterative prototypes in the Graduate Graphic Design Studio.

Question 3: Are the students able to think in terms of how knowledge is typically created in different parts of campus, and explain how the modes are used in their own research?

- Student Learning Outcome: Explain the different epistemological modes of knowledge production
- Sources/Methods for acquiring evidence: End of term review
- Timeline: After faculty developed a new mission statement and research tracks in responsible innovation, we developed an interactive pedagogical tool that offers a holistic approach to design research. This tool draws from a wide cross section of research domains and methodologies across campus. Faculty have co-authored a peer-reviewed conference presentation on this tool, are developing proposals for peer-reviewed conference workshops, and are conducting workshops with our MFA students. Also, we have developed a number of new courses; see item 8c, below. Finally, we have developed a new course advising plan that will be implemented as soon as one remaining course receives Provost approval (anticipated by May 2020).

Question 4: Are students familiar with a variety of research methods and can they provide the rationales for choosing among them?

- Student Learning Outcome: Select research methods appropriate to the thesis topic
- Sources/Methods for acquiring evidence: Thesis defense, conference papers and presentations, publications
- Timeline: Accomplished by advising students to incorporate research methods and processes into project development and analysis in their own work, as well as the work completed in their graduate courses. Graduate students are also required to take a methodologies course (ARTD570 Design Research Methodology) that covers a variety of research methods and the implementation of them.

2. Are you doing any preparatory assessment work (e.g., creating rubrics, surveys, exams, etc.)?

a. Yes

3. Did the assessment work involve direct evidence of student learning? Examples of direct evidence include (but are not limited to) written work, performances, or presentations, scored using a rubric; portfolios of student work; and observations of student behavior, such as presentations and group discussions.

a. Yes

4. Did the assessment work involve indirect evidence of student learning? Examples of indirect evidence include (but are not limited to) course grades; placement rates of graduates into

evidence include (but are not limited to) course grades, placement rates of graduates into appropriate career positions and starting salaries; alumni perceptions of their career responsibilities and satisfaction; student ratings of their knowledge and skills and reflections on what they have learned in the course or program; and student/alumni satisfaction with their learning, collected through surveys, exit interviews, or focus groups.

a. Yes

5. What was the focus of the assessment work?

a. Skill development

b. Knowledge acquisition

c. Professional attributes

d. Other: (specify) Communicative capacity

6. Are results being used to improve student learning?

a. Yes

7. If YES, how are the results of the assessment activities being used to impact student learning?

Revised learning outcomes for all existing courses; developed new learning outcomes for all new courses; developed new rubric (paper form) and process (faculty protocol) for semester-end graduate faculty reviews; revised requirements for the written thesis and thesis exhibition, presented in all-new Grad Handbook prepared by grad co-coordinators; established a research advisor program for all incoming first-years and continuing second-years to complement the academic advising provided by the graphic design faculty and graduate co-coordinators.

8. What improvements were made based on assessment work?

-Added new course(s): ARTD 570 Design Research Methodology: This seminar coordinates readings in design theory and the processes and principles of human-centered design with graduate students' emerging thesis research interests. Students will address the role of design research methodology in establishing design practice and design pedagogy. ARTD 451 EDGE: Ethics of a Designer in a Global Economy (EDGE) studio presents complex problems of ethics within the graphic design practice. Individual sections address social and environmental issues. ARTD 551 Design Research Impact: This seminar helps the MFA design students connect their research with pedagogy and professional development strategies to disseminate their research into publishing, conferences, communities, and other relevant venues.

-Introduced new technology (Interactive Research Model)

-Improved advising (New Research Advising Program)

-Improved outcomes assessment

-Provided clarity on Pass/Pass with Reservations/Fail in the Graduate Handbook

9. Is any additional assessment work needed to address the questions you explored during AY 2018-2019? No

11. Have the results of the assessment work been shared with anyone? Yes, with others in the department and with others outside the department. Faculty collaborated during faculty meetings and an all-day faculty retreat to develop the new curriculum. Curriculum development was a direct response to the assessment.

Our new curriculum and courses have been shared with A+D Administration. Courses have gone live to students. The curriculum has not yet been publicized because one course still needs approval.

13. What was learned from doing the assessment work this year?

Our program was in need of a comprehensive curriculum redevelopment. We collaborated to accomplish this.

Next Steps:

17. What are your next steps? For example, what assessment work will your program continue into next year? What would the program like to change or do differently? What would the program like to discontinue based on its experiences?

The April 2019 Academic Program Review External Reviewer Report observes that

- “Graduate students desire greater and more consistent mentoring in teaching”
- “Graduate students...believe...there is not enough oversight of assistantships”
- “Graduate students...believe...there is not enough compensation to faculty for mentoring them”
- “In order to ensure the health of the School’s graduate programs, organizational roles may need to be better compensated, even if through course releases”
- Develop a course specifically for faculty guidance in research and writing thesis for an advanced degree in Design.

We believe we should work on pursue these issues/suggestions in AY2020.

Revised Assessment Plan:

19. Have you made any changes to the assessment process (e.g., assessment lead, student learning outcomes, curriculum map, assessment planning questions, etc.)?

a. Yes

20. If YES, what changes were made to the assessment process?

a. Assessment lead

Our Chair, Eric Benson, organized a faculty retreat to discuss the changes necessary for the graduate program.

b. Student learning outcomes

Outlined course objectives and competencies per course and the projection of those competencies as a scaffold; acquired, reinforced, and finally mastered.

c. Curriculum map

Provide a curriculum map of the courses currently offered and the competencies that correspond with that them.

d. Assessment planning questions

Did you make any revisions to the learning outcomes you copied and pasted from the current academic catalog?

No

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

Describe here:

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

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

Program

Description and

Requirements

Attach Documents

Delivery Method

This program is
available:

On Campus - Students are required to be on campus, they may take some online courses.

Admission Requirements

Desired Effective

Admissions Term

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

No

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.

In October of students' junior year, the BSSD Faculty Administrator, in consultation with the Director of MFA Admissions, MFA DRI Program Director, and other Art & Design faculty reviews each candidate's undergraduate record and extends offers of invitation for 4+2 participation to those who qualify.

Invited students then provide a statement of purpose (SOP) and portfolio of 10 representative works to the Director of MFA Admissions by December 15. The SOP (1,500 words maximum) should convey information about the student's background, personal experience, and motivation for pursuing a MFA degree at the University of Illinois. The best statements communicate an applicant's research interests and career aspirations, not simply his or her technical qualifications. The portfolio should demonstrate applicant's capacity for design and/or design research. A 20-page writing sample may be substituted for 5 of the 10 works (i.e. portfolio would include writing sample + 5 representative works.)

Students will be notified by the Director of MFA Admissions by January of their junior year if they have been accepted into the 4+2 program. The decision to grant entrance to the program is based on the undergraduate record, the statement of purpose, and evaluations by faculty who have taught or worked with the student. Admission to the 4+2 program does not guarantee admission to the MFA program, although students are initially invited to participate in the 4+2 program based on the high likelihood that they would be admitted to the MFA program.

Enrollment

Describe how this revision or phase down/elimination will impact enrollment and degrees awarded. If this is an elimination/phase down proposal include the plans for the students left in the program.

No impact.

Estimated Annual Number of Degrees Awarded

Year One Estimate	0	5th Year Estimate (or when fully implemented)
3		

Budget

Are there
budgetary

No

implications for this
revision?

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?

This proposal is building on programs that already exist within the department, so no additional costs are expected. Upon formal acceptance into the graduate program, students will be assessed graduate student tuition for year 5 and year 6.

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

No

Attach letters of
support

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

FAA Undergrad Differential for 4 undergrad years; FAA Grad
Differential for 2 grad years

Are you seeking a change in the tuition rate or differential for this program?

No

Faculty Resources

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

No impact.

Library Resources

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

Library resources, collections, and services are sufficient to meet the needs of the program outlined in this proposal.

EP Documentation

EP Control Number EP.26.002

Attach Rollback/
Approval Notices

Non-EP Documentation

U Program Review
Comments

Rollback
Documentation and
Attachment

DMI Documentation

Attach Final
Approval Notices

Banner/Codebook
Name
BS:BS SD/MFA A&D - UIUC & MFA:BS SD/MFA A&D - UIUC

Program Code: 10KR6083BS & 10KS6083MFA

Minor	Conc	6083	Degree	
Code	Code		Code	Major Code

Senate Approval
Date

Senate Conference
Approval Date

BOT Approval Date

IBHE Approval Date

HLC Approval Date

DOE Approval Date NA

Effective Date:

Program Reviewer **Melissa Steinkoenig (menewell) (03/18/25 10:30 am):** Only revision is change to Gen Ed Table
Comments removing a course which is no longer a Gen Ed. Updated Gen Ed Table good.
 Brooke Newell (bsnewell) (06/12/25 9:31 am): Rollback: Rolled back per Nicole T request

Program Change Request

Date Submitted: 03/19/25 1:40 pm

Viewing: **1PKS6117GCRU : Instructional System Design Management and Leadership, GCRT (online)**

Last approved: 06/12/24 11:15 am

Last edit: 08/21/25 11:19 am

Changes proposed by: Laura Ketchum

Catalog Pages Using this Program

[Instructional System Design Management and Leadership, CERT](#)

Proposal Type:
Major (ex. Special Education)

This proposal is for
a:
Revision

In Workflow

1. U Program Review
2. 1760-EPOL Committee Chair
3. 1760-EPOL Head
4. KN Committee Chair
5. KN Dean
6. University Librarian
7. Grad_College
8. COTE Programs
9. Provost
10. Senate EPC
11. Senate
12. U Senate Conf
13. Board of Trustees
14. IBHE
15. HLC
16. DOE
17. Catalog Editor
18. DMI

Approval Path

1. 03/20/25 4:05 pm
Donna Butler (dbutler): Approved for U Program Review
2. 04/08/25 11:22 am
Liv Thorstensson Davila (livtd): Approved for 1760-EPOL Committee Chair
3. 04/08/25 12:31 pm
Laura Ketchum (ketchum):

- Approved for 1760-
EPOL Head
4. 05/15/25 11:09 am
Kary Zarate
(kzarat2): Approved
for KN Committee
Chair
5. 05/27/25 11:40 am
Karla Moller
(kjmoller):
Approved for KN
Dean
6. 05/30/25 1:14 pm
Tom Teper (tteper):
Approved for
University Librarian
7. 07/16/25 10:46 am
Allison McKinney
(agrindly): Approved
for Grad_College
8. 07/16/25 1:20 pm
Suzanne Lee
(suzannel):
Approved for COTE
Programs
9. 08/13/25 6:32 pm
Brooke Newell
(bsnewell):
Approved for
Provost
10. 09/05/25 11:14 am
Barbara Lehman
(bjlehman):
Approved for
Senate EPC

History

1. May 24, 2022 by
David Huang
(wdhuang)
2. May 27, 2022 by

Administration Details

Official Program Name	Instructional System Design Management and Leadership, GCRT (online)		
Diploma Title	Graduate Certificate in Instructional System Design Management and Leadership		
Sponsor College	Education		
Sponsor Department	Education Policy, Organization and Leadership		
Sponsor Name	Yoon Pak, Professor and Head		
Sponsor Email	yoonpak@illinois.edu		
College Contact	<u>Lori Fuller</u> ~~Kathy Stalter~~	College Contact Email	
	<u>harvey1@illinois.edu</u> ~~kstalter@illinois.edu~~		
College Budget Officer	Amanda Brown		
College Budget Officer Email	acbrown1@illinois.edu		

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

Does this program have inter-departmental administration?

No

Effective Catalog Term

Effective Catalog Term	Fall 2025
Effective Catalog	2025-2026

Proposal Title

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

Revise the Graduate Certificate in Instructional System Design Management and Leadership in the College of Education and the Graduate College

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

Program Justification

Provide a brief description, using a numbered item list, of the proposed changes to the program.

1. Change the course rubric from HRD to ERAM (from HRD 585 to ERAM 556)
2. Remove EPOL 576 and EPOL 578 from course selection options

Did the program content change 25% or more in relation to the total credit hours, since the most recent university accreditation visit? See the italicized text below for more details.

No

Provide the reasoning for why each change was necessary, using a corresponding numbered item list as it relates to the brief description numbered list above.

1. When we first created the EPOL and ERAM rubrics, the Graduate College suggested we keep all "old" EPS, HRD, EOL rubrics as cross lists active for 3 years to avoid student course enrollment duplication. It is now time to deactivate the cross list courses with the rubrics of EPS, HRD, EOL. Deactivating HRD 585.
2. Narrowing the Certificate courses to those in the Instructional Design management field.

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

No

Program Features

Academic Level Graduate

Does this major have transcripted concentrations? No

What is the longest/maximum time to completion of this program?
32 weeks

What are the minimum Total Credit Hours required for this program?
16

What is the required GPA? 3.0

CIP Code 521005 - Human Resources Development.

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

Will specialized accreditation be sought for this program?

No

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

No

Program of Study

Revised programs

Catalog Page Text - Overview Tab

Catalog Page Overview Text

Instructional System Design Management and Leadership (ISDML) Campus Graduate Certificate requires 16 credit hours to complete. The CGC is designed to train individuals who are aspired to design and develop technology-enriched and -enabled learning systems for broadly defined learning and performance goals in workplace contexts. The ISDML CGC equips students in foundational knowledge and competencies in instructional system design and learning technology integration for practical application purposes in workplace settings. In addition, the coursework will help learners develop skills in various topical areas (e.g., project management, program evaluation, consulting with organizations). We anticipate the proposed CGC to produce capable instructional designers who can lead the efforts to meet many increasing needs of workplaces and workforce development to expand learning and development modalities from face-to-face to virtual settings, in response to changing organizational needs as well as major systemic changes. Upon completing the CGC, students will be able to:

- Modifying existing learning systems and solutions for remote and online delivery;
- Designing scalable learning systems and solutions for developing working professionals' capabilities in the workplace;
- Developing learning systems and solutions for broadly defined learning and performance outcomes in the workplace across industries;
- Facilitating adoptions of innovations in broadly defined learning and performance contexts in the workplace;
- Evaluating the impact of learning systems and solutions in the workplace;
- Managing the process and resources involved in instructional system design

Instructional System Design Management and Leadership (ISDML) Campus Graduate Certificate requires 16 credit hours (four courses) to complete upon admission. Students should follow the program of study below to meet the certificate coursework requirement. Students do not need to follow a specific sequence when completing the courses below

Is the overview text above correct?

Yes

Statement for
Programs of Study
Catalog

Graduation Requirements

Minimum Cumulative GPA: 3.0

Minimum hours required for certificate completion: 16 hours

Students who have successfully completed this 16-credit hour certificate may use the certificate to satisfy the following degree requirements, provided they apply and are admitted to the degree program:

4 hours of 500-level course required in Education for the EdM degree program at EPOL, and

12 hours of Concentration Courses or 400/500-level Courses approved by Advisor for the EdM degree program at EPOL
or

4 hours of 500-level course required in Education for the MA degree program at EPOL, and
 12 hours of 400/500-level Courses approved by Advisor for the MA degree program at EPOL
 or
 Up to 12 hours of Major Subject coursework (includes concentration courses) required in Education for the EdD degree program at EPOL, and
 Up to 12 hours of Elective Hours or 400/500-level courses approved by Advisor for the EdD degree program at EPOL
 or
 Up to 16 hours of Major Subject coursework (includes concentration courses) required in Education approved by the Advisor for the PhD degree program at EPOL
 or
 Up to 16 hours of 400/500-level Courses in Education approved by the Advisor for the CAS program at EPOL

EPOL 472	Instructional and Training System Design	4
EPOL 476	Project Management Principles and Applications	4
or EPOL 485	Introduction to eLearning	
EPOL 483	Learning Technologies	4
Choose 1 from:		4
EPOL 570	Organization Development	
EPOL 576	~~Consulting in Human Resource Development~~	
EPOL 578	~~Learning on the Job~~	
ERAM 556	Program Evaluation	
Total Hours		16

Corresponding Degree	GCRT Graduate Certificate

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.

Are the learning outcomes for the program listed in the Academic Catalog?

Yes

Student Learning Outcomes

The proposed CGC in ISDML certificate recipients will be able to meet the needs of:

*Modify ~~• Modifying~~ existing learning systems and solutions for remote and online delivery.
~~delivery; • Designing scalable learning systems and solutions for developing working professionals' capabilities in the workplace; • Developing learning systems and solutions for broadly defined learning and performance outcomes in the workplace across industries; • Facilitating adoptions of innovations in broadly defined learning and performance contexts in the workplace; • Evaluating the impact of learning systems and solutions in the workplace; • Managing the process and resources involved in instructional system design~~ EPOL will plan for regular and systematic formative evaluations once a year to identify areas for improvement and develop feasible and meaningful interventions to continuously improve the quality of the proposed CGC.

*Design scalable learning systems and solutions for developing working professionals' capabilities in the workplace.

*Develop learning systems and solutions for broadly defined learning and performance outcomes in the workplace across industries.

*Facilitate adoptions of innovations in broadly defined learning and performance contexts in the workplace.

~~The quality of CGC entails learning objective attainment, overall learning engagement, student completion/retention rates, and certificate students' readiness for potential career opportunities.~~ *Evaluate the impact of The learning systems and solutions in the workplace. ~~outcome-course map to guide the mentioned formative evaluations.~~

*Manage the processes and resources involved in instructional system design. See attached.

Did you make any revisions to the learning outcomes you copied and pasted from the current academic catalog?

No

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

Describe here:

EPOL will plan for regular and systematic formative evaluations once a year to identify areas for improvement and develop feasible and meaningful interventions to continuously improve the quality of the proposed CGC. The quality of CGC entails learning objective attainment, overall learning engagement, student completion/retention rates, and certificate students' readiness for potential career opportunities. The learning outcome-course map to guide the mentioned formative evaluations. See attached.

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 ISDML CERT program covers the foundational knowledge and competencies in instructional system design and learning technology integration for practical application purposes in workplace settings. In addition, the coursework will help learners develop skills in various topical areas (e.g., project management, instructional design, organization development, and program evaluation). The attainment of intended learning outcomes is assessed by learning objectives within each course.

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

The ISDML faculty meet regularly to review courses and students' progress based on learning objectives and students' performance within each course. The faculty also evaluates students' performance for curricular updates on a regular basis. The proposed change, for example, is the outcome of the evaluation.

Program

ISDML certificate revision proposal side by side 3-19-25.xlsx

Description and

Requirements

Attach Documents

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:

All proposed CGC Courses are delivered fully online through ~~Moodle and~~ Canvas LMS. Each course is 8-week long to fit the POTA/B schedule in all current EPOL online programs. Weekly instructional activities are both asynchronous and synchronous. All EPOL online courses host weekly synchronous Zoom meetings to engage students with instructors and peers. We intend to follow the same format in proposed CGC coursework for optimal learner engagement. Asynchronous learning contents are available via Canvas ~~Moodle~~ for students' convenient access. Asynchronous online discussion activities are also available for students, moderated by course instructors.

Admission Requirements

Desired Effective

Fall 2025

Admissions Term

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

No

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.

- Applicants must have earned at least a bachelor's degree from a regionally accredited college in the United States or a comparable degree from a recognized institution of higher learning abroad. A grade point average (GPA) of 3.0 (A=4.0), or comparable GPA for an international applicant, for the last two years of undergraduate study is a minimum requirement for admission. If applicants' undergraduate study is longer than 4 years, additional semesters may be used to calculate the admission GPA. Please note that proposed programs of study may require a higher GPA than the Graduate College's minimum standard.
- Applicants enrolled in the final year of a bachelor's degree from an accredited college in the United States or a comparable degree program from a recognized institution of higher learning abroad, and who meet the GPA requirements stated above will be admitted conditionally pending receipt of final academic credentials showing the undergraduate degree as conferred.
- International applicants must meet minimum requirements based on their country of origin. Please note that proposed programs of study may require a higher GPA than the Graduate College's minimum standard.
- Applicants whose native language is not English are required to submit proof of English proficiency with an acceptable TOEFL or IELTS score or by qualifying for an English proficiency waiver. Score and waiver requirements are listed at <https://grad.illinois.edu/admissions/instructions/04c>.

Enrollment

Describe how this revision or phase down/elimination will impact enrollment and degrees awarded. If this is an elimination/phase down proposal include the plans for the students left in the program.

The proposed change will have a minimal and limited impact on the enrollment and certificates awarded, since both courses to be removed are part of a selection category. Students still have sufficient courses to choose from with the updated curriculum.

Estimated Annual Number of Degrees Awarded

Year One Estimate	25	5th Year Estimate (or when fully implemented)
50		

What is the matriculation term

for this program?

Fall

Budget

Are there No
budgetary
implications for this
revision?

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?

Current academic and administrative staff in College of Education Online Programs office have the capacity to maintain records and process student registration in the CGC. We are not anticipating the need to expand such capacity as the proposed CGC initial cohort size (n= 25) is commonly seen in current EPOL online programs.

The proposed CGC, intended for a self-supporting program, will use current tuition base rate currently at \$520 ~~\$490~~ per credit hour. The total coursework of the proposed CGC in ISDML requires 16 credit hours to complete (\$8320) ~~(\$7840~~ for the total cost).

Current instructional staff in EPOL will offer and instruct the courses. We are not anticipating the need to hire additional instructors for the proposed CGC in the initial 5 years offering of the CGC. ~~Should demand for this Campus Graduate Certificate exceed expectations, new instructional staff may be recruited to teach some of the courses. The appointment of new instructional staff will be funded by the revenue generated from the proposed CGC program. No financial impact is anticipated.~~

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

No

Attach letters of

support

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

Graduate Base Online Rate ~~College of Education online program tuition rate~~

Are you seeking a change in the tuition rate or differential for this program?

No

Is this program requesting self-supporting status?

Yes

Faculty Resources

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

No impact on currently faculty resources. Should demand for this Campus Graduate Certificate exceed expectations, new instructional staff may be recruited to teach some of the courses.

The appointment of new instructional staff will be funded by the revenue generated from the proposed CGC program. No financial impact is anticipated.

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.

No impact on library resources is expected.

EP Documentation

EP Control Number EP.26.002

Attach Rollback/
Approval Notices

Non-EP Documentation

U Program Review
Comments

Rollback
Documentation and
Attachment

DMI Documentation

Attach Final

Approval Notices

Banner/Codebook

Name

GCRT:InstructSysDesignONL-UIUC

Program Code: 1PKS6117GCRU

Minor	Conc	Degree	GCRT
Code	Code	Code	Major
			Code
6117			

Senate Approval
Date

Senate Conference
Approval Date

BOT Approval Date

IBHE Approval Date

HLC Approval Date

DOE Approval Date

Effective Date:

Program Reviewer **Donna Butler (dbutler) (03/20/25 4:04 pm):** Tuition rate field was clarified to reference the BOT approved terminology of Base online rate. Amounts listed in the proposal do not reflect the \$535/hour rate approved for 25-26.

Comments **Allison McKinney (agrindly) (07/16/25 10:45 am):** Administratively approved.

Program Change Request

Date Submitted: 04/16/25 11:59 am

Viewing: **10KS0261MFA : Dance, MFA**

Last approved: 04/21/22 3:26 pm

Last edit: 08/21/25 11:11 am

Changes proposed by: Nicole Turner

Catalog Pages Using
this Program [Dance, MFA](#)

Proposal Type:
Major (ex. Special Education)

This proposal is for
a:
Revision

In Workflow

1. U Program Review
2. 1801-DANCE Head
3. KR Dean
4. University Librarian
5. Grad_College
6. COTE Programs
7. Provost
8. Senate EPC
9. Senate
10. U Senate Conf
11. Board of Trustees
12. IBHE
13. HLC
14. DOE
15. Catalog Editor
16. DMI

Approval Path

1. 04/17/25 3:34 pm
Donna Butler
(dbutler): Approved
for U Program
Review
2. 04/18/25 12:03 pm
Sara Hook
(sarahook):
Approved for 1801-
DANCE Head
3. 05/09/25 11:04 am
Nicole Turner
(nicturn): Approved
for KR Dean
4. 05/12/25 2:46 pm
Tom Teper (tteper):
Approved for
University Librarian

5. 07/16/25 10:37 am
Allison McKinney
(agrindly): Approved
for Grad_College
6. 07/16/25 1:16 pm
Suzanne Lee
(suzannel):
Approved for COTE
Programs
7. 08/13/25 6:33 pm
Brooke Newell
(bsnewell):
Approved for
Provost

History

1. Apr 21, 2022 by
Nicole Turner
(nicturn)

Administration Details

Official Program Name	Dance, MFA	
Diploma Title	<u>Master of Fine Arts in Dance</u>	
Sponsor College	Fine & Applied Arts	
Sponsor Department	Dance	
Sponsor Name	<u>Roxane D'Orleans Juste</u> ~~Jan Erkert~~	
Sponsor Email	<u>roxaned2@illinois.edu</u> ~~erkert@illinois.edu~~	
College Contact	Nicole Turner	College Contact Email
	nicturn@illinois.edu	
College Budget Officer	<u>Greg Anderson</u>	
College Budget Officer Email	<u>gnanders@illinois.edu</u>	

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

KR Dean

Does this program have inter-departmental administration?

No

Effective Catalog Term

Effective Catalog Term Fall 2025

Effective Catalog 2025-2026

Proposal Title

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

Revise the Master of Fine Arts in Dance in the College of Fine and Applied Arts and the Graduate College

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

Program Justification

Provide a brief description, using a numbered item list, of the proposed changes to the program.

1. Add DANC 531 as a required course-add 2 hours
2. Create new category "Career Preparation"
2. Reduce electives by 2 hours

Did the program content change 25% or more in relation to the total credit hours, since the most recent university accreditation visit? See the italicized text below for more details.

No

Provide the reasoning for why each change was necessary, using a corresponding numbered item list as it relates to the brief description numbered list above.

1. DANC 531 is currently approved as a 1 credit hour course, repeatable for up to 6 hours. It is being added to the MFA for 2 total hours, as 1 credit hour taken twice in separate terms. After a faculty review, it was determined that this course addresses one main pillar objective which is that students will be able to make a strategic plan for their careers. The course will help the students build their professional career portfolio which is requested as an integral part of our students' yearly MFA review. There is no impact on staffing or students' ability to graduate with the addition of this requirement. Career Planning is already a learning outcome for the MFA and this course addition does not change the learning outcomes for the program.
2. The new course addition does not fit into any of the existing categories, so a new category explaining the purpose and relation to the learning outcomes is explicit for students.
3. To avoid increasing the total program hours, the electives section will be reduced by 2 hours. This changes the electives requirement from 17 to 15 hours.

No change to total degree hours.

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

No

Program Features

Academic Level Graduate

Does this major
have transcribed
concentrations? No

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

3 years

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

What is the required GPA?

2.75

CIP Code

500301 - Dance, General.

Is this program part of an ISBE approved licensure program?

No

Will specialized accreditation be sought for this program?

No

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

No

Program of Study

Revised programs

Catalog Page Text - Overview Tab

Catalog Page Overview Text

The MFA Curriculum is designed to promote a candidate’s progress through our stated objectives: Choreography, Communication, Moving, Teaching, and Career Planning. Included in these are courses in dance studies, somatics, pedagogy, and two semesters devoted to an innovative lab team taught by our faculty and designed in collaboration with students. The final year of study is devoted to synthesizing the above objectives evidenced by the production of the candidate’s choreography, their written thesis document, oral presentation, and plans for propelling students' career into the professional sphere. For additional details and requirements refer to the department's MFA Handbook and the Graduate College Handbook.

Is the overview text above correct?

Yes

Statement for
Programs of Study
Catalog

Physical Practice, at least 2 hours through DANC 560	6
Historical and Theoretical Studies	8

<u>DANC 510</u>	Graduate Seminar	
<u>DANC 541</u>	Contemporary Directions I	
<u>DANC 542</u>	Contemporary Directions II	
Composition		4
<u>DANC 462</u>	Composition Workshop	
<u>DANC 562</u>	Graduate Composition II	
Performance		2
<u>DANC 420</u>	Graduate Performance Practice	
<u>DANC 424</u>	Collaborative Performance	
Research/Project		8
<u>DANC 598</u>	Creative Thesis Project	
Graduate Synthesis Laboratory		8
<u>DANC 520</u>	Synthesis Laboratory	
Somatics in Dance Training		3
<u>DANC 530</u>	Somatics in Dance Training	
<u>Career Preparation</u>		<u>2</u>
<u>DANC 531</u>	<u>MFA Prof Practice Seminar (taken twice for 1 credit hour each time)</u>	
400/500 level elective course outside the Department of Dance in related area of research		4
Electives which may be taken in Dance or related areas of interest		15
Total Hours		60

Other Requirements

Other requirements may overlap

Course work taken to completed undergraduate deficiencies will not receive graduate credit.

Residency requirement of three years (six semesters)

Minimum GPA: 2.75

Corresponding
Degree

MFA Master of Fine Arts

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.

Are the learning outcomes for the program listed in the Academic Catalog?

Yes

Student Learning Outcomes

The Dance Department expects MFA candidates to conduct a creative inquiry that leads to the development of a sophisticated sense of self-definition. Individual research and analysis should culminate in the development of a personal artistic process and mission and should be evident in the following contexts:

Choreographing- Candidates will develop a distinctive choreographic research methodology and demonstrate its skillful application in a performative context. This ideology must establish solid foundation for ongoing research and engagement that contributes to the global dialogue about dance and contemporary culture.

Communicating- Candidates will develop the ability to express their choreographic vision and process in verbal and written language that is clear, cogent, and convincing and demonstrates clear analytic skill, critical thinking, awareness of historical context, and knowledge of contemporary culture.

Moving- Candidates will demonstrate a commitment to movement investigation and practice that defines, advances, and sustains their choreographic vision.

Teaching- Candidates will apply their research vision in clear pedagogic principles while fostering a stimulating teaching/ learning environment.

Career Planning- Candidates are assessed on their ability to develop innovative career strategies in order to advance their artistic mission in the field and demonstrate the capacity to implement these plans with professionalism in all the above contexts.

Did you make any revisions to the learning outcomes you copied and pasted from the current academic catalog?

No

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

Describe here:

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

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

Delivery Method

This program is
available:

On Campus - Students are required to be on campus, they may take some online courses.

Admission Requirements

Desired Effective Fall 2025
Admissions Term

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

No

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.

Prerequisites for admission to the MFA program are:

An undergraduate degree and significant experience in dance is required.

Demonstrated choreographic achievement and potential to make innovative contributions to the field.

Demonstrated potential to engage in critical thinking and writing.

A minimum grade point average of 3.0 on a 4 point scale, computed from the last 60 hours of undergraduate work and any graduate work completed.

International students must be eligible for full status admission. International students who receive a TOEFL score greater than 103 on the internet-based test, 257 on the computer-based test, or 613 on the paper test are eligible for full status admission. Students with these scores are exempt from the English as a Second Language Placement Test. The GRE is not required.

Enrollment

Describe how this revision or phase down/elimination will impact enrollment and degrees awarded. If this is an elimination/phase down proposal include the plans for the students left in the program.

No impact.

Estimated Annual Number of Degrees Awarded

Year One Estimate

5th Year Estimate (or when fully implemented)

What is the matriculation term for this program?

Fall

Budget

Are there budgetary implications for this revision?

No

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

No

Additional Budget Information

Attach File(s)

Financial Resources

How does the unit intend to financially support this proposal?

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

No

Attach letters of support

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

Are you seeking a change in the tuition rate or differential for this program?

No

Is this program requesting self-supporting status?

No

Faculty Resources

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

No impact, this course is already taught every fall and spring semester.

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 Library’s resources, collections, and services are sufficient to meet the needs of the program outlined in this proposal.

EP Documentation

EP Control Number EP.26.002

Attach Rollback/
Approval Notices

Non-EP Documentation

U Program Review
Comments

Rollback
Documentation and
Attachment

DMI Documentation

Attach Final
Approval Notices

Banner/Codebook
Name
MFA:Dance -UIUC

Program Code: 10KS0261MFA

Minor	Conc	Degree	MFA
Code	Code	Code	Major
			Code

0261

Senate Approval
Date

Senate Conference
Approval Date

BOT Approval Date

IBHE Approval Date

HLC Approval Date

DOE Approval Date

Effective Date:

Program Reviewer **Allison McKinney (agrindly) (07/16/25 10:37 am):** Administratively approved.
Comments

Program Change Request

New Proposal

Date Submitted: 06/04/25 3:09 pm

Viewing: : **Education Foundations Course List**

Last edit: 08/21/25 11:38 am

Changes proposed by: Lori Fuller

In Workflow

1. U Program Review
2. 1335-EDUC Head
3. 1613-CUR&I
Committee Chair
4. 1760-EPOL
Committee Chair
5. 1616-EDPSY
Committee Chair
6. 1570-SP_ED
Committee Chair
7. 1613-CUR&I Head
8. 1760-EPOL Head
9. 1616-EDPSY Head
10. 1570-SP_ED Head
11. KN Committee
Chair
12. KN Dean
13. University Librarian
14. Grad_College
15. COTE Programs
16. Provost
17. Senate EPC
18. Senate
19. U Senate Conf
20. Board of Trustees
21. IBHE
22. HLC
23. DOE
24. Catalog Editor
25. DMI

Approval Path

1. 06/25/25 12:58 pm
Donna Butler
(dbutler): Approved
for U Program

Review

2. 06/25/25 1:28 pm
Curtis Mason
(masonc): Approved
for 1335-EDUC
Head
3. 06/25/25 5:15 pm
Emma Mercier
(mercier): Approved
for 1613-CUR&I
Committee Chair
4. 06/26/25 8:29 am
Liv Thorstensson
Davila (livtd):
Approved for 1760-
EPOL Committee
Chair
5. 06/26/25 9:43 am
H Chad Lane
(hclane): Approved
for 1616-EDPSY
Committee Chair
6. 06/26/25 9:53 am
Kary Zarate
(kzarat2): Approved
for 1570-SP_ED
Committee Chair
7. 06/27/25 12:54 pm
Helen Neville
(hneville): Approved
for 1613-CUR&I
Head
8. 06/27/25 1:00 pm
Laura Ketchum
(ketchum):
Approved for 1760-
EPOL Head
9. 06/30/25 11:54 am
Kiel Christianson
(kiel): Approved for
1616-EDPSY Head
10. 06/30/25 11:57 am

Matthew Lambert
(matt5): Approved
for 1570-SP_ED
Head

11. 06/30/25 2:02 pm
Kary Zarate
(kzarat2): Approved
for KN Committee
Chair

12. 06/30/25 2:03 pm
Lori Fuller
(harvey1): Approved
for KN Dean

13. 06/30/25 2:17 pm
Tom Teper (tteper):
Approved for
University Librarian

14. 07/16/25 10:47 am
Allison McKinney
(agrindly): Approved
for Grad_College

15. 07/16/25 1:22 pm
Suzanne Lee
(suzannel):
Approved for COTE
Programs

16. 08/13/25 6:33 pm
Brooke Newell
(bsnewell):
Approved for
Provost

Proposal Type

Proposal Type: Concentration (ex. Dietetics)

Administration Details

Official Program Name Education Foundations Course List

Diploma Title Not applicable for course list CIM-P record

Sponsor College	Education	
Sponsor Department	Education Administration	
Sponsor Name	Lori Fuller	
Sponsor Email	harvey1@illinois.edu	
College Contact	Lori Fuller	College Contact Email
	harvey1@illinois.edu	
College Budget Officer	Amanda Brown	
College Budget Officer Email	acbrown1@illinois.edu	

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

Does this program have inter-departmental administration?

Yes

Interdisciplinary Colleges and Departments (list other colleges/departments which are involved other than the sponsor chosen above)

Please describe the oversight/governance for this program, e.g., traditional departmental/college governance, roles of elected faculty committees and of any advisory committees.

College	Education
Department	Curriculum and Instruction
Is there an additional department involved in governance?	
	Yes
College	Education
Department	Education Policy, Organization and Leadership
Is there an additional department involved in governance?	
	Yes
College	Education
Department	Educational Psychology
Is there an additional department involved in governance?	
	Yes

College	Education
Department	Special Education

Are there additional department(s) involved in governance?

No

Effective Catalog Term

Effective Catalog Term	Fall 2025
Effective Catalog	2025-2026

Proposal Title

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

Establish the Foundations Course List in the College of Education and the Graduate College

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

Curriculum & Instruction, CAS, key 196
Curriculum & Instruction, EdM, key 201
Curriculum & Instruction, MA, key 200
Curriculum & Instruction, MS, key 203
Early Childhood Education, EdM 202
Elementary Education, EdM, key 199
Curriculum and Instruction: Trauma-Informed Practice and Pedagogy, EDM (on campus & online), key 1230
Secondary Education, EdM, key 206
Education Policy, Organization & Leadership, CAS, key 207
Education Policy, Organization & Leadership, EdM, key 211
Education Policy, Organization & Leadership, MA, key 210
Educational Psychology, EdM, key 216
Educational Psychology, MA, key 215
Educational Psychology, MS, key 217
Special Education, EdM, key 220

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.

1. All master's degree programs and Certificate of Advanced Study (CAS) programs within the College of Education utilize a shared list of foundation course options for students who are required to complete eight credit hours. Each time a course is added to or removed from this list, it necessitates several CIM program revisions. This process demands a significant investment of time and effort, not only within the College but also across all levels of the approval workflow.

To enhance efficiency, we propose the creation of a dedicated CIM-P record (and thus separate tab in the Academic Catalog Page) for the foundation course list. This change would streamline the update process, allowing course additions or removals to be made with minimal effort, thereby eliminating the need for multiple revisions within the CIM-P system. Therefore, we have moved the existing Foundational Course list from these CIM-P records into this dedicated CIM-P record

2. From the existing Foundational Course list, we are removing EPOL 408 since the course was deactivated by the EPOL department

3. To the existing Foundational Course list, we are adding 3 additional courses: EPOL 530, SPED 514, and SPED 517.

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

Yes

Courses outside of the sponsoring department/interdisciplinary departments:

EPOL 530 - Ed Politics and Policies

SPED 514 - Equity Issues in Spec Educ

SPED 517 - Disability Issues in SPED

Please attach any [EPOL Letter of support.pdf](#)

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

Program Features

Academic Level Graduate

Is this program part of an ISBE approved licensure program?

No

Will specialized accreditation be sought for this program?

No

Additional concentration notes (e.g., estimated enrollment, advising plans, etc.)

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

No

Program of Study

Attach Program of Study related [Masters Foundations list side by side.xlsx](#)
information here.

Catalog Page Text - Overview Tab

Catalog Page Overview Text

Statement for
Programs of Study
Catalog

Foundations Course List

CI 446	Culture in the Classroom
CI 501	Curriculum Development for the 21st Century
EPOL 401	History of American Education
EPOL 402	Asian American Education
EPOL 403	Historical and Social Barriers
EPOL 405	School and Society
EPOL 406	Professional Ethics in Education
EPOL 407	Critical Thinking in Education
EPOL 409	Sociology of Education
EPOL 410	Racial and Ethnic Families
EPOL 412	Politics of Education
EPOL 413	Economics of Education
EPOL 480	Technology and Educational Reform
EPOL 530	Educational Politics and Policies
EPOL 552	Foundation of Higher Education
Any 400 level EPSY course	
EPSY 553	Global Issues in Learning
SPED 514	Equity Issues in Special Education
SPED 517	Disability Issues in Special Education

Program Relationships

Corresponding
Program(s):

Corresponding Program(s)
Curriculum and Instruction: Trauma-Informed Practice and Pedagogy, EDM (on campus & online)
Curriculum and Instruction, EdM (on campus & online)
Curriculum and Instruction, CAS

Corresponding Program(s)
Curriculum and Instruction, MA
Curriculum and Instruction, MS
Early Childhood Education, EDM
Secondary Education, EDM
Elementary Education, EDM
Education Policy, Organization & Leadership, CAS (on campus & off campus)
Education Policy, Organization & Leadership, EdM (on campus, off campus & online)
Education Policy, Organization & Leadership, MA
Special Education, EDM (on campus & off campus)
Educational Psychology, EDM (on campus & online)
Educational Psychology, MA
Educational Psychology, MS

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.

Student Learning Outcomes

Not Applicable for the Foundational Course List

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

Describe here:

Not applicable for course list CIM-P record

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.

Not applicable for course list CIM-P record

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

Not applicable for course list CIM-P record

Program

Description and

Delivery Method

This program is
available:

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

Describe the use of this delivery method:

Not applicable for course list CIM-P record

Enrollment

Number of Students in Program (estimate)

Year One Estimate

Not applicable for
course list CIM-P
record

5th Year Estimate (or when fully
implemented)
Not applicable for
course list CIM-P
record

Budget

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

No

Additional Budget
Information

Not applicable for course list CIM-P record

Attach File(s)

Financial Resources

How does the unit intend to financially support this proposal?

Not applicable for course list CIM-P record

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

No

Attach letters of support

Is this program requesting self-supporting status?

No

Faculty Resources

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

There will not be an impact on faculty resources.

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.

Not applicable for course list CIM-P record

HLC Section

Credit Hours

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

New Faculty Required

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

No

Please explain existing coverage:

Not applicable for course list CIM-P record

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:

Not applicable for course list CIM-P record

EP Documentation

EP Control Number EP.26.002

Attach Rollback/
Approval Notices

Non-EP Documentation

U Program Review
Comments

Rollback
Documentation and
Attachment

DMI Documentation

Attach Final
Approval Notices

Banner/Codebook
Name

Program Code:

Minor	Conc	Degree	
Code	Code	Code	Major
			Code

Senate Approval
Date

Senate Conference
Approval Date

BOT Approval Date

IBHE Approval Date
HLC Approval Date
DOE Approval Date
Effective Date:

Program Reviewer **Allison McKinney (agrindly) (07/16/25 10:46 am):** Administratively approved.
Comments

Program Change Request

Date Submitted: 06/04/25 3:23 pm

Viewing: **10KS0093EDM & 10KS0093EDMX : Special Education, EDM (on campus & off campus)**

Last approved: 12/02/24 2:48 pm

Last edit: 08/21/25 11:07 am

Changes proposed by: Lori Fuller

Catalog Pages Using this Program

Special Education, EdM

Proposal Type:
Major (ex. Special Education)

This proposal is for
a:
Revision

In Workflow

1. U Program Review
2. 1570-SP_ED
Committee Chair
3. 1570-SP_ED Head
4. KN Committee
Chair
5. KN Dean
6. University Librarian
7. Grad_College
8. COTE Programs
9. Provost
10. Senate EPC
11. Senate
12. U Senate Conf
13. Board of Trustees
14. IBHE
15. HLC
16. DOE
17. Catalog Editor
18. DMI

Approval Path

1. 06/25/25 1:01 pm
Donna Butler
(dbutler): Approved
for U Program
Review
2. 06/25/25 2:04 pm
Kary Zarate
(kzarat2): Approved
for 1570-SP_ED
Committee Chair
3. 06/25/25 3:29 pm
Matthew Lambert
(matt5): Approved
for 1570-SP_ED

Head

4. 06/25/25 3:53 pm

Liv Thorstensson

Davila (livtd):

Approved for KN

Committee Chair

5. 06/25/25 5:52 pm

Karla Moller

(kjmoller):

Approved for KN

Dean

6. 06/27/25 11:50 am

Tom Teper (tteper):

Approved for

University Librarian

7. 07/16/25 10:36 am

Allison McKinney

(agrindly): Approved

for Grad_College

8. 07/16/25 1:14 pm

Suzanne Lee

(suzannel):

Approved for COTE

Programs

9. 08/13/25 6:33 pm

Brooke Newell

(bsnewell):

Approved for

Provost

History

1. Apr 6, 2019 by Deb

Forgacs (dforgacs)

2. May 10, 2019 by

Kathy Stalter

(kstalter)

3. Jun 5, 2020 by Kathy

Stalter (kstalter)

4. Sep 29, 2021 by

Kathy Stalter

(kstalter)

5. Mar 15, 2023 by
Lori Fuller (harvey1)
6. Dec 2, 2024 by Lori
Fuller (harvey1)

Administration Details

Official Program Name	Special Education, EDM (on campus & off campus)		
Diploma Title	Master of Education		
Sponsor College	Education		
Sponsor Department	Special Education		
Sponsor Name	<u>Lori Fuller</u> ~~Karla Moller~~		
Sponsor Email	<u>harvey1@illinois.edu</u> ~~kjmoller@illinois.edu~~		
College Contact	Lori Fuller	College Contact Email	
	harvey1@illinois.edu		
College Budget Officer	Amanda Brown		
College Budget Officer Email	<u>acbrown1@illinois.edu</u>		

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

Does this program have inter-departmental administration?

No

Effective Catalog Term

Effective Catalog Term	Fall 2025
Effective Catalog	2025-2026

Proposal Title

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

Revise the Master of Education in Special Education in the College of Education and the Graduate College

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

Education Foundations Course List, Key 1320

Program Justification

Provide a brief description, using a numbered item list, of the proposed changes to the program.

1. We are moving the Foundation Course List from this Program of Study table into its own CIM-P record. There are additional changes that are being made to the Foundation Course List (KEY 1320) at this time as well, including removal of a deactivated course and addition of 3 course options.
2. We are updating the heading for the foundations courses from "Foundations Courses" to say "Foundations Hours".
3. We are revising the text which states, "Select two of the following foundations courses, taken for four credit hours each. At least one of these two courses must be a course from outside the degree-granting department" so say, "Choose at least two foundation courses from the Course List tab. At least one of these two courses must be a course from outside the degree-granting department."

Did the program content change 25% or more in relation to the total credit hours, since the most recent university accreditation visit? See the italicized text below for more details.

No

Provide the reasoning for why each change was necessary, using a corresponding numbered item list as it relates to the brief description numbered list above.

1. All master’s degree programs and Certificate of Advanced Study (CAS) programs within the College of Education utilize a shared list of foundation course options for students who are required to complete eight credit hours. Each time a course is added to or removed from this list, it necessitates several separate CIM program revisions. This process demands a significant investment of time and effort, not only within the College but also across all levels of the approval workflow. To enhance efficiency, we propose the creation of a dedicated catalog page for foundation courses. This change would streamline the update process, allowing course additions or removals to be made with minimal effort, thereby eliminating the need for multiple revisions within the CIM-P system.
2. We are renaming the heading for the foundations courses from "Foundations Courses" to "Foundations Hours" to improve clarity and ensure consistency across our materials. This change better reflects the focus on the number of instructional hours rather than individual courses.
3. We are updating the language to “Choose at least two foundation courses from the Course List tab. At least one of these two courses must be a course from outside the degree-granting department.” for clarification since some of the courses currently on the foundations list can be taken for a range of 2-4 credit hours.

There will be no change in total hours for the 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? If Yes is selected, indicate the appropriate courses and attach the letter of support/ acknowledgement.

No

Program Features

Academic Level	Graduate
Does this major have transcribed	Yes

concentrations?

Concentrations

Concentrations(s)
<u>Bilingual-Bicultural Education - Floating (on campus & online)</u>
<u>Digital Learning - Floating (on campus & online)</u>

Will you admit to the concentration directly?

No

Is a concentration required for graduation?

No

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

2 years

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

32

What is the required GPA?

3.0

CIP Code

131001 - Special Education and Teaching, General.

Is this program part of an ISBE approved licensure program?

Yes

Will specialized accreditation be sought for this program?

No

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

No

Program of Study

Revised programs

Statement for
Programs of Study
Catalog

Special Education Coursework 18

<u>SPED 517</u>	Disability Issues in Special Education
<u>SPED 524</u>	Supervised Practice in Special Education
<u>SPED 526</u>	Collaborative Leaders in Special Education
or <u>SPED 566</u>	Leadership in Early Childhood Special Education
<u>SPED 591</u>	Field Study and Thesis Seminar

Foundations Hours 8

Select two of the following foundations courses, taken for four credit hours each.

~~CI 446~~	~~Culture in the Classroom~~
~~CI 501~~	~~Curriculum Development for the 21st Century~~
~~EPOL 401~~	~~History of American Education~~
~~EPOL 402~~	~~Asian-American Education~~
~~EPOL 403~~	~~Historical and Social Barriers~~
~~EPOL 405~~	~~School and Society~~
~~EPOL 406~~	~~Professional Ethics in Education~~
~~EPOL 407~~	~~Critical Thinking in Education~~
EPOL 408	Course EPOL 408 Not Found
~~EPOL 409~~	~~Sociology of Education~~
~~EPOL 410~~	~~Racial and Ethnic Families~~
~~EPOL 412~~	~~Politics of Education~~
~~EPOL 413~~	~~Economics of Education~~
~~EPOL 480~~	~~Technology and Educational Reform~~
~~EPOL 552~~	~~Foundation of Higher Education~~

Choose at least two foundation courses from the Course List tab. At least one of these two courses must be a course from outside the degree-granting department.

EPSY 553

Global Issues in Learning

~~Elective Hours:~~

~~6~~

Elective Hours

6

400/500-Level Hours Required: (Independent Study included)

Total Hours

32

Other Requirements:

Program/Licensure Requirements 10-61 hours depending on emphasis

Minimum GPA 3.0

Corresponding
Degree

EdM Master of Education

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.

Are the learning outcomes for the program listed in the Academic Catalog?

Yes

Student Learning Outcomes

All students who complete a master's degree in the Department of Special Education will:

Students who complete a master's degree resulting in teacher certification (e.g., LBS I or LBS II) or endorsement/credential (ECSE/EI) will demonstrate the acquisition of the knowledge and skills required to be competent novice special education teachers by meeting the indicators addressed in several sets of standards. These indicators are embedded in coursework, field-based activities, and other related professional experiences.

Graduate students who complete the LBS II Multiple Disabilities or ECSE course sequence will demonstrate expertise and leadership in their respective areas of specialization by engaging in: a) collaborative leadership activities, b) mentoring other educators, c) practicing effective communication skills, d) acting as change agents, and e) advocating for learners with disabilities.

Graduate students will expand and deepen their attitudes, knowledge and skills about evidence-based practices that result in improved learning and successful outcomes for students with disabilities.

Graduate students will acquire the knowledge and skills to understand multiple research methodologies and how research is used to inform instructional practices with persons with disabilities by engaging in a capstone research project.

Graduate students will become reflective practitioners who problem solve and change their practice to improve services provided to individuals with disabilities and their families.

Did you make any revisions to the learning outcomes you copied and pasted from the current academic catalog?

No

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

Describe here:

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

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

Program

Description and

Requirements

Attach Documents

Delivery Method

This program is
available:

On Campus - Students are required to be on campus, they may take some online courses.

Admission Requirements

Desired Effective

Admissions Term

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

No

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

Enrollment

Describe how this revision or phase down/elimination will impact enrollment and degrees awarded. If this is an elimination/phase down proposal include the plans for the students left in the program.

There will not be an impact on enrollment.

Estimated Annual Number of Degrees Awarded

Year One Estimate

5th Year Estimate (or when fully
implemented)

What is the
matriculation term
for this program?

Fall

Budget

Are there
budgetary
implications for this
revision?

No

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?

There will not be a financial impact as a result of this revision.

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

No

Attach letters of
support

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

Are you seeking a change in the tuition rate or differential for this program?

No

Is this program requesting self-supporting status?

No

Faculty Resources

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

There will not be an impact on faculty resources.

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.

May 29, 2025

The proposal was shared with the Library’s Education subject specialist, Nancy O’Brien, who indicated that because the proposed changes are administrative in their focus to create a separate foundations course list and adjust language as needed in the program description to reflect that, there is no anticipated impact on the Library’s budget for resources or services provided by Library personnel. Changes in enrollment and course content that would affect Library resources and services are not anticipated with these administrative changes.

EP Documentation

EP Control Number EP.26.002

Attach Rollback/
Approval Notices

Non-EP Documentation

U Program Review
Comments

Rollback
Documentation and
Attachment

DMI Documentation

Attach Final
Approval Notices

Banner/Codebook
Name
EDM:Special Education -UIUC

Program Code: 10KS0093EDM & 10KS0093EDMX

Minor	Conc	Degree	EDM
Code	Code	Code	Major
			Code
0093			

Senate Approval
Date

Senate Conference
Approval Date

BOT Approval Date

IBHE Approval Date

HLC Approval Date

DOE Approval Date NA

Effective Date:

Program Reviewer **Allison McKinney (agroundly) (07/16/25 10:36 am):** Administratively approved.

Comments

Date Submitted: 06/26/25 8:12 am

Viewing: **10KS0095EDM : Elementary Education, EDM**

Last approved: 10/23/24 9:24 am

Last edit: 08/21/25 11:09 am

Changes proposed by: Lori Fuller

Catalog Pages Using Elementary Education, EdM
this Program

Proposal Type:
Major (ex. Special Education)

This proposal is for
a:
Revision

In Workflow

- 1. U Program Review
- 2. 1613-CUR&I
Committee Chair
- 3. 1613-CUR&I Head
- 4. KN Committee
Chair
- 5. KN Dean
- 6. University Librarian
- 7. Grad_College
- 8. COTE Programs
- 9. Provost
- 10. Senate EPC
- 11. Senate
- 12. U Senate Conf
- 13. Board of Trustees
- 14. IBHE
- 15. HLC
- 16. DOE
- 17. Catalog Editor
- 18. DMI

Approval Path

- 1. 06/25/25 3:30 pm
Mary Lowry (lowry):
Rollback to Initiator
- 2. 07/01/25 1:53 pm
Donna Butler
(dbutler): Approved
for U Program
Review
- 3. 07/01/25 1:58 pm
Emma Mercier
(mercier): Approved
for 1613-CUR&I
Committee Chair
- 4. 07/01/25 7:05 pm

- Helen Neville
(hneville): Approved
for 1613-CUR&I
Head
5. 07/02/25 8:48 am
Liv Thorstensson
Davila (livtd):
Approved for KN
Committee Chair
6. 07/02/25 9:04 am
Lori Fuller
(harvey1): Approved
for KN Dean
7. 07/02/25 9:16 am
Tom Teper (tteper):
Approved for
University Librarian
8. 07/16/25 10:37 am
Allison McKinney
(agrindly): Approved
for Grad_College
9. 07/16/25 1:15 pm
Suzanne Lee
(suzannel):
Approved for COTE
Programs
10. 08/13/25 6:34 pm
Brooke Newell
(bsnewell):
Approved for
Provost

History

1. Apr 6, 2019 by Deb Forgacs (dforgacs)
2. Jun 21, 2019 by Kathy Stalter (kstalter)
3. Jun 5, 2020 by Kathy Stalter (kstalter)
4. Sep 29, 2021 by

- Kathy Stalter
(kstalter)
5. Mar 15, 2023 by
Lori Fuller (harvey1)
6. Jun 27, 2023 by
Brooke Newell
(bsnewell)
7. Mar 19, 2024 by
Lori Fuller (harvey1)
8. Oct 23, 2024 by Lori
Fuller (harvey1)

Administration Details

Official Program Name	Elementary Education, EDM	
Diploma Title	Master of Education	
Sponsor College	Education	
Sponsor Department	Curriculum and Instruction	
Sponsor Name	<u>Lori Fuller</u> ~~Karla Moller~~	
Sponsor Email	<u>harvey1@illinois.edu</u> ~~kjmoller@illinois.edu~~	
College Contact	Lori Fuller	College Contact Email
	harvey1@illinois.edu	
College Budget Officer	Amanda Brown	
College Budget Officer Email	<u>acbrown1@illinois.edu</u>	

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

Does this program have inter-departmental administration?

No

Effective Catalog Term

Effective Catalog Fall 2025
Term

Effective Catalog 2025-2026

Proposal Title

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

Revise the Master of Education in Elementary Education in the College of Education and the Graduate College

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

Education Foundations Course List, Key 1320

Program Justification

Provide a brief description, using a numbered item list, of the proposed changes to the program.

1. We are moving the Foundation Course List from this Program of Study table into its own CIM-P record. There are additional changes that are being made to the Foundation Course List (KEY 1320) at this time as well, including removal of a deactivated course and addition of 3 course options.
2. We are updating the heading for the foundations courses from "Foundations Courses" to say "Foundations Hours".
3. We are revising the text which states, "Select two of the following foundations courses, taken for four credit hours each. At least one of these two courses must be a course from outside the degree-granting department" so say, "Choose at least two foundation courses from the Course List tab. At least one of these two courses must be a course from outside the degree-granting department."

Did the program content change 25% or more in relation to the total credit hours, since the most recent university accreditation visit? See the italicized text below for more details.

No

Provide the reasoning for why each change was necessary, using a corresponding numbered item list as it relates to the brief description numbered list above.

1. All master’s degree programs and Certificate of Advanced Study (CAS) programs within the College of Education utilize a shared list of foundation course options for students who are required to complete eight credit hours. Each time a course is added to or removed from this list, it necessitates several separate CIM program revisions. This process demands a significant investment of time and effort, not only within the College but also across all levels of the approval workflow. To enhance efficiency, we propose the creation of a dedicated catalog page for foundation courses. This change would streamline the update process, allowing course additions or removals to be made with minimal effort, thereby eliminating the need for multiple revisions within the CIM-P system.
2. We are renaming the heading for the foundations courses from "Foundations Courses" to "Foundations Hours" to improve clarity and ensure consistency across our materials. This change better reflects the focus on the number of instructional hours rather than individual courses.
3. We are updating the language to “Choose at least two foundation courses from the Course List tab. At least one of these two courses must be a course from outside the degree-granting department.” for clarification since some of the courses currently on the foundations list can be taken for a range of 2-4 credit hours.

There will be no change in total hours for the 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? If Yes is selected, indicate the appropriate courses and attach the letter of support/ acknowledgement.

No

Program Features

Academic Level	Graduate
Does this major have transcribed	Yes

concentrations?

Concentrations

Concentrations(s)
<u>Bilingual-Bicultural Education - Floating (on campus & online)</u>
<u>Digital Learning - Floating (on campus & online)</u>

Will you admit to
the concentration
directly?

No

Is a concentration
required for
graduation?

No

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

3 years

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

32

What is the
required GPA?

3.0

CIP Code

131202 - Elementary Education and Teaching.

Is this program part of an ISBE approved licensure program?

Yes

Will specialized accreditation be sought for this program?

No

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

No

Program of Study

Revised programs

Catalog Page Text - Overview Tab

Catalog Page Overview Text

Field Placement Information <http://education.illinois.edu/sce>

Is the overview text above correct?

Yes

Statement for
Programs of Study
Catalog

Foundations Hours

8

Select two of the following foundations courses, taken for four credit hours each. At least one of these two courses must be a course from outside the degree granting department.

~~CI 446~~	~~Culture in the Classroom~~
~~CI 501~~	~~Curriculum Development for the 21st Century~~
~~EPOL 401~~	~~History of American Education~~
~~EPOL 402~~	~~Asian American Education~~
~~EPOL 403~~	~~Historical and Social Barriers~~
~~EPOL 405~~	~~School and Society~~
~~EPOL 406~~	~~Professional Ethics in Education~~
~~EPOL 407~~	~~Critical Thinking in Education~~
EPOL 408	Course EPOL 408 Not Found
~~EPOL 409~~	~~Sociology of Education~~
~~EPOL 410~~	~~Racial and Ethnic Families~~
~~EPOL 412~~	~~Politics of Education~~
~~EPOL 413~~	~~Economics of Education~~
~~EPOL 480~~	~~Technology and Educational Reform~~
~~EPOL 552~~	~~Foundation of Higher Education~~

Choose at least two foundation courses from the Course List tab. At least one of these two courses must be a course from outside the degree-granting department.

~~EPSY 553~~	~~Global Issues in Learning~~

~~Elective Hours:~~

24

Elective Hours

24

Project/Independent Study Hours (min/max applied toward degree): 0-8

Total Hours

32

Other Requirements:

Field Placement information is linked above

Minimum GPA	3.0
500-Level Hours Required in Education	12 hours

Corresponding Degree

EdM Master of Education

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.

Are the learning outcomes for the program listed in the Academic Catalog?

Yes

Student Learning Outcomes

1. Students will acquire deep knowledge of content in the field of Education.
2. Students will demonstrate awareness and application of the Illinois Culturally Responsive Teaching and Leading (CRTL) standards in their teacher preparation course work and field experiences.
3. Students will display the expectations of professionalism related to success in the field of education and beyond (fairness, commitment to collaboration, community, reflective practice, and attention to 21st century skills and practices).

Did you make any revisions to the learning outcomes you copied and pasted from the current academic catalog?

No

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

Describe here:

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

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

Program
Description and
Requirements
Attach Documents

Delivery Method

This program is
available:

On Campus - Students are required to be on campus, they may take some online courses.

Admission Requirements

Desired Effective
Admissions Term

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

No

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

Enrollment

Describe how this revision or phase down/elimination will impact enrollment and degrees awarded. If this is an elimination/phase down proposal include the plans for the students left in the program.

There will not be an impact on enrollment.

Estimated Annual Number of Degrees Awarded

Year One Estimate

5th Year Estimate (or when fully
implemented)

What is the
matriculation term
for this program?

Fall

Budget

Are there No
budgetary
implications for this
revision?

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?

There will not be a financial impact as a result of this revision.

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

No

Attach letters of
support

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

Graduate Base on campus rate

Are you seeking a change in the tuition rate or differential for this program?

No

Is this program requesting self-supporting status?

No

Faculty Resources

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

There will not be an impact on faculty resources

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.

May 29, 2025

The proposal was shared with the Library’s Education subject specialist, Nancy O’Brien, who indicated that because the proposed changes are administrative in their focus to create a separate foundations course list and adjust language as needed in the program description to reflect that, there is no anticipated impact on the Library’s budget for resources or services provided by Library personnel. Changes in enrollment and course content that would affect Library resources and services are not anticipated with these administrative changes.

EP Documentation

EP Control Number EP.26.002

Attach Rollback/
Approval Notices

Non-EP Documentation

U Program Review
Comments

Rollback
Documentation and
Attachment

DMI Documentation

Attach Final
Approval Notices

Banner/Codebook
Name

EDM:Elementary Education -UIUC

Program Code: 10KS0095EDM

Minor	Conc	Degree	EDM
Code	Code	Code	Major
			Code

0095

Senate Approval
Date

Senate Conference
Approval Date

BOT Approval Date

IBHE Approval Date

HLC Approval Date

DOE Approval Date NA

Effective Date:

Program Reviewer **Mary Lowry (lowry) (06/25/25 3:30 pm):** Rollback: per email 6-25-25
Comments **Allison McKinney (agrindly) (07/16/25 10:37 am):** Administratively approved.

Program Change Request

Date Submitted: 06/04/25 3:11 pm

Viewing: **10KS1144MA : Curriculum and Instruction, MA**

Last approved: 09/30/24 12:37 pm

Last edit: 08/21/25 11:14 am

Changes proposed by: Lori Fuller

Catalog Pages Using this Program

Curriculum & Instruction, MA

Proposal Type:
Major (ex. Special Education)

This proposal is for
a:
Revision

In Workflow

1. U Program Review
2. 1613-CUR&I
Committee Chair
3. 1613-CUR&I Head
4. KN Committee
Chair
5. KN Dean
6. University Librarian
7. Grad_College
8. COTE Programs
9. Provost
10. Senate EPC
11. Senate
12. U Senate Conf
13. Board of Trustees
14. IBHE
15. HLC
16. DOE
17. Catalog Editor
18. DMI

Approval Path

1. 06/25/25 1:04 pm
Donna Butler
(dbutler): Approved
for U Program
Review
2. 06/25/25 5:14 pm
Emma Mercier
(mercier): Approved
for 1613-CUR&I
Committee Chair
3. 06/27/25 12:54 pm
Helen Neville
(hneville): Approved
for 1613-CUR&I

Head

4. 06/27/25 1:01 pm
Liv Thorstensson
Davila (livtd):
Approved for KN
Committee Chair
5. 06/27/25 2:56 pm
Lori Fuller
(harvey1): Approved
for KN Dean
6. 06/27/25 3:29 pm
Tom Teper (tteper):
Approved for
University Librarian
7. 07/16/25 10:38 am
Allison McKinney
(agrindly): Approved
for Grad_College
8. 07/16/25 1:19 pm
Suzanne Lee
(suzannel):
Approved for COTE
Programs
9. 08/13/25 6:34 pm
Brooke Newell
(bsnewell):
Approved for
Provost

History

1. May 13, 2019 by
Kathy Stalter
(kstalter)
2. Jun 5, 2020 by Kathy
Stalter (kstalter)
3. Sep 29, 2021 by
Kathy Stalter
(kstalter)
4. Mar 15, 2023 by
Lori Fuller (harvey1)
5. Mar 19, 2024 by

Administration Details

Official Program Name	Curriculum and Instruction, MA	
Diploma Title	Master of Arts in Curriculum and Instruction	
Sponsor College	Education	
Sponsor Department	Curriculum and Instruction	
Sponsor Name	<u>Lori Fuller</u> ~~Karla Moller~~	
Sponsor Email	<u>harvey1@illinois.edu</u> ~~kjmoller@illinois.edu~~	
College Contact	Lori Fuller	College Contact Email
	harvey1@illinois.edu	
College Budget Officer	Amanda Brown	
College Budget Officer Email	<u>acbrown1@illinois.edu</u>	

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

Does this program have inter-departmental administration?

No

Effective Catalog Term

Effective Catalog Term	Fall 2025
Effective Catalog	2025-2026

Proposal Title

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

Revise the Master of Arts in Curriculum and Instruction in the College of Education and the Graduate College

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

Education Foundations Course List, Key 1320

Program Justification

Provide a brief description, using a numbered item list, of the proposed changes to the program.

1. We are moving the Foundation Course List from this Program of Study table into its own CIM-P record. There are additional changes that are being made to the Foundation Course List (KEY 1320) at this time as well, including removal of a deactivated course and addition of 3 course options.
2. We are updating the heading for the foundations courses from "Foundations Courses" to say "Foundations Hours".
3. We are revising the text which states, "Select two of the following foundations courses, taken for four credit hours each. At least one of these two courses must be a course from outside the degree-granting department" so say, "Choose at least two foundation courses from the Course List tab. At least one of these two courses must be a course from outside the degree-granting department."

Did the program content change 25% or more in relation to the total credit hours, since the most recent university accreditation visit? See the italicized text below for more details.

No

Provide the reasoning for why each change was necessary, using a corresponding numbered item list as it relates to the brief description numbered list above.

- 1. All master’s degree programs and Certificate of Advanced Study (CAS) programs within the College of Education utilize a shared list of foundation course options for students who are required to complete eight credit hours. Each time a course is added to or removed from this list, it necessitates several separate CIM program revisions. This process demands a significant investment of time and effort, not only within the College but also across all levels of the approval workflow. To enhance efficiency, we propose the creation of a dedicated catalog page for foundation courses. This change would streamline the update process, allowing course additions or removals to be made with minimal effort, thereby eliminating the need for multiple revisions within the CIM-P system.
- 2. We are renaming the heading for the foundations courses from "Foundations Courses" to "Foundations Hours" to improve clarity and ensure consistency across our materials. This change better reflects the focus on the number of instructional hours rather than individual courses.
- 3. We are updating the language to “Choose at least two foundation courses from the Course List tab. At least one of these two courses must be a course from outside the degree-granting department.” for clarification since some of the courses currently on the foundations list can be taken for a range of 2-4 credit hours.

There will be no change in total hours for the 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? If Yes is selected, indicate the appropriate courses and attach the letter of support/ acknowledgement.

No

Program Features

Academic Level	Graduate
Does this major have transcribed	Yes

concentrations?

Concentrations

Concentrations(s)
<u>Bilingual-Bicultural Education - Floating (on campus & online)</u>
<u>Digital Learning - Floating (on campus & online)</u>

Will you admit to the concentration directly?

No

Is a concentration required for graduation?

No

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

2 years

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

32

What is the required GPA?

3.0

CIP Code

130301 - Curriculum and Instruction.

Is this program part of an ISBE approved licensure program?

No

Will specialized accreditation be sought for this program?

No

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

No

Program of Study

Revised programs

Catalog Page Text - Overview Tab

Catalog Page Overview Text

Foundations Hours		8
Select two of the following foundations courses, taken for four credit hours each. At least one of these two courses must be a course from outside the degree-granting department.		
~~CI 446~~	~~Culture in the Classroom~~	
~~CI 501~~	~~Curriculum Development for the 21st Century~~	
~~EPOL 401~~	~~History of American Education~~	
~~EPOL 402~~	~~Asian American Education~~	
~~EPOL 403~~	~~Historical and Social Barriers~~	
~~EPOL 405~~	~~School and Society~~	
~~EPOL 406~~	~~Professional Ethics in Education~~	
~~EPOL 407~~	~~Critical Thinking in Education~~	
EPOL 408	Course EPOL 408 Not Found	
~~EPOL 409~~	~~Sociology of Education~~	
~~EPOL 410~~	~~Racial and Ethnic Families~~	
~~EPOL 412~~	~~Politics of Education~~	
~~EPOL 413~~	~~Economics of Education~~	
~~EPOL 480~~	~~Technology and Educational Reform~~	
~~EPOL 552~~	~~Foundation of Higher Education~~	
Choose at least two foundation courses from the Course List tab. At least one of these two courses must be a course from outside the degree-granting department.		
~~EPSY 553~~	~~Global Issues in Learning~~	
<u>CI 599</u>	Thesis Research (min/max applied toward degree)	2-8
Elective Hours		16-22
Research/Project/Independent Study Hours (min/max applied toward degree): 0-8		
Total Hours		32
Other Requirements		
Minimum GPA	3.0	
Human Subjects Approval		

Corresponding
Degree

MA Master of Arts

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.

Are the learning outcomes for the program listed in the Academic Catalog?

Yes

Student Learning Outcomes

- Students will acquire deep knowledge of content in the field of education.
- Students will display a deep understanding of psychological foundations of learning.
- Students will demonstrate a deep understanding of philosophical foundations of education.
- Students will display a deep understanding of best pedagogical practices in K-12 classrooms, with attention to 21st century skills and practices.
- Students will display deep knowledge of conducting a research study, including reviewing literature, collecting and analyzing data, and writing a thesis.

Did you make any revisions to the learning outcomes you copied and pasted from the current academic catalog?

No

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

Describe here:

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

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

Delivery Method

This program is
available:

On Campus - Students are required to be on campus, they may take some online courses.

Admission Requirements

Desired Effective Fall 2025
Admissions Term

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

No

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

Enrollment

Describe how this revision or phase down/elimination will impact enrollment and degrees awarded. If this is an elimination/phase down proposal include the plans for the students left in the program.

There will not be an impact on enrollment.

Estimated Annual Number of Degrees Awarded

Year One Estimate

5th Year Estimate (or when fully
implemented)

What is the
matriculation term
for this program?

Fall

Budget

Are there No
budgetary
implications for this

revision?

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?

There will not be a financial impact as a result of this revision.

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

No

Attach letters of
support

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

Graduate Base on-campus rate.

Are you seeking a change in the tuition rate or differential for this program?

No

Is this program requesting self-supporting status?

No

Faculty Resources

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

There will not be an impact on faculty resources.

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.

May 29, 2025

The proposal was shared with the Library’s Education subject specialist, Nancy O’Brien, who indicated that because the proposed changes are administrative in their focus to create a separate foundations course list and adjust language as needed in the program description to reflect that, there is no anticipated impact on the Library’s budget for resources or services provided by Library personnel. Changes in enrollment and course content that would affect Library resources and services are not anticipated with these administrative changes.

EP Documentation

EP Control Number EP.26.002

Attach Rollback/
Approval Notices

Non-EP Documentation

U Program Review
Comments

Rollback
Documentation and
Attachment

DMI Documentation

Attach Final
Approval Notices

Banner/Codebook
Name

MA: Curriculum & Instr - UIUC

Program Code: 10KS1144MA

Minor	Conc	Degree	MA
Code	Code	Code	Major
			Code
1144			

Senate Approval
Date

Senate Conference
Approval Date

BOT Approval Date

IBHE Approval Date

HLC Approval Date

DOE Approval Date NA

Effective Date:

Program Reviewer **Allison McKinney (agroundly) (07/16/25 10:38 am):** Administratively approved.

Comments

Program Change Request

Date Submitted: 06/26/25 8:16 am

Viewing: **10KS1144MS : Curriculum and Instruction, MS**

Last approved: 09/30/24 12:38 pm

Last edit: 08/21/25 11:15 am

Changes proposed by: Lori Fuller

Catalog Pages Using this Program

Curriculum & Instruction, MS

Proposal Type:
Major (ex. Special Education)

This proposal is for
a:
Revision

In Workflow

1. U Program Review
2. 1613-CUR&I
Committee Chair
3. 1613-CUR&I Head
4. KN Committee
Chair
5. KN Dean
6. University Librarian
7. Grad_College
8. COTE Programs
9. Provost
10. Senate EPC
11. Senate
12. U Senate Conf
13. Board of Trustees
14. IBHE
15. HLC
16. DOE
17. Catalog Editor
18. DMI

Approval Path

1. 06/25/25 3:31 pm
Mary Lowry (lowry):
Rollback to Initiator
2. 07/01/25 1:54 pm
Donna Butler
(dbutler): Approved
for U Program
Review
3. 07/01/25 1:58 pm
Emma Mercier
(mercier): Approved
for 1613-CUR&I
Committee Chair
4. 07/01/25 7:06 pm

- Helen Neville
(hneville): Approved
for 1613-CUR&I
Head
5. 07/02/25 8:49 am
Liv Thorstensson
Davila (livtd):
Approved for KN
Committee Chair
6. 07/02/25 9:04 am
Lori Fuller
(harvey1): Approved
for KN Dean
7. 07/02/25 9:16 am
Tom Teper (tteper):
Approved for
University Librarian
8. 07/16/25 10:38 am
Allison McKinney
(agrindly): Approved
for Grad_College
9. 07/16/25 1:19 pm
Suzanne Lee
(suzannel):
Approved for COTE
Programs
10. 08/13/25 6:34 pm
Brooke Newell
(bsnewell):
Approved for
Provost

History

1. May 13, 2019 by
Kathy Stalter
(kstalter)
2. Jun 5, 2020 by Kathy
Stalter (kstalter)
3. Sep 29, 2021 by
Kathy Stalter
(kstalter)

4. Mar 15, 2023 by
Lori Fuller (harvey1)
5. Mar 19, 2024 by
Lori Fuller (harvey1)
6. Sep 30, 2024 by Lori
Fuller (harvey1)

Administration Details

Official Program Name	Curriculum and Instruction, MS	
Diploma Title	Master of Science in Curriculum and Instruction	
Sponsor College	Education	
Sponsor Department	Curriculum and Instruction	
Sponsor Name	<u>Lori Fuller</u> ~~Karla Moller~~	
Sponsor Email	<u>harvey1@illinois.edu</u> ~~kjmoller@illinois.edu~~	
College Contact	Lori Fuller	College Contact Email
	harvey1@illinois.edu	
College Budget Officer	Amanda Brown	
College Budget Officer Email	<u>acbrown1@illinois.edu</u>	

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

Does this program have inter-departmental administration?

No

Effective Catalog Term

Effective Catalog Term	Fall 2025
Effective Catalog	2025-2026

Proposal Title

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

Revise the Master of Science in Curriculum and Instruction in the College of Education and the Graduate College

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

Education Foundations Course List, Key 1320

Program Justification

Provide a brief description, using a numbered item list, of the proposed changes to the program.

1. We are moving the Foundation Course List from this Program of Study table into its own CIM-P record. There are additional changes that are being made to the Foundation Course List (KEY 1320) at this time as well, including removal of a deactivated course and addition of 3 course options.
2. We are updating the heading for the foundations courses from "Foundations Courses" to say "Foundations Hours".
3. We are revising the text which states, "Select two of the following foundations courses, taken for four credit hours each. At least one of these two courses must be a course from outside the degree-granting department" so say, "Choose at least two foundation courses from the Course List tab. At least one of these two courses must be a course from outside the degree-granting department."

Did the program content change 25% or more in relation to the total credit hours, since the most recent university accreditation visit? See the italicized text below for more details.

No

Provide the reasoning for why each change was necessary, using a corresponding numbered item list as it relates to the brief description numbered list above.

- 1. All master’s degree programs and Certificate of Advanced Study (CAS) programs within the College of Education utilize a shared list of foundation course options for students who are required to complete eight credit hours. Each time a course is added to or removed from this list, it necessitates several separate CIM program revisions. This process demands a significant investment of time and effort, not only within the College but also across all levels of the approval workflow. To enhance efficiency, we propose the creation of a dedicated catalog page for foundation courses. This change would streamline the update process, allowing course additions or removals to be made with minimal effort, thereby eliminating the need for multiple revisions within the CIM-P system.
- 2. We are renaming the heading for the foundations courses from "Foundations Courses" to "Foundations Hours" to improve clarity and ensure consistency across our materials. This change better reflects the focus on the number of instructional hours rather than individual courses.
- 3. We are updating the language to “Choose at least two foundation courses from the Course List tab. At least one of these two courses must be a course from outside the degree-granting department.” for clarification since some of the courses currently on the foundations list can be taken for a range of 2-4 credit hours.

There will be no change in total hours for the 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? If Yes is selected, indicate the appropriate courses and attach the letter of support/ acknowledgement.

No

Program Features

Academic Level	Graduate
Does this major have transcribed	Yes

concentrations?

Concentrations

Concentrations(s)
<u>Bilingual-Bicultural Education - Floating (on campus & online)</u>
<u>Digital Learning - Floating (on campus & online)</u>

Will you admit to the concentration directly?

No

Is a concentration required for graduation?

No

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

2 years

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

32

What is the required GPA?

3.0

CIP Code

130301 - Curriculum and Instruction.

Is this program part of an ISBE approved licensure program?

No

Will specialized accreditation be sought for this program?

No

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

No

Program of Study

Revised programs

Catalog Page Text - Overview Tab

Catalog Page Overview Text

Foundations Hours	8

~~Select two of the following foundations courses, taken for four credit hours each. At least one of these two courses must be a course from outside the degree-granting department.~~

~~CI 446~~	~~Culture in the Classroom~~
~~CI 501~~	~~Curriculum Development for the 21st Century~~
~~EPOL 401~~	~~History of American Education~~
~~EPOL 402~~	~~Asian American Education~~
~~EPOL 403~~	~~Historical and Social Barriers~~
~~EPOL 405~~	~~School and Society~~
~~EPOL 406~~	~~Professional Ethics in Education~~
~~EPOL 407~~	~~Critical Thinking in Education~~
EPOL 408	Course EPOL 408 Not Found
~~EPOL 409~~	~~Sociology of Education~~
~~EPOL 410~~	~~Racial and Ethnic Families~~
~~EPOL 412~~	~~Politics of Education~~
~~EPOL 413~~	~~Economics of Education~~
~~EPOL 480~~	~~Technology and Educational Reform~~
~~EPOL 552~~	~~Foundation of Higher Education~~

Choose at least two foundation courses from the Course List tab. At least one of these two courses must be a course from outside the degree-granting department.

~~EPSY 553~~	~~Global Issues in Learning~~	
<u>CI 599</u>	Thesis Research (min/max applied toward degree)	2-8
~~Elective Hours:~~		~~16-22~~
<u>Elective Hours</u>		<u>16-22</u>

Research/Project/Independent Study Hours (min/max applied toward degree): 0-8

Total Hours	32

Other Requirements

Minimum GPA	3.0

Corresponding

MS Master of Science

Degree

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.

Are the learning outcomes for the program listed in the Academic Catalog?

Yes

Student Learning Outcomes

- Students will acquire deep knowledge of content in the field of education.
- Students will display deep understanding of psychological foundations of learning.
- Students will demonstrate a deep understanding of philosophical foundations of education.
- Students will display a deep understanding of best pedagogical practices in K-12 classrooms, with attention to 21st century skills and practices.
- Students will display deep knowledge of conducting a research study, including reviewing literature, collecting and analyzing data, and writing a thesis.

Did you make any revisions to the learning outcomes you copied and pasted from the current academic catalog?

No

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

Describe here:

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

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

Program
Description and
Requirements

Delivery Method

This program is
available:

On Campus - Students are required to be on campus, they may take some online courses.

Admission Requirements

Desired Effective Fall 2025

Admissions Term

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

No

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

Enrollment

Describe how this revision or phase down/elimination will impact enrollment and degrees awarded. If this is an elimination/phase down proposal include the plans for the students left in the program.

There will not be an impact on enrollment.

Estimated Annual Number of Degrees Awarded

Year One Estimate

5th Year Estimate (or when fully
implemented)

What is the
matriculation term
for this program?

Fall

Budget

Are there No
budgetary

implications for this
revision?

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?

There will not be a financial impact as a result of this revision.

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

No

Attach letters of
support

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

Graduate Base on-campus rate.

Are you seeking a change in the tuition rate or differential for this program?

No

Is this program requesting self-supporting status?

No

Faculty Resources

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

There will not be an impact on faculty resources.

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.

May 29, 2025

The proposal was shared with the Library’s Education subject specialist, Nancy O’Brien, who indicated that because the proposed changes are administrative in their focus to create a separate foundations course list and adjust language as needed in the program description to reflect that, there is no anticipated impact on the Library’s budget for resources or services provided by Library personnel. Changes in enrollment and course content that would affect Library resources and services are not anticipated with these administrative changes.

EP Documentation

EP Control Number EP.26.002

Attach Rollback/
Approval Notices

Non-EP Documentation

U Program Review
Comments

Rollback
Documentation and
Attachment

DMI Documentation

Attach Final
Approval Notices

Banner/Codebook
Name
MS: Curriculum & Instr -UIUC

Program Code: 10KS1144MS

Minor	Conc	Degree	MS
Code	Code	Code	Major
			Code
1144			

Senate Approval
Date

Senate Conference
Approval Date

BOT Approval Date	
IBHE Approval Date	
HLC Approval Date	
DOE Approval Date	NA
Effective Date:	

Program Reviewer	Mary Lowry (lowry) (06/25/25 3:31 pm): Rollback: per email 6-25-25
Comments	Allison McKinney (agrindly) (07/16/25 10:38 am): Administratively approved.

Program Change Request

Date Submitted: 06/26/25 8:13 am

Viewing: **10KS5082EDM : Early Childhood Education, EDM**

Last approved: 09/30/24 12:40 pm

Last edit: 08/21/25 11:15 am

Changes proposed by: Lori Fuller

Catalog Pages Using this Program

[Early Childhood Education, EdM](#)

Proposal Type:
Major (ex. Special Education)

This proposal is for
a:
Revision

In Workflow

1. U Program Review
2. 1613-CUR&I Committee Chair
3. 1613-CUR&I Head
4. KN Committee Chair
5. KN Dean
6. University Librarian
7. Grad_College
8. COTE Programs
9. Provost
10. Senate EPC
11. Senate
12. U Senate Conf
13. Board of Trustees
14. IBHE
15. HLC
16. DOE
17. Catalog Editor
18. DMI

Approval Path

1. 06/25/25 3:30 pm
Mary Lowry (lowry): Rollback to Initiator
2. 07/01/25 1:54 pm
Donna Butler (dbutler): Approved for U Program Review
3. 07/01/25 1:58 pm
Emma Mercier (mercier): Approved for 1613-CUR&I Committee Chair
4. 07/01/25 7:06 pm

- Helen Neville
(hneville): Approved
for 1613-CUR&I
Head
5. 07/02/25 8:49 am
Liv Thorstensson
Davila (livtd):
Approved for KN
Committee Chair
6. 07/02/25 9:05 am
Lori Fuller
(harvey1): Approved
for KN Dean
7. 07/02/25 9:16 am
Tom Teper (tteper):
Approved for
University Librarian
8. 07/16/25 10:38 am
Allison McKinney
(agrindly): Approved
for Grad_College
9. 07/16/25 1:20 pm
Suzanne Lee
(suzannel):
Approved for COTE
Programs
10. 08/13/25 6:34 pm
Brooke Newell
(bsnewell):
Approved for
Provost

History

1. Apr 6, 2019 by Deb Forgacs (dforgacs)
2. May 24, 2019 by Kathy Stalter (kstalter)
3. Jun 5, 2020 by Kathy Stalter (kstalter)
4. Sep 29, 2021 by

Kathy Stalter
(kstalter)

5. Mar 15, 2023 by
Lori Fuller (harvey1)
6. Mar 19, 2024 by
Lori Fuller (harvey1)
7. Sep 30, 2024 by Lori
Fuller (harvey1)

Administration Details

Official Program Name	Early Childhood Education, EDM	
Diploma Title	Master of Education	
Sponsor College	Education	
Sponsor Department	Curriculum and Instruction	
Sponsor Name	<u>Lori Fuller</u> ~~Karla Moller~~	
Sponsor Email	<u>harvey1@illinois.edu</u> ~~kjmoller@illinois.edu~~	
College Contact	Lori Fuller	College Contact Email
	harvey1@illinois.edu	
College Budget Officer	Amanda Brown	
College Budget Officer Email	<u>acbrown1@illinois.edu</u>	

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

Does this program have inter-departmental administration?

No

Effective Catalog Term

Effective Catalog Term

Fall 2025

Proposal Title

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

Revise the Master of Education in Early Childhood Education in the College of Education and the Graduate College

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

Education Foundations Course List, Key 1320

Program Justification

Provide a brief description, using a numbered item list, of the proposed changes to the program.

1. We are moving the Foundation Course List from this Program of Study table into its own CIM-P record. There are additional changes that are being made to the Foundation Course List (KEY 1320) at this time as well, including removal of a deactivated course and addition of 3 course options.
2. We are updating the heading for the foundations courses from “Foundations Courses” to say “Foundations Hours”.
3. We are revising the text which states, “Select two of the following foundations courses, taken for four credit hours each. At least one of these two courses must be a course from outside the degree-granting department” so say, “Choose at least two foundation courses from the Course List tab. At least one of these two courses must be a course from outside the degree-granting department.”

Did the program content change 25% or more in relation to the total credit hours, since the most recent university accreditation visit? See the italicized text below for more details.

No

Provide the reasoning for why each change was necessary, using a corresponding numbered item list as it relates to the brief description numbered list above.

1. All master’s degree programs and Certificate of Advanced Study (CAS) programs within the College of Education utilize a shared list of foundation course options for students who are required to complete eight credit hours. Each time a course is added to or removed from this list, it necessitates several separate CIM program revisions. This process demands a significant investment of time and effort, not only within the College but also across all levels of the approval workflow. To enhance efficiency, we propose the creation of a dedicated catalog page for foundation courses. This change would streamline the update process, allowing course additions or removals to be made with minimal effort, thereby eliminating the need for multiple revisions within the CIM-P system.
2. We are renaming the heading for the foundations courses from "Foundations Courses" to "Foundations Hours" to improve clarity and ensure consistency across our materials. This change better reflects the focus on the number of instructional hours rather than individual courses.
3. We are updating the language to “Choose at least two foundation courses from the Course List tab. At least one of these two courses must be a course from outside the degree-granting department.” for clarification since some of the courses currently on the foundations list can be taken for a range of 2-4 credit hours.

There will be no change in total hours for the 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? If Yes is selected, indicate the appropriate courses and attach the letter of support/ acknowledgement.

No

Program Features

Academic Level	Graduate
Does this major have transcribed	Yes

concentrations?

Concentrations

Concentrations(s)
<u>Bilingual-Bicultural Education - Floating (on campus & online)</u>
<u>Digital Learning - Floating (on campus & online)</u>

Will you admit to the concentration directly?

No

Is a concentration required for graduation?

No

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

3 years

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

32

What is the required GPA?

3.0

CIP Code

131210 - Early Childhood Education and Teaching.

Is this program part of an ISBE approved licensure program?

Yes

Will specialized accreditation be sought for this program?

No

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

No

Program of Study

Revised programs

Is the overview text above correct?

Yes

Statement for
Programs of Study
Catalog

Foundations Hours

8

~~Select two of the following foundations courses, taken for four credit hours each. At least one of these two courses must be a course from outside the degree-granting department.~~

~~CI 446~~	~~Culture in the Classroom~~
~~CI 501~~	~~Curriculum Development for the 21st Century~~
~~EPOL 401~~	~~History of American Education~~
~~EPOL 402~~	~~Asian American Education~~
~~EPOL 403~~	~~Historical and Social Barriers~~
~~EPOL 405~~	~~School and Society~~
~~EPOL 406~~	~~Professional Ethics in Education~~
~~EPOL 407~~	~~Critical Thinking in Education~~
EPOL 408	Course EPOL 408 Not Found
~~EPOL 409~~	~~Sociology of Education~~
~~EPOL 410~~	~~Racial and Ethnic Families~~
~~EPOL 412~~	~~Politics of Education~~
~~EPOL 413~~	~~Economics of Education~~
~~EPOL 480~~	~~Technology and Educational Reform~~
~~EPOL 552~~	~~Foundation of Higher Education~~

Choose at least two foundation courses from the Course List tab. At least one of these two courses must be a course from outside the degree-granting department.

~~EPSY 553~~	~~Global Issues in Learning~~

~~Elective Hours:~~

24

Elective Hours

24

Project/Independent Study Hours (min/max applied toward degree): 0-8

Other Requirements:

Field Placement information link is above

Minimum GPA 3.0

500-Level Hours Required in Education 12 hours

Corresponding EdM Master of Education
Degree

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.

Are the learning outcomes for the program listed in the Academic Catalog?

Yes

Student Learning Outcomes

Students will acquire deep knowledge of child development as it relates to the field of education.

Students will effectively plan and implement relevant, culturally responsive, and developmentally appropriate instruction children from infancy to age eight.

Students will use assessment data to drive decisions and solve problems in and out of the classroom.

Students will display the expectations of professionalism related to success in the field of education and beyond (fairness, commitment to collaboration, community, reflective practice, and attention to 21st century skills and practices).

Did you make any revisions to the learning outcomes you copied and pasted from the current academic catalog?

No

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

Describe here:

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

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

Program

Description and

Requirements

Attach Documents

Delivery Method

This program is
available:

On Campus - Students are required to be on campus, they may take some online courses.

Admission Requirements

Desired Effective Fall 2025

Admissions Term

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

No

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

Enrollment

Describe how this revision or phase down/elimination will impact enrollment and degrees awarded. If this is an elimination/phase down proposal include the plans for the students left in the program.

There will not be an impact on enrollment.

Estimated Annual Number of Degrees Awarded

Year One Estimate

5th Year Estimate (or when fully implemented)

What is the matriculation term for this program?

Fall

Budget

Are there budgetary implications for this revision?

No

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?

There will not be a financial impact as a result of this revision.

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

No

Attach letters of support

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

Graduate Base on-campus rate

Are you seeking a change in the tuition rate or differential for this program?

No

Is this program requesting self-supporting status?

No

Faculty Resources

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

There will not be an impact on faculty resources.

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.

May 29, 2025

The proposal was shared with the Library's Education subject specialist, Nancy O'Brien, who indicated that because the proposed changes are administrative in their focus to create a separate foundations course list and adjust language as needed in the program description to reflect that, there is no anticipated impact on the Library's budget for resources or services provided by Library personnel. Changes in enrollment and course content that would affect Library resources and services are not anticipated with these administrative changes.

EP Documentation

EP Control Number EP.26.002

Attach Rollback/
Approval Notices

Non-EP Documentation

U Program Review
Comments

Rollback

DMI Documentation

Attach Final

Approval Notices

Banner/Codebook

Name

EDM: Early Childhood Ed -UIUC

Program Code: 10KS5082EDM

Minor	Conc	Degree	EDM
Code	Code	Code	Major
			Code
5082			

Senate Approval
Date

Senate Conference
Approval Date

BOT Approval Date

IBHE Approval Date

HLC Approval Date

DOE Approval Date NA

Effective Date:

Program Reviewer **Mary Lowry (lowry) (06/25/25 3:30 pm):** Rollback: per email 6-25-25
Comments **Allison McKinney (agrindly) (07/16/25 10:38 am):** Administratively approved.

Program Change Request

Date Submitted: 06/04/25 3:18 pm

Viewing: **10KS5399EDM;**
EDMX;EDMU;1EKS5399EDMU : Education Policy,
Organization & Leadership, EdM (on campus, off
campus & online)

Last approved: 09/30/24 12:41 pm

Last edit: 08/21/25 11:16 am

Changes proposed by: Lori Fuller

Catalog Pages Using
this Program

Education Policy, Organization & Leadership, EdM

Proposal Type:
Major (ex. Special Education)

This proposal is for
a:
Revision

In Workflow

1. U Program Review
2. 1760-EPOL
Committee Chair
3. 1760-EPOL Head
4. KN Committee
Chair
5. KN Dean
6. University Librarian
7. Grad_College
8. COTE Programs
9. Provost
10. Senate EPC
11. Senate
12. U Senate Conf
13. Board of Trustees
14. IBHE
15. HLC
16. DOE
17. Catalog Editor
18. DMI

Approval Path

1. 06/25/25 1:05 pm
Donna Butler
(dbutler): Approved
for U Program
Review
2. 06/25/25 2:50 pm
Liv Thorstensson
Davila (livtd):
Approved for 1760-
EPOL Committee
Chair
3. 06/26/25 1:35 pm
Laura Ketchum
(ketchum):

- Approved for 1760-
EPOL Head
4. 06/27/25 9:16 am
Liv Thorstensson
Davila (livtd):
Approved for KN
Committee Chair
5. 06/27/25 9:33 am
Lori Fuller
(harvey1): Approved
for KN Dean
6. 06/27/25 11:50 am
Tom Teper (tteper):
Approved for
University Librarian
7. 07/16/25 10:39 am
Allison McKinney
(agrindly): Approved
for Grad_College
8. 07/16/25 1:20 pm
Suzanne Lee
(suzannel):
Approved for COTE
Programs
9. 08/13/25 6:35 pm
Brooke Newell
(bsnewell):
Approved for
Provost

History

1. Feb 27, 2019 by Deb
Forgacs (dforgacs)
2. Apr 6, 2019 by Deb
Forgacs (dforgacs)
3. May 20, 2019 by
Kathy Stalter
(kstalter)
4. Sep 10, 2019 by
Kathy Stalter
(kstalter)

5. Oct 15, 2019 by Deb Forgacs (dforgacs)
6. Jun 5, 2020 by Kathy Stalter (kstalter)
7. Sep 29, 2021 by Kathy Stalter (kstalter)
8. Mar 15, 2023 by Lori Fuller (harvey1)
9. Mar 19, 2024 by Lori Fuller (harvey1)
10. Sep 30, 2024 by Lori Fuller (harvey1)

Administration Details

Official Program Name	Education Policy, Organization & Leadership, EdM (on campus, off campus & online)	
Diploma Title	Master of Education	
Sponsor College	Education	
Sponsor Department	Education Policy, Organization and Leadership	
Sponsor Name	<u>Lori Fuller</u> ~~Karla Moller~~	
Sponsor Email	<u>harvey1@illinois.edu</u> ~~kjmoller@illinois.edu~~	
College Contact	Lori Fuller	College Contact Email
	harvey1@illinois.edu	
College Budget Officer	Amanda Brown	
College Budget Officer Email	<u>acbrown1@illinois.edu</u>	

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

Laura Ketchum ketchum@illinois.edu

Does this program have inter-departmental administration?

No

Effective Catalog Term

Effective Catalog Term Fall 2025

Effective Catalog 2025-2026

Proposal Title

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

Revise the Master of Education in Education Policy, Organization & Leadership in the College of Education and the Graduate College

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

Education Foundations Course List, Key 1320

Program Justification

Provide a brief description, using a numbered item list, of the proposed changes to the program.

1. We are moving the Foundation Course List from this Program of Study table into its own CIM-P record. There are additional changes that are being made to the Foundation Course List (KEY 1320) at this time as well, including removal of a deactivated course and addition of 3 course options.
2. We are updating the heading for the foundations courses from "Foundations Courses" to say "Foundations Hours".
3. We are revising the text which states, "Select two of the following foundations courses, taken for four credit hours each. At least one of these two courses must be a course from outside the degree-granting department" so say, "Choose at least two foundation courses from the Course List tab. At least one of these two courses must be a course from outside the degree-granting department."

Did the program content change 25% or more in relation to the total credit hours, since the most recent university accreditation visit? See the italicized text below for more details.

No

Provide the reasoning for why each change was necessary, using a corresponding numbered item list as it relates to the brief description numbered list above.

1. All master’s degree programs and Certificate of Advanced Study (CAS) programs within the College of Education utilize a shared list of foundation course options for students who are required to complete eight credit hours. Each time a course is added to or removed from this list, it necessitates several separate CIM program revisions. This process demands a significant investment of time and effort, not only within the College but also across all levels of the approval workflow. To enhance efficiency, we propose the creation of a dedicated catalog page for foundation courses. This change would streamline the update process, allowing course additions or removals to be made with minimal effort, thereby eliminating the need for multiple revisions within the CIM-P system.
2. We are renaming the heading for the foundations courses from "Foundations Courses" to "Foundations Hours" to improve clarity and ensure consistency across our materials. This change better reflects the focus on the number of instructional hours rather than individual courses.
3. We are updating the language to “Choose at least two foundation courses from the Course List tab. At least one of these two courses must be a course from outside the degree-granting department.” for clarification since some of the courses currently on the foundations list can be taken for a range of 2-4 credit hours.

There will be no change in total hours for the 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? If Yes is selected, indicate the appropriate courses and attach the letter of support/ acknowledgement.

No

Program Features

Academic Level	Graduate
Does this major have transcribed	Yes

concentrations?

Concentrations

Concentrations(s)
<u>Diversity & Equity in Education - Floating (on campus & online)</u>
<u>Educational Administration & Leadership - Floating (on campus, off campus, online)</u>
<u>Global Studies in Education - Floating (on campus & online)</u>
<u>Higher Education - Floating (on campus and online)</u>
<u>Human Resource Development - Floating (on campus & online)</u>
<u>Education Policy, Organization & Leadership: Instructional Design, Technology, & Organization, EdM (on-campus & online)</u>
<u>Learning Design & Leadership - Floating (on campus & online)</u>
<u>Philosophy of Education - Floating (on campus, off campus, & online)</u>
<u>Social Sciences and Education Policy - Floating (on campus)</u>
<u>History of Education - Floating (on campus)</u>
<u>Bilingual-Bicultural Education - Floating (on campus & online)</u>
<u>Digital Learning - Floating (on campus & online)</u>

Will you admit to the concentration directly? No

Is a concentration required for graduation? No

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

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

What is the required GPA? 3.0

CIP Code 130101 - Education, General.

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

Will specialized accreditation be sought for this program?

No

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

No

Program of Study

Revised programs

Catalog Page Text - Overview Tab

Catalog Page Overview Text

Statement for
Programs of Study
Catalog

Foundations Hours		8
~~Select two of the following courses, taken for four credit hours each. At least one of the two foundations courses must be a course from outside the degree granting department.~~		
~~CI 446~~	~~Culture in the Classroom~~	
~~CI 501~~	~~Curriculum Development for the 21st Century~~	
~~EPOL 402~~	~~Asian American Education~~	
~~EPOL 401~~	~~History of American Education~~	
~~EPOL 403~~	~~Historical and Social Barriers~~	
~~EPOL 405~~	~~School and Society~~	
~~EPOL 406~~	~~Professional Ethics in Education~~	
~~EPOL 407~~	~~Critical Thinking in Education~~	
EPOL 408	Course EPOL 408 Not Found	
~~EPOL 409~~	~~Sociology of Education~~	
~~EPOL 410~~	~~Racial and Ethnic Families~~	
~~EPOL 412~~	~~Politics of Education~~	
~~EPOL 413~~	~~Economics of Education~~	

EPOL 480	Technology and Educational Reform
EPOL 552	Foundation of Higher Education
Choose at least two foundation courses from the Course List tab. At least one of these two courses must be a course from outside the degree-granting department.	
EPSY 553	Global Issues in Learning
400/500-Level Courses approved by Advisor (Thesis Research Credit not included, up to 8 hours of Independent Study can be applied)	24
(Optional) Concentration Courses. May overlap with other coursework requirements: 12-24 hours	
Total Hours	32
Other Requirements:	
Requirements may overlap.	
A concentration is not required.	
Minimum GPA	3.0
500-Level Courses Required in Education (Thesis Research Credit not included)12 hours	
Corresponding Degree	EdM Master of Education

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.

Are the learning outcomes for the program listed in the Academic Catalog?

Yes

Student Learning Outcomes

- Upon the conclusion of the Ed.M. program in EPOL, students will be able to
- Demonstrate knowledge and skills in developing, implementing, and evaluating evidence-based programs and practices
 - Comprehend current topics and trends in EPOL-wide fields that inform evidence-based practices to improve equity, diversity, and social justice across a wide range of educational, professional, and organizational contexts

Did you make any revisions to the learning outcomes you copied and pasted from the current academic catalog?

No

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

Describe here:

The learning outcomes assessment activities will be grounded in the overarching EPOL learning outcome, which is to foster a comprehensive academic identity of the EPOL department based on our core mission. In particular, EPOL programs will enable students to conduct high quality scholarly research and to commit to continuous improvement of equity, diversity, and social justice. Our programs also enable students to support and collaborate with multidisciplinary areas of concentrations, in order to identify synergies to address the most critical issues in PK-12, post-secondary, workplace learning, and lifelong learning and education contexts. The administration of assessment will be conducted with a comprehensive and systematic approach. The goal of our assessment is to inform the continuous improvement of our curricular and instructional activities. Our assessment activities are described in attachment

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

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

Program

[EPOL_How When Assessment Will Be Administered In The Department.docx](#)

Description and

Requirements

Attach Documents

Delivery Method

This program is
available:

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

Describe the use of this delivery method:

This program is available on campus, off campus, and online.

Admission Requirements

Desired Effective

Admissions Term

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

No

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

Enrollment

Describe how this revision or phase down/elimination will impact enrollment and degrees awarded. If this is an elimination/phase down proposal include the plans for the students left in the program.

There will not be an impact on enrollment.

Estimated Annual Number of Degrees Awarded

Year One Estimate

5th Year Estimate (or when fully implemented)

What is the matriculation term for this program?

Fall

Budget

Are there budgetary implications for this revision?

No

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?

The online program is self-supporting, but the on-campus program is not. There will not be an a
~~financial~~ impact on resources. ~~as a result of this revision.~~

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

No

Attach letters of
support

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

Graduate Base Rate per on-campus or online programs

Are you seeking a change in the tuition rate or differential for this program?

No

Is this program requesting self-supporting status?

No

Faculty Resources

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

There will not be an impact on faculty resources.

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.

May 29, 2025

The proposal was shared with the Library's Education subject specialist, Nancy O'Brien, who indicated that because the proposed changes are administrative in their focus to create a separate foundations course list and adjust language as needed in the program description to reflect that, there is no anticipated impact on the Library's budget for resources or services provided by Library personnel. Changes in enrollment and course content that would affect Library resources and services are not anticipated with these administrative changes.

EP Documentation

EP Control Number EP.26.002

Attach Rollback/
Approval Notices

Non-EP Documentation

U Program Review
Comments

Rollback
Documentation and
Attachment

DMI Documentation

Attach Final
Approval Notices

Banner/Codebook
Name

EDM: Ed Pol Org & Ldrshp -UIUC

Program Code: 10KS5399EDM; EDMX;EDMU;1EKS5399EDMU

Minor	Conc	Degree	EDM
Code	Code	Code	Major
			Code
5399			

Senate Approval
Date

Senate Conference
Approval Date

BOT Approval Date

IBHE Approval Date

HLC Approval Date

DOE Approval Date NA

Effective Date:

Program Reviewer Allison McKinney (agrindly) (07/16/25 10:39 am): Administratively approved.
Comments

Date Submitted: 06/26/25 8:16 am

Viewing: **10KS5399MA : Education Policy,
Organization & Leadership, MA**

Last approved: 09/30/24 12:41 pm

Last edit: 08/21/25 11:16 am

Changes proposed by: Lori Fuller

Catalog Pages Using Education Policy, Organization & Leadership, MA
this Program

Proposal Type:
Major (ex. Special Education)

This proposal is for
a:
Revision

In Workflow

- 1. U Program Review
- 2. 1760-EPOL
Committee Chair
- 3. 1760-EPOL Head
- 4. KN Committee
Chair
- 5. KN Dean
- 6. University Librarian
- 7. Grad_College
- 8. COTE Programs
- 9. Provost
- 10. Senate EPC
- 11. Senate
- 12. U Senate Conf
- 13. Board of Trustees
- 14. IBHE
- 15. HLC
- 16. DOE
- 17. Catalog Editor
- 18. DMI

Approval Path

- 1. 06/25/25 3:31 pm
Mary Lowry (lowry):
Rollback to Initiator
- 2. 07/01/25 1:54 pm
Donna Butler
(dbutler): Approved
for U Program
Review
- 3. 07/01/25 1:58 pm
Liv Thorstensson
Davila (livtd):
Approved for 1760-
EPOL Committee
Chair

4. 07/01/25 2:45 pm
Laura Ketchum
(ketchum):
Approved for 1760-
EPOL Head
5. 07/01/25 3:02 pm
Kary Zarate
(kzarat2): Approved
for KN Committee
Chair
6. 07/01/25 3:03 pm
Lori Fuller
(harvey1): Approved
for KN Dean
7. 07/01/25 3:52 pm
Tom Teper (tteper):
Approved for
University Librarian
8. 07/16/25 10:44 am
Allison McKinney
(agrindly): Approved
for Grad_College
9. 07/16/25 1:20 pm
Suzanne Lee
(suzannel):
Approved for COTE
Programs
10. 08/13/25 6:35 pm
Brooke Newell
(bsnewell):
Approved for
Provost

History

1. Feb 27, 2019 by Deb
Forgacs (dforgacs)
2. May 20, 2019 by
Kathy Stalter
(kstalter)
3. Jun 5, 2020 by Kathy
Stalter (kstalter)

- 4. Sep 29, 2021 by Kathy Stalter (kstalter)
- 5. Mar 15, 2023 by Lori Fuller (harvey1)
- 6. Mar 19, 2024 by Lori Fuller (harvey1)
- 7. Sep 30, 2024 by Lori Fuller (harvey1)

Administration Details

Official Program Name	Education Policy, Organization & Leadership, MA	
Diploma Title	Master of Arts in Education Policy, Organization and Leadership	
Sponsor College	Education	
Sponsor Department	Education Policy, Organization and Leadership	
Sponsor Name	<u>Lori Fuller</u> ~~Karla Moller~~	
Sponsor Email	<u>harvey1@illinois.edu</u> ~~kjmoller@illinois.edu~~	
College Contact	Lori Fuller	College Contact Email
	harvey1@illinois.edu	
College Budget Officer	Amanda Brown	
College Budget Officer Email	<u>acbrown1@illinois.edu</u>	

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

Laura Ketchum ketchum@illinois.edu

Does this program have inter-departmental administration?

No

Effective Catalog Term

Effective Catalog Term	Fall 2025

Proposal Title

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

Revise the Master of Arts in Education Policy, Organization & Leadership in the College of Education and the Graduate College

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

Education Foundations Course List, Key 1320

Program Justification

Provide a brief description, using a numbered item list, of the proposed changes to the program.

1. We are moving the Foundation Course List from this Program of Study table into its own CIM-P record. There are additional changes that are being made to the Foundation Course List (KEY 1320) at this time as well, including removal of a deactivated course and addition of 3 course options.
2. We are updating the heading for the foundations courses from "Foundations Courses" to say "Foundations Hours".
3. We are revising the text which states, "Select two of the following foundations courses, taken for four credit hours each. At least one of these two courses must be a course from outside the degree-granting department" so say, "Choose at least two foundation courses from the Course List tab. At least one of these two courses must be a course from outside the degree-granting department."

Did the program content change 25% or more in relation to the total credit hours, since the most recent university accreditation visit? See the italicized text below for more details.

No

Provide the reasoning for why each change was necessary, using a corresponding numbered item list as it relates to the brief description numbered list above.

1. All master’s degree programs and Certificate of Advanced Study (CAS) programs within the College of Education utilize a shared list of foundation course options for students who are required to complete eight credit hours. Each time a course is added to or removed from this list, it necessitates several separate CIM program revisions. This process demands a significant investment of time and effort, not only within the College but also across all levels of the approval workflow. To enhance efficiency, we propose the creation of a dedicated catalog page for foundation courses. This change would streamline the update process, allowing course additions or removals to be made with minimal effort, thereby eliminating the need for multiple revisions within the CIM-P system.
2. We are renaming the heading for the foundations courses from "Foundations Courses" to "Foundations Hours" to improve clarity and ensure consistency across our materials. This change better reflects the focus on the number of instructional hours rather than individual courses.
3. We are updating the language to “Choose at least two foundation courses from the Course List tab. At least one of these two courses must be a course from outside the degree-granting department.” for clarification since some of the courses currently on the foundations list can be taken for a range of 2-4 credit hours.

There will be no change in total hours for the 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? If Yes is selected, indicate the appropriate courses and attach the letter of support/ acknowledgement.

No

Program Features

Academic Level	Graduate
Does this major have transcribed	Yes

concentrations?

Concentrations

Concentrations(s)
<u>Diversity & Equity in Education - Floating (on campus & online)</u>
<u>Educational Administration & Leadership - Floating (on campus, off campus, online)</u>
<u>Global Studies in Education - Floating (on campus & online)</u>
<u>Higher Education - Floating (on campus and online)</u>
<u>History of Education - Floating (on campus)</u>
<u>Human Resource Development - Floating (on campus & online)</u>
<u>Learning Design & Leadership - Floating (on campus & online)</u>
<u>Philosophy of Education - Floating (on campus, off campus, & online)</u>
<u>Social Sciences and Education Policy - Floating (on campus)</u>
<u>Digital Learning - Floating (on campus & online)</u>
<u>Bilingual-Bicultural Education - Floating (on campus & online)</u>
<u>African American Studies Concentration - Floating</u>

Will you admit to the concentration directly? No

Is a concentration required for graduation? No

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

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

What is the required GPA? 3.0

CIP Code 130101 - Education, General.

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

Will specialized accreditation be sought for this program?

No

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

No

Program of Study

Revised programs

Catalog Page Text - Overview Tab

Catalog Page Overview Text

Statement for
Programs of Study
Catalog

Foundations Hours8

Select two of the following foundations courses, taken for four credit hours each. At least one of these two courses must be a course from outside the degree granting department.

CI 446	Culture in the Classroom
CI 501	Curriculum Development for the 21st Century
EPOL 401	History of American Education
EPOL 402	Asian American Education
EPOL 403	Historical and Social Barriers
EPOL 405	School and Society
EPOL 406	Professional Ethics in Education
EPOL 407	Critical Thinking in Education
EPOL 408	Course EPOL 408 Not Found
EPOL 409	Sociology of Education
EPOL 410	Racial and Ethnic Families
EPOL 412	Politics of Education
EPOL 413	Economics of Education

EPOL 480	Technology and Educational Reform
EPOL 552	Foundation of Higher Education
Choose at least two foundation courses from the Course List tab. At least one of these two courses must be a course from outside the degree-granting department.	
EPSY 553	Global Issues in Learning
Thesis Research Credit (min/max applied toward degree)	2-8
400/500-Level Courses approved by Advisor	16-22
Independent Study (min/max) (optional)	
Total Hours	32
Other Requirements	
Concentration courses may overlap with other coursework requirements.	
A concentration is not required.	
500-Level Hours Required in Education (Thesis Research Credit not included)	12 hours
Minimum GPA	3.0
Corresponding Degree	MA Master of Arts

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.

Are the learning outcomes for the program listed in the Academic Catalog?

Yes

Student Learning Outcomes

- Upon the conclusion of the program in EPOL, students will be able to
- Demonstrate knowledge and skills in developing, implementing, and evaluating evidence-based programs and practices
 - Comprehend current topics and trends in EPOL-wide fields that inform evidence-based practices to improve equity, diversity, and social justice across a wide range of educational, professional, and organizational contexts

Did you make any revisions to the learning outcomes you copied and pasted from the current academic catalog?

No

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

Describe here:

The learning outcomes assessment activities will be grounded in the overarching EPOL learning outcome, which is to foster a comprehensive academic identity of the EPOL department based on our core mission. In particular, EPOL programs will enable students to conduct high quality scholarly research and to commit to continuous improvement of equity, diversity, and social justice. Our programs also enable students to support and collaborate with multidisciplinary areas of concentrations, in order to identify synergies to address the most critical issues in PK-12, post-secondary, workplace learning, and lifelong learning and education contexts. The administration of assessment will be conducted with a comprehensive and systematic approach. The goal of our assessment is to inform the continuous improvement of our curricular and instructional activities. Our assessment activities are described in attachment

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

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

Program

[EPOL_How When Assessment Will Be Administered In The Department.docx](#)

Description and

Requirements

Attach Documents

Delivery Method

This program is
available:

On Campus - Students are required to be on campus, they may take some online courses.

Admission Requirements

Desired Effective

Admissions Term

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

No

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

Enrollment

Describe how this revision or phase down/elimination will impact enrollment and degrees awarded. If this is an elimination/phase down proposal include the plans for the students left in the program.

There will not be an impact on enrollment.

Estimated Annual Number of Degrees Awarded

Year One Estimate

5th Year Estimate (or when fully implemented)

What is the matriculation term for this program?

Fall

Budget

Are there budgetary implications for this revision?

No

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?

There will not be a financial impact as a result of this revision.

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

No

Attach letters of support

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

Graduate Base on-campus rate

Are you seeking a change in the tuition rate or differential for this program?

No

Is this program requesting self-supporting status?

No

Faculty Resources

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

There will not be an impact on faculty resources.

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.

May 29, 2025

The proposal was shared with the Library's Education subject specialist, Nancy O'Brien, who indicated that because the proposed changes are administrative in their focus to create a separate foundations course list and adjust language as needed in the program description to reflect that, there is no anticipated impact on the Library's budget for resources or services provided by Library personnel. Changes in enrollment and course content that would affect Library resources and services are not anticipated with these administrative changes.

EP Documentation

EP Control Number EP.26.002

Attach Rollback/
Approval Notices

Non-EP Documentation

U Program Review
Comments

Rollback
Documentation and
Attachment

DMI Documentation

Attach Final

Approval Notices

Banner/Codebook

Name

MA: Ed Pol Org & Ldrshp -UIUC

Program Code: 10KS5399MA

Minor	Conc	Degree	MA
Code	Code	Code	Major
			Code
5399			

Senate Approval
Date

Senate Conference
Approval Date

BOT Approval Date

IBHE Approval Date

HLC Approval Date

DOE Approval Date NA

Effective Date:

Program Reviewer **Mary Lowry (lowry) (06/25/25 3:31 pm):** Rollback: per email 6-25-25
Comments **Allison McKinney (agrindly) (07/16/25 10:43 am):** Administratively approved.

Program Change Request

Date Submitted: 06/04/25 3:20 pm

Viewing: **10KS5865EDM & 1PKS5865EDMU :**
Educational Psychology, EDM (on campus & online)

Last approved: 09/30/24 1:02 pm

Last edit: 08/21/25 11:17 am

Changes proposed by: Lori Fuller

Catalog Pages Using
this Program Educational Psychology, EdM

Proposal Type:
Major (ex. Special Education)

This proposal is for
a:
Revision

In Workflow

1. U Program Review
2. 1616-EDPSY
Committee Chair
3. 1616-EDPSY Head
4. KN Committee
Chair
5. KN Dean
6. University Librarian
7. Grad_College
8. COTE Programs
9. Provost
10. Senate EPC
11. Senate
12. U Senate Conf
13. Board of Trustees
14. IBHE
15. HLC
16. DOE
17. Catalog Editor
18. DMI

Approval Path

1. 06/25/25 1:07 pm
Donna Butler
(dbutler): Approved
for U Program
Review
2. 06/25/25 2:19 pm
H Chad Lane
(hclane): Approved
for 1616-EDPSY
Committee Chair
3. 06/30/25 11:54 am
Kiel Christianson
(kiel): Approved for
1616-EDPSY Head

4. 06/30/25 2:01 pm
Kary Zarate
(kzarat2): Approved
for KN Committee
Chair
5. 06/30/25 2:03 pm
Lori Fuller
(harvey1): Approved
for KN Dean
6. 06/30/25 2:16 pm
Tom Teper (tteper):
Approved for
University Librarian
7. 07/16/25 10:44 am
Allison McKinney
(agrindly): Approved
for Grad_College
8. 07/16/25 1:20 pm
Suzanne Lee
(suzannel):
Approved for COTE
Programs
9. 08/13/25 6:35 pm
Brooke Newell
(bsnewell):
Approved for
Provost

History

1. May 10, 2019 by
Kathy Martensen
(kmartens)
2. Jun 5, 2019 by Deb
Forgacs (dforgacs)
3. Nov 2, 2019 by
Emily Stuby
(eastuby)
4. Jun 5, 2020 by Kathy
Stalter (kstalter)
5. Mar 12, 2021 by
Deb Forgacs

- (dforgacs)
6. Sep 29, 2021 by
Kathy Stalter
(kstalter)
7. Mar 14, 2022 by
Mary Lowry (lowry)
8. Mar 15, 2023 by
Lori Fuller (harvey1)
9. Mar 19, 2024 by
Lori Fuller (harvey1)
10. Sep 30, 2024 by Lori
Fuller (harvey1)

Administration Details

Official Program Name	Educational Psychology, EDM (on campus & online)		
Diploma Title	Master of Education		
Sponsor College	Education		
Sponsor Department	Educational Psychology		
Sponsor Name	<u>Lori Fuller</u> ~~Karla Moller~~		
Sponsor Email	<u>harvey1@illinois.edu</u> ~~kjmoller@illinois.edu~~		
College Contact	Lori Fuller	College Contact	Email
	harvey1@illinois.edu		
College Budget Officer	Amanda Brown		
College Budget Officer Email	<u>acbrown1@illinois.edu</u>		

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

Does this program have inter-departmental administration?

No

Effective Catalog Term

Effective Catalog Fall 2025
Term

Effective Catalog 2025-2026

Proposal Title

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

Revise the Master of Education in Educational Psychology in the College of Education and the Graduate College

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

Education Foundations Course List, Key 1320

Program Justification

Provide a brief description, using a numbered item list, of the proposed changes to the program.

1. We are moving the Foundation Course List from this Program of Study table into its own CIM-P record. There are additional changes that are being made to the Foundation Course List (KEY 1320) at this time as well, including removal of a deactivated course and addition of 3 course options.
2. We are updating the heading for the foundations courses from "Foundations Courses" to say "Foundations Hours".
3. We are revising the text which states, "Select two of the following foundations courses, taken for four credit hours each. At least one of these two courses must be a course from outside the degree-granting department" so say, "Choose at least two foundation courses from the Course List tab. At least one of these two courses must be a course from outside the degree-granting department."

Did the program content change 25% or more in relation to the total credit hours, since the most recent university accreditation visit? See the italicized text below for more details.

No

Provide the reasoning for why each change was necessary, using a corresponding numbered item list as it relates to the brief description numbered list above.

1. All master’s degree programs and Certificate of Advanced Study (CAS) programs within the College of Education utilize a shared list of foundation course options for students who are required to complete eight credit hours. Each time a course is added to or removed from this list, it necessitates several separate CIM program revisions. This process demands a significant investment of time and effort, not only within the College but also across all levels of the approval workflow. To enhance efficiency, we propose the creation of a dedicated catalog page for foundation courses. This change would streamline the update process, allowing course additions or removals to be made with minimal effort, thereby eliminating the need for multiple revisions within the CIM-P system.
2. We are renaming the heading for the foundations courses from "Foundations Courses" to "Foundations Hours" to improve clarity and ensure consistency across our materials. This change better reflects the focus on the number of instructional hours rather than individual courses.
3. We are updating the language to “Choose at least two foundation courses from the Course List tab. At least one of these two courses must be a course from outside the degree-granting department.” for clarification since some of the courses currently on the foundations list can be taken for a range of 2-4 credit hours.

There will be no change in total hours for the 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? If Yes is selected, indicate the appropriate courses and attach the letter of support/ acknowledgement.

No

Program Features

Academic Level	Graduate
Does this major have transcribed	Yes

concentrations?

Concentrations

Concentrations(s)
<u>African American Studies Concentration - Floating</u>
<u>Bilingual-Bicultural Education - Floating (on campus & online)</u>
<u>Digital Learning - Floating (on campus & online)</u>

Will you admit to the concentration directly?

No

Is a concentration required for graduation?

No

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

2 years

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

32

What is the required GPA?

3.0

CIP Code

130603 - Educational Statistics and Research Methods.

Is this program part of an ISBE approved licensure program?

No

Will specialized accreditation be sought for this program?

No

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

No

Program of Study

Revised programs

Statement for
Programs of Study
Catalog

Foundations Hours**8**

~~Select two of the following foundations courses, taken for four credit hours each. At least one of these two courses must be a course from outside the degree-granting department.~~

~~CI 446~~	~~Culture in the Classroom~~
~~CI 501~~	~~Curriculum Development for the 21st Century~~
~~EPOL 401~~	~~History of American Education~~
~~EPOL 402~~	~~Asian-American Education~~
~~EPOL 403~~	~~Historical and Social Barriers~~
~~EPOL 405~~	~~School and Society~~
~~EPOL 406~~	~~Professional Ethics in Education~~
~~EPOL 407~~	~~Critical Thinking in Education~~
EPOL 408	Course EPOL 408 Not Found
~~EPOL 409~~	~~Sociology of Education~~
~~EPOL 410~~	~~Racial and Ethnic Families~~
~~EPOL 412~~	~~Politics of Education~~
~~EPOL 413~~	~~Economics of Education~~
~~EPOL 480~~	~~Technology and Educational Reform~~
~~EPOL 552~~	~~Foundation of Higher Education~~

Choose at least two foundation courses from the Course List tab. At least one of these two courses must be a course from outside the degree-granting department.

~~EPSY 553~~ ~~Global Issues in Learning~~

~~Elective Hours:~~~~24~~**Elective Hours****24**

Students pursuing the Concentration in African American Studies are required to take 24 hours of Concentration courses, for a total of 56 hours.

Project/Independent Study Hours (min/max applied toward degree): 0-8

Other Requirements

Minimum GPA 3.0

500-Level Hours Required in Education12 hours

Corresponding Degree	EdM Master of Education

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.

Are the learning outcomes for the program listed in the Academic Catalog?

Yes

Student Learning Outcomes

Counseling Psychology Division

Counseling Psychology students will possess a broad knowledge of the core areas of psychology.

Counseling Psychology students will have an understanding of the basic statistical analytical methods, research designs, measurement models, and research approaches.³

Counseling Psychology students will demonstrate skills at independently designing, conducting, writing, and presenting research studies.

Counseling Psychology students will be skilled in psychological assessment in all aspects (design, psychometric evaluation, administering, and communicating results) as well as in a variety of contexts (e.g., both environmental and individual assessment).

Counseling Psychology students will have the ability to conceptualize clients from a variety of theoretical and scientifically-informed frameworks, present such a conceptualization to others and establish means and methods to evaluate its accuracy

Counseling Psychology students will possess theoretical and scientific knowledge regarding skills in the provision of interventions.

Counseling Psychology students will value and develop competence in aspects of diversity and individual differences.

Counseling Psychology students will have knowledge and appreciation of the ethical issues involved in being a psychologist.

Counseling Psychology students will adopt a critical, scientific approach to professional activities.

Developmental Sciences Division

Developmental Sciences students will obtain a broad knowledge of the core areas of developmental research across the lifespan. This includes but is not limited to: a) social and emotional development; b) language and mathematical development; c) academic motivation and future planning/orientation; d) bullying and peer harassment; and e) identity formation with respect to gender, race, and ethnicity.

Developmental Sciences students will develop a deep expertise in a relevant specialized topic within or across these core areas. This includes mastering research findings in a topic area selected by the student, understanding the relevant theoretical perspectives related to this topic and learning about the appropriate methodological approaches to understanding the core area.

Developmental Sciences students will obtain a sophisticated knowledge base of research approaches and analytic tools necessary for contribution to scholarly literature in Developmental Sciences broadly and their specialized topic in particular. Specifically, they will develop skills to independently design, conduct, write, and present/publish research studies related to their area of focus/career path.

Cognitive Science of Teaching and Learning (CSTL) Division

CSTL students will obtain a broad knowledge of the core areas related to the cognitive science

of teaching and learning. This includes knowledge of theoretical perspectives, methodological approaches, and key research findings in the core areas of (a) cognition and learning across the lifespan, (b) learning and the psychology of language, (c) multimodal information processing, and (d) sociocultural dimensions of learning.

CSTL students will obtain a deep expertise in a relevant topic within or cutting across these core areas. This involves mastering theoretical perspectives, methodological approaches, and key research findings in a topic selected by the student. In addition, they will develop skills at independently designing, conducting, writing, and presenting/publishing research studies.

CSTL students will obtain a sophisticated knowledge base of research approaches and analytic tools necessary for contribution to the professional literature and their chosen professional identity/career path. This involves understanding the basic statistical analytical methods, research designs, measurement models, and research approaches.

Studies in Interpretive, Statistical, Measurement, and Evaluative Methodologies for Education (QUERIES) Division

QUERIES students will obtain a broad basic knowledge of the core areas of educational research methodologies, quantitative, qualitative, and evaluative research methods.

QUERIES students will obtain a sophisticated knowledge base of quantitative and/or qualitative research approaches and analytic tools necessary for contribution to the professional literature.

QUERIES students in Measurement will become skilled in the development and use of techniques for collecting and analyzing 'test' data through the study of measurement methods.

QUERIES students in Statistics will be skilled in traditional and modern quantitative analytic methods.

QUERIES students in Evaluation will have the skills required for Evaluation scholars –in education, social welfare, health services, community development, human resource development, and other domains.

Did you make any revisions to the learning outcomes you copied and pasted from the current academic catalog?

No

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

Describe here:

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

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

Program

Description and

Requirements

Attach Documents

Delivery Method

This program is
available:

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

Describe the use of this delivery method:

This program is available on campus and online.

Admission Requirements

Desired Effective

Admissions Term

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

No

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

Enrollment

Describe how this revision or phase down/elimination will impact enrollment and degrees awarded. If this is an elimination/phase down proposal include the plans for the students left in the program.

There will not be an impact on enrollment.

Estimated Annual Number of Degrees Awarded

Year One Estimate

5th Year Estimate (or when fully implemented)

What is the matriculation term for this program?

Fall

Budget

Are there budgetary implications for this revision?

No

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?

There will not be a financial impact as a result of this revision.

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

No

Attach letters of support

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

Graduate Base on-campus or online rate

Are you seeking a change in the tuition rate or differential for this program?

No

Is this program requesting self-supporting status?

No

Faculty Resources

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

There will not be an impact on faculty resources.

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.

May 29, 2025

The proposal was shared with the Library's Education subject specialist, Nancy O'Brien, who indicated that because the proposed changes are administrative in their focus to create a separate foundations course list and adjust language as needed in the program description to reflect that, there is no anticipated impact on the Library's budget for resources or services provided by Library personnel. Changes in enrollment and course content that would affect Library resources and services are not anticipated with these administrative changes.

EP Documentation

EP Control Number EP.26.002

Attach Rollback/
Approval Notices

Non-EP Documentation

U Program Review
Comments

Rollback

DMI Documentation

Attach Final

Approval Notices

Banner/Codebook

Name

EDM:Educational Psych -UIUC & EDMU:Educational Psych ONL -UIUC

Program Code: 10KS5865EDM & 1PKS5865EDMU

Minor	Conc	Degree	EDM
Code	Code	Code	Major
			Code
5865			

Senate Approval
Date

Senate Conference
Approval Date

BOT Approval Date

IBHE Approval Date

HLC Approval Date

DOE Approval Date NA

Effective Date:

Program Reviewer **Allison McKinney (agrindly) (07/16/25 10:44 am):** Administratively approved.
Comments

Program Change Request

Date Submitted: 06/04/25 3:21 pm

Viewing: **10KS5865MA : Educational Psychology, MA**

Last approved: 09/30/24 12:41 pm

Last edit: 08/21/25 11:17 am

Changes proposed by: Lori Fuller

Catalog Pages Using Educational Psychology, MA
this Program

Proposal Type:
Major (ex. Special Education)

This proposal is for
a:
Revision

In Workflow

1. U Program Review

2. 1616-EDPSY
Committee Chair

3. 1616-EDPSY Head

4. KN Committee
Chair

5. KN Dean

6. University Librarian

7. Grad_College

8. COTE Programs

9. Provost

10. Senate EPC

11. Senate

12. U Senate Conf

13. Board of Trustees

14. IBHE

15. HLC

16. DOE

17. Catalog Editor

18. DMI

Approval Path

1. 06/25/25 1:09 pm
Donna Butler
(dbutler): Approved
for U Program
Review

2. 06/25/25 2:19 pm
H Chad Lane
(hclane): Approved
for 1616-EDPSY
Committee Chair

3. 06/30/25 11:54 am
Kiel Christianson
(kiel): Approved for
1616-EDPSY Head

4. 06/30/25 2:01 pm
Kary Zarate
(kzarat2): Approved
for KN Committee
Chair
5. 06/30/25 2:03 pm
Lori Fuller
(harvey1): Approved
for KN Dean
6. 06/30/25 2:17 pm
Tom Teper (tteper):
Approved for
University Librarian
7. 07/16/25 10:44 am
Allison McKinney
(agrindly): Approved
for Grad_College
8. 07/16/25 1:20 pm
Suzanne Lee
(suzannel):
Approved for COTE
Programs
9. 08/13/25 6:35 pm
Brooke Newell
(bsnewell):
Approved for
Provost

History

1. May 10, 2019 by
Kathy Stalter
(kstalter)
2. Nov 1, 2019 by Deb
Forgacs (dforgacs)
3. Jun 5, 2020 by Kathy
Stalter (kstalter)
4. Sep 29, 2021 by
Kathy Stalter
(kstalter)
5. Mar 14, 2022 by
Mary Lowry (lowry)

- 6. Mar 15, 2023 by
Lori Fuller (harvey1)
- 7. Mar 19, 2024 by
Lori Fuller (harvey1)
- 8. Sep 30, 2024 by Lori
Fuller (harvey1)

Administration Details

Official Program Name	Educational Psychology, MA	
Diploma Title	Master of Arts in Educational Psychology	
Sponsor College	Education	
Sponsor Department	Educational Psychology	
Sponsor Name	<u>Lori Fuller</u> ~~Karla Moller~~	
Sponsor Email	<u>harvey1@illinois.edu</u> ~~kjmoller@illinois.edu~~	
College Contact	Lori Fuller	College Contact Email
	harvey1@illinois.edu	
College Budget Officer	Amanda Brown	
College Budget Officer Email	<u>acbrown1@illinois.edu</u>	

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

Does this program have inter-departmental administration?

No

Effective Catalog Term

Effective Catalog Term	Fall 2025
Effective Catalog	2025-2026

Proposal Title

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

Revise the Master of Arts in Educational Psychology in the College of Education and the Graduate College

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

Education Foundations Course List, Key 1320

Program Justification

Provide a brief description, using a numbered item list, of the proposed changes to the program.

1. We are moving the Foundation Course List from this Program of Study table into its own CIM-P record. There are additional changes that are being made to the Foundation Course List (KEY 1320) at this time as well, including removal of a deactivated course and addition of 3 course options.
2. We are updating the heading for the foundations courses from "Foundations Courses" to say "Foundations Hours".
3. We are revising the text which states, "Select two of the following foundations courses, taken for four credit hours each. At least one of these two courses must be a course from outside the degree-granting department" so say, "Choose at least two foundation courses from the Course List tab. At least one of these two courses must be a course from outside the degree-granting department."

Did the program content change 25% or more in relation to the total credit hours, since the most recent university accreditation visit? See the italicized text below for more details.

No

Provide the reasoning for why each change was necessary, using a corresponding numbered item list as it relates to the brief description numbered list above.

1. All master’s degree programs and Certificate of Advanced Study (CAS) programs within the College of Education utilize a shared list of foundation course options for students who are required to complete eight credit hours. Each time a course is added to or removed from this list, it necessitates several separate CIM program revisions. This process demands a significant investment of time and effort, not only within the College but also across all levels of the approval workflow. To enhance efficiency, we propose the creation of a dedicated catalog page for foundation courses. This change would streamline the update process, allowing course additions or removals to be made with minimal effort, thereby eliminating the need for multiple revisions within the CIM-P system.
2. We are renaming the heading for the foundations courses from "Foundations Courses" to "Foundations Hours" to improve clarity and ensure consistency across our materials. This change better reflects the focus on the number of instructional hours rather than individual courses.
3. We are updating the language to “Choose at least two foundation courses from the Course List tab. At least one of these two courses must be a course from outside the degree-granting department.” for clarification since some of the courses currently on the foundations list can be taken for a range of 2-4 credit hours.

There will be no change in total hours for the 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? If Yes is selected, indicate the appropriate courses and attach the letter of support/ acknowledgement.

No

Program Features

Academic Level	Graduate
Does this major have transcribed	Yes

concentrations?

Concentrations

Concentrations(s)
<u>African American Studies Concentration - Floating</u>
<u>Bilingual-Bicultural Education - Floating (on campus & online)</u>
<u>Digital Learning - Floating (on campus & online)</u>

Will you admit to the concentration directly? No

Is a concentration required for graduation? No

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

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

What is the required GPA? 3.0

CIP Code 130603 - Educational Statistics and Research Methods.

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

Will specialized accreditation be sought for this program?

No

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

No

Program of Study

Revised programs

Statement for
Programs of Study
Catalog

Foundations Hours**8**

~~Select two of the following foundations courses, taken for four credit hours each. At least one of these two courses must be a course from outside the degree-granting department.~~

~~CI 446~~	~~Culture in the Classroom~~
~~CI 501~~	~~Curriculum Development for the 21st Century~~
~~EPOL 401~~	~~History of American Education~~
~~EPOL 402~~	~~Asian-American Education~~
~~EPOL 403~~	~~Historical and Social Barriers~~
~~EPOL 405~~	~~School and Society~~
~~EPOL 406~~	~~Professional Ethics in Education~~
~~EPOL 407~~	~~Critical Thinking in Education~~
EPOL 408	Course EPOL 408 Not Found
~~EPOL 409~~	~~Sociology of Education~~
~~EPOL 410~~	~~Racial and Ethnic Families~~
~~EPOL 412~~	~~Politics of Education~~
~~EPOL 413~~	~~Economics of Education~~
~~EPOL 480~~	~~Technology and Educational Reform~~
~~EPOL 552~~	~~Foundation of Higher Education~~

Choose at least two foundation courses from the Course List tab. At least one of these two courses must be a course from outside the degree-granting department.

~~EPSY 553~~	~~Global Issues in Learning~~
EPSY 599	Thesis Research (min/max applied toward degree)

2-8~~Elective Hours:~~~~16-22~~**Elective Hours****16-22**

Students pursuing the Concentration in African American Studies are required to take 24 hours of Concentration courses, for a total of 56 hours.

Total Hours

32

Other Requirements

Human Subjects Approval

Minimum GPA 3.0

500-Level Hours Required in Education 12 hours

Corresponding MA Master of Arts
Degree

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.

Are the learning outcomes for the program listed in the Academic Catalog?

Yes

Student Learning Outcomes

Counseling Psychology Division

1. Counseling Psychology students will possess a broad knowledge of the core areas of psychology.
2. Counseling Psychology students will have an understanding of the basic statistical analytical methods, research designs, measurement models, and research approaches.³
3. Counseling Psychology students will demonstrate skills at independently designing, conducting, writing, and presenting research studies.
4. Counseling Psychology students will be skilled in psychological assessment in all aspects (design, psychometric evaluation, administering, and communicating results) as well as in a variety of contexts (e.g., both environmental and individual assessment).
5. Counseling Psychology students will have the ability to conceptualize clients from a variety of theoretical and scientifically-informed frameworks, present such a conceptualization to others and establish means and methods to evaluate its accuracy
6. Counseling Psychology students will possess theoretical and scientific knowledge regarding skills in the provision of interventions.
7. Counseling Psychology students will value and develop competence in aspects of diversity and individual differences.
8. Counseling Psychology students will have knowledge and appreciation of the ethical issues involved in being a psychologist.
9. Counseling Psychology students will adopt a critical, scientific approach to professional activities.

Developmental Sciences Division

1. Developmental Sciences students will obtain a broad knowledge of the core areas of developmental research across the lifespan. This includes but is not limited to: a) social and emotional development; b) language and mathematical development; c) academic motivation and future planning/orientation; d) bullying and peer harassment; and e) identity formation with respect to gender, race, and ethnicity.
2. Developmental Sciences students will develop a deep expertise in a relevant specialized topic within or across these core areas. This includes mastering research findings in a topic area selected by the student, understanding the relevant theoretical perspectives related to this topic and learning about the appropriate methodological approaches to understanding the core area.
3. Developmental Sciences students will obtain a sophisticated knowledge base of research approaches and analytic tools necessary for contribution to scholarly literature in Developmental Sciences broadly and their specialized topic in particular. Specifically, they will develop skills to independently design, conduct, write, and present/publish research studies related to their area of focus/career path.

Cognitive Science of Teaching and Learning (CSTL) Division

1. CSTL students will obtain a broad knowledge of the core areas related to the cognitive science of teaching and learning. This includes knowledge of theoretical perspectives, methodological approaches, and key research findings in the core areas of (a) cognition and learning across the lifespan. (b) learning and the psychology of language. (c) multimodal

information processing, and (d) sociocultural dimensions of learning.

2. CSTL students will obtain a deep expertise in a relevant topic within or cutting across these core areas. This involves mastering theoretical perspectives, methodological approaches, and key research findings in a topic selected by the student. In addition, they will develop skills at independently designing, conducting, writing, and presenting/publishing research studies.

3. CSTL students will obtain a sophisticated knowledge base of research approaches and analytic tools necessary for contribution to the professional literature and their chosen professional identity/career path. This involves understanding the basic statistical analytical methods, research designs, measurement models, and research approaches.

Studies in Interpretive, Statistical, Measurement, and Evaluative Methodologies for Education (QUERIES) Division

1. QUERIES students will obtain a broad basic knowledge of the core areas of educational research methodologies, quantitative, qualitative, and evaluative research methods.

2. QUERIES students will obtain a sophisticated knowledge base of quantitative and/or qualitative research approaches and analytic tools necessary for contribution to the professional literature.

3. QUERIES students in Measurement will become skilled in the development and use of techniques for collecting and analyzing 'test' data through the study of measurement methods.

4. QUERIES students in Statistics will be skilled in traditional and modern quantitative analytic methods.

5. QUERIES students in Evaluation will have the skills required for Evaluation scholars –in education, social welfare, health services, community development, human resource development, and other domains.

Did you make any revisions to the learning outcomes you copied and pasted from the current academic catalog?

No

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

Describe here:

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

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

Program

Description and

Requirements

Attach Documents

Delivery Method

This program is
available:

On Campus - Students are required to be on campus, they may take some online courses.

Admission Requirements

Desired Effective
Admissions Term

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

No

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

Enrollment

Describe how this revision or phase down/elimination will impact enrollment and degrees awarded. If this is an elimination/phase down proposal include the plans for the students left in the program.

There will not be an impact on enrollment.

Estimated Annual Number of Degrees Awarded

Year One Estimate

5th Year Estimate (or when fully
implemented)

What is the
matriculation term
for this program?

Fall

Budget

Are there
budgetary
implications for this

No

revision?

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?

There will not be a financial impact as a result of this revision.

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

No

Attach letters of
support

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

Graduate Base on-campus rate

Are you seeking a change in the tuition rate or differential for this program?

No

Is this program requesting self-supporting status?

No

Faculty Resources

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

There will not be an impact on faculty resources.

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.

May 29, 2025

The proposal was shared with the Library’s Education subject specialist, Nancy O’Brien, who indicated that because the proposed changes are administrative in their focus to create a separate foundations course list and adjust language as needed in the program description to reflect that, there is no anticipated impact on the Library’s budget for resources or services provided by Library personnel. Changes in enrollment and course content that would affect Library resources and services are not anticipated with these administrative changes.

EP Documentation

EP Control Number EP.26.002

Attach Rollback/
Approval Notices

Non-EP Documentation

U Program Review
Comments

Rollback
Documentation and
Attachment

DMI Documentation

Attach Final
Approval Notices

Banner/Codebook
Name
MA:Educational Psych - UIUC

Program Code: 10KS5865MA

Minor	Conc	Degree	MA
Code	Code	Code	Major
			Code
5865			

Senate Approval
Date

Senate Conference
Approval Date

BOT Approval Date

IBHE Approval Date

HLC Approval Date

DOE Approval Date NA

Effective Date:

Program Reviewer **Allison McKinney (agroundly) (07/16/25 10:44 am):** Administratively approved.

Comments

Program Change Request

Date Submitted: 06/04/25 3:22 pm

Viewing: **10KS5865MS : Educational Psychology, MS**

Last approved: 10/23/24 9:24 am

Last edit: 08/21/25 11:17 am

Changes proposed by: Lori Fuller

Catalog Pages Using Educational Psychology, MS
this Program

Proposal Type:
Major (ex. Special Education)

This proposal is for
a:
Revision

In Workflow

1. U Program Review
2. 1616-EDPSY
Committee Chair
3. 1616-EDPSY Head
4. KN Committee
Chair
5. KN Dean
6. University Librarian
7. Grad_College
8. COTE Programs
9. Provost
10. Senate EPC
11. Senate
12. U Senate Conf
13. Board of Trustees
14. IBHE
15. HLC
16. DOE
17. Catalog Editor
18. DMI

Approval Path

1. 06/25/25 1:10 pm
Donna Butler
(dbutler): Approved
for U Program
Review
2. 06/25/25 2:19 pm
H Chad Lane
(hclane): Approved
for 1616-EDPSY
Committee Chair
3. 06/30/25 11:54 am
Kiel Christianson
(kiel): Approved for
1616-EDPSY Head

4. 06/30/25 2:01 pm
Kary Zarate
(kzarat2): Approved
for KN Committee
Chair
5. 06/30/25 2:03 pm
Lori Fuller
(harvey1): Approved
for KN Dean
6. 06/30/25 2:17 pm
Tom Teper (tteper):
Approved for
University Librarian
7. 07/16/25 10:45 am
Allison McKinney
(agrindly): Approved
for Grad_College
8. 07/16/25 1:20 pm
Suzanne Lee
(suzannel):
Approved for COTE
Programs
9. 08/13/25 6:35 pm
Brooke Newell
(bsnewell):
Approved for
Provost

History

1. Apr 29, 2019 by Deb
Forgacs (dforgacs)
2. May 10, 2019 by
Kathy Stalter
(kstalter)
3. Nov 1, 2019 by Deb
Forgacs (dforgacs)
4. Jun 5, 2020 by Kathy
Stalter (kstalter)
5. Sep 29, 2021 by
Kathy Stalter
(kstalter)

6. Mar 14, 2022 by Mary Lowry (lowry)
7. Mar 15, 2023 by Lori Fuller (harvey1)
8. Mar 19, 2024 by Lori Fuller (harvey1)
9. Oct 23, 2024 by Lori Fuller (harvey1)

Administration Details

Official Program Name	Educational Psychology, MS	
Diploma Title	Master of Science in Educational Psychology	
Sponsor College	Education	
Sponsor Department	Educational Psychology	
Sponsor Name	<u>Lori Fuller</u> ~~Karla Moller~~	
Sponsor Email	<u>harvey1@illinois.edu</u> ~~kjmoller@illinois.edu~~	
College Contact	Lori Fuller	College Contact Email
	harvey1@illinois.edu	
College Budget Officer	Amanda Brown	
College Budget Officer Email	<u>acbrown1@illinois.edu</u>	

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

Does this program have inter-departmental administration?

No

Effective Catalog Term

Effective Catalog Term	Fall 2025

Proposal Title

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

Revise the Master of Science in Educational Psychology in the College of Education and the Graduate College

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

Education Foundations Course List, Key 1320

Program Justification

Provide a brief description, using a numbered item list, of the proposed changes to the program.

1. We are moving the Foundation Course List from this Program of Study table into its own CIM-P record. There are additional changes that are being made to the Foundation Course List (KEY 1320) at this time as well, including removal of a deactivated course and addition of 3 course options.
2. We are updating the heading for the foundations courses from "Foundations Courses" to say "Foundations Hours".
3. We are revising the text which states, "Select two of the following foundations courses, taken for four credit hours each. At least one of these two courses must be a course from outside the degree-granting department" so say, "Choose at least two foundation courses from the Course List tab. At least one of these two courses must be a course from outside the degree-granting department."

Did the program content change 25% or more in relation to the total credit hours, since the most recent university accreditation visit? See the italicized text below for more details.

No

Provide the reasoning for why each change was necessary, using a corresponding numbered item list as it relates to the brief description numbered list above.

- 1. All master’s degree programs and Certificate of Advanced Study (CAS) programs within the College of Education utilize a shared list of foundation course options for students who are required to complete eight credit hours. Each time a course is added to or removed from this list, it necessitates several separate CIM program revisions. This process demands a significant investment of time and effort, not only within the College but also across all levels of the approval workflow. To enhance efficiency, we propose the creation of a dedicated catalog page for foundation courses. This change would streamline the update process, allowing course additions or removals to be made with minimal effort, thereby eliminating the need for multiple revisions within the CIM-P system.
- 2. We are renaming the heading for the foundations courses from "Foundations Courses" to "Foundations Hours" to improve clarity and ensure consistency across our materials. This change better reflects the focus on the number of instructional hours rather than individual courses.
- 3. We are updating the language to “Choose at least two foundation courses from the Course List tab. At least one of these two courses must be a course from outside the degree-granting department.” for clarification since some of the courses currently on the foundations list can be taken for a range of 2-4 credit hours.

There will be no change in total hours for the 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? If Yes is selected, indicate the appropriate courses and attach the letter of support/ acknowledgement.

No

Program Features

Academic Level	Graduate
Does this major have transcribed	Yes

concentrations?

Concentrations

Concentrations(s)
<u>African American Studies Concentration - Floating</u>
<u>Bilingual-Bicultural Education - Floating (on campus & online)</u>
<u>Digital Learning - Floating (on campus & online)</u>

Will you admit to the concentration directly? No

Is a concentration required for graduation? No

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

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

What is the required GPA? 3.0

CIP Code 130603 - Educational Statistics and Research Methods.

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

Will specialized accreditation be sought for this program?

No

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

No

Program of Study

Revised programs

Statement for
Programs of Study
Catalog

Foundations Hours**8**

~~Select two of the following foundations courses, taken for four credit hours each. At least one of these two courses must be a course from outside the degree-granting department.~~

~~CI 446~~	~~Culture in the Classroom~~
~~CI 501~~	~~Curriculum Development for the 21st Century~~
~~EPOL 401~~	~~History of American Education~~
~~EPOL 402~~	~~Asian-American Education~~
~~EPOL 403~~	~~Historical and Social Barriers~~
~~EPOL 405~~	~~School and Society~~
~~EPOL 406~~	~~Professional Ethics in Education~~
~~EPOL 407~~	~~Critical Thinking in Education~~
~~EPOL 408~~	~~Course EPOL 408 Not Found~~
~~EPOL 409~~	~~Sociology of Education~~
~~EPOL 410~~	~~Racial and Ethnic Families~~
~~EPOL 412~~	~~Politics of Education~~
~~EPOL 413~~	~~Economics of Education~~
~~EPOL 480~~	~~Technology and Educational Reform~~

Choose at least two foundation courses from the Course List tab. At least one of these two courses must be a course from outside the degree-granting department.

~~EPSY 553~~	~~Global Issues in Learning~~
~~EPOL 552~~	~~Foundation of Higher Education~~
<u>EPSY 599</u>	Thesis Research (min/max applied toward degree)

2-8

Elective Hours**16-22**

Students pursuing the Concentration in African American Studies are required to take 24 hours of Concentration courses, for a total of 56 hours.

Research/Project/Independent Study Hours (min/max applied toward degree): 0-8

Other Requirements

Human Subjects Approval

Minimum GPA 3.0

500-Level Hours in Education12

Corresponding MS Master of Science Degree

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.

Are the learning outcomes for the program listed in the Academic Catalog?

Yes

Student Learning Outcomes

Counseling Psychology Division

Counseling Psychology students will possess a broad knowledge of the core areas of psychology.

Counseling Psychology students will have an understanding of the basic statistical analytical methods, research designs, measurement models, and research approaches.³

Counseling Psychology students will demonstrate skills at independently designing, conducting, writing, and presenting research studies.

Counseling Psychology students will be skilled in psychological assessment in all aspects (design, psychometric evaluation, administering, and communicating results) as well as in a variety of contexts (e.g., both environmental and individual assessment).

Counseling Psychology students will have the ability to conceptualize clients from a variety of theoretical and scientifically-informed frameworks, present such a conceptualization to others and establish means and methods to evaluate its accuracy

Counseling Psychology students will possess theoretical and scientific knowledge regarding skills in the provision of interventions.

Counseling Psychology students will value and develop competence in aspects of diversity and individual differences.

Counseling Psychology students will have knowledge and appreciation of the ethical issues involved in being a psychologist.

Counseling Psychology students will adopt a critical, scientific approach to professional activities.

Developmental Sciences Division

Developmental Sciences students will obtain a broad knowledge of the core areas of developmental research across the lifespan. This includes but is not limited to: a) social and emotional development; b) language and mathematical development; c) academic motivation and future planning/orientation; d) bullying and peer harassment; and e) identity formation with respect to gender, race, and ethnicity.

Developmental Sciences students will develop a deep expertise in a relevant specialized topic within or across these core areas. This includes mastering research findings in a topic area selected by the student, understanding the relevant theoretical perspectives related to this topic and learning about the appropriate methodological approaches to understanding the core area.

Developmental Sciences students will obtain a sophisticated knowledge base of research approaches and analytic tools necessary for contribution to scholarly literature in Developmental Sciences broadly and their specialized topic in particular. Specifically, they will develop skills to independently design, conduct, write, and present/publish research studies related to their area of focus/career path.

Cognitive Science of Teaching and Learning (CSTL) Division

CSTL students will obtain a broad knowledge of the core areas related to the cognitive science

of teaching and learning. This includes knowledge of theoretical perspectives, methodological approaches, and key research findings in the core areas of (a) cognition and learning across the lifespan, (b) learning and the psychology of language, (c) multimodal information processing, and (d) sociocultural dimensions of learning.

CSTL students will obtain a deep expertise in a relevant topic within or cutting across these core areas. This involves mastering theoretical perspectives, methodological approaches, and key research findings in a topic selected by the student. In addition, they will develop skills at independently designing, conducting, writing, and presenting/publishing research studies.

CSTL students will obtain a sophisticated knowledge base of research approaches and analytic tools necessary for contribution to the professional literature and their chosen professional identity/career path. This involves understanding the basic statistical analytical methods, research designs, measurement models, and research approaches.

Studies in Interpretive, Statistical, Measurement, and Evaluative Methodologies for Education (QUERIES) Division

QUERIES students will obtain a broad basic knowledge of the core areas of educational research methodologies, quantitative, qualitative, and evaluative research methods.

QUERIES students will obtain a sophisticated knowledge base of quantitative and/or qualitative research approaches and analytic tools necessary for contribution to the professional literature.

QUERIES students in Measurement will become skilled in the development and use of techniques for collecting and analyzing 'test' data through the study of measurement methods.

QUERIES students in Statistics will be skilled in traditional and modern quantitative analytic methods.

QUERIES students in Evaluation will have the skills required for Evaluation scholars –in education, social welfare, health services, community development, human resource development, and other domains.

Did you make any revisions to the learning outcomes you copied and pasted from the current academic catalog?

No

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

Describe here:

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

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

Program

Description and

Requirements

Attach Documents

Delivery Method

This program is
available:

On Campus - Students are required to be on campus, they may take some online courses.

Admission Requirements

Desired Effective

Admissions Term

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

No

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

Enrollment

Describe how this revision or phase down/elimination will impact enrollment and degrees awarded. If this is an elimination/phase down proposal include the plans for the students left in the program.

There will not be an impact on enrollment.

Estimated Annual Number of Degrees Awarded

Year One Estimate

5th Year Estimate (or when fully
implemented)

What is the
matriculation term
for this program?

Fall

Budget

Are there

No

budgetary
implications for this
revision?

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?

There will not be a financial impact as a result of this revision.

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

No

Attach letters of
support

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

Graduate Base on-campus rate

Are you seeking a change in the tuition rate or differential for this program?

No

Is this program requesting self-supporting status?

No

Faculty Resources

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

There will not be an impact on faculty resources.

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.

May 29, 2025

The proposal was shared with the Library’s Education subject specialist, Nancy O’Brien, who indicated that because the proposed changes are administrative in their focus to create a separate foundations course list and adjust language as needed in the program description to reflect that, there is no anticipated impact on the Library’s budget for resources or services provided by Library personnel. Changes in enrollment and course content that would affect Library resources and services are not anticipated with these administrative changes.

EP Documentation

EP Control Number

EP.26.002

Attach Rollback/
Approval Notices

Non-EP Documentation

U Program Review
Comments

Rollback
Documentation and
Attachment

DMI Documentation

Attach Final
Approval Notices

Banner/Codebook
Name

MS:Educational Psych -UIUC

Program Code:

10KS5865MS

Minor
Code

Conc
Code

Degree
Code

MS
Major
Code

5865

Senate Approval
Date

Senate Conference
Approval Date

BOT Approval Date

IBHE Approval Date

HLC Approval Date

DOE Approval Date NA

Effective Date:

Program Reviewer **Allison McKinney (agroundly) (07/16/25 10:45 am):** Administratively approved.

Comments

Date Submitted: 06/04/25 3:14 pm

Viewing: **6194 : Curriculum and Instruction: Trauma-Informed Practice and Pedagogy, EDM (on campus & online)**

Last approved: 05/12/25 10:07 am

Last edit: 08/21/25 11:37 am

Changes proposed by: Lori Fuller

Catalog Pages Using Curriculum and Instruction: Trauma-Informed Practice and Pedagogy, EDM this Program

Proposal Type:
Concentration (ex. Dietetics)

This proposal is for
a:
Revision

In Workflow

- 1. U Program Review
- 2. 1613-CUR&I Committee Chair
- 3. 1613-CUR&I Head
- 4. KN Committee Chair
- 5. KN Dean
- 6. University Librarian
- 7. Grad_College
- 8. COTE Programs
- 9. Provost
- 10. Senate EPC
- 11. Senate
- 12. U Senate Conf
- 13. Board of Trustees
- 14. IBHE
- 15. HLC
- 16. DOE
- 17. Catalog Editor
- 18. DMI

Approval Path

- 1. 06/25/25 1:15 pm
Donna Butler (dbutler): Approved for U Program Review
- 2. 06/25/25 5:15 pm
Emma Mercier (mercier): Approved for 1613-CUR&I Committee Chair
- 3. 06/27/25 12:54 pm
Helen Neville (hneville): Approved for 1613-CUR&I

Head

4. 06/27/25 1:01 pm

Liv Thorstensson

Davila (livtd):

Approved for KN

Committee Chair

5. 06/27/25 2:56 pm

Lori Fuller

(harvey1): Approved

for KN Dean

6. 06/27/25 3:28 pm

Tom Teper (tteper):

Approved for

University Librarian

7. 07/16/25 10:46 am

Allison McKinney

(agrindly): Approved

for Grad_College

8. 07/16/25 1:20 pm

Suzanne Lee

(suzannel):

Approved for COTE

Programs

9. 08/13/25 6:36 pm

Brooke Newell

(bsnewell):

Approved for

Provost

History

1. Jun 14, 2024 by

Lynn Burdick

(lburdick)

2. May 12, 2025 by

Lori Fuller (harvey1)

Administration Details

Official Program
Name

Curriculum and Instruction: Trauma-Informed Practice and
Pedagogy, EDM (on campus & online)

Diploma Title	Master of Education
Sponsor College	Education
Sponsor Department	Curriculum and Instruction

Sponsor Name	Lori Fuller
Sponsor Email	harvey1@illinois.edu

College Contact	Lori Fuller	College Contact Email
	harvey1@illinois.edu	

College Budget Officer	Amanda Brown

College Budget Officer Email	acbrown1@illinois.edu

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

Lynn Burdick (lburdick@illinois.edu)

Does this program have inter-departmental administration?

No

Effective Catalog Term

Effective Catalog Term	Fall 2025
Effective Catalog	2025-2026

Proposal Title

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

Revise the Concentration in Trauma-Informed Practice and Pedagogy in the Master of Education in Curriculum and Instruction in the College of Education and the Graduate College

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

Education Foundations Course List, Key 1320

Program Justification

Provide a brief description, using a numbered item list, of the proposed changes to the program.

1. We are moving the Foundation Course List from this Program of Study table into its own CIM-P record. There are additional changes that are being made to the Foundation Course List (KEY 1320) at this time as well, including removal of a deactivated course and addition of 3 course options.
2. We are updating the heading for the foundations courses from "Foundations Courses" to say "Foundations Hours".
3. We are revising the text which states, "Select two of the following foundations courses, taken for four credit hours each. At least one of these two courses must be a course from outside the degree-granting department" so say, "Choose at least two foundation courses from the Course List tab. At least one of these two courses must be a course from outside the degree-granting department."

Did the program content change 25% or more in relation to the total credit hours, since the most recent university accreditation visit? See the italicized text below for more details.

No

Provide the reasoning for why each change was necessary, using a corresponding numbered item list as it relates to the brief description numbered list above.

- 1. All master’s degree programs and Certificate of Advanced Study (CAS) programs within the College of Education utilize a shared list of foundation course options for students who are required to complete eight credit hours. Each time a course is added to or removed from this list, it necessitates several separate CIM program revisions. This process demands a significant investment of time and effort, not only within the College but also across all levels of the approval workflow. To enhance efficiency, we propose the creation of a dedicated catalog page for foundation courses. This change would streamline the update process, allowing course additions or removals to be made with minimal effort, thereby eliminating the need for multiple revisions within the CIM-P system.
- 2. We are renaming the heading for the foundations courses from "Foundations Courses" to "Foundations Hours" to improve clarity and ensure consistency across our materials. This change better reflects the focus on the number of instructional hours rather than individual courses.
- 3. We are updating the language to “Choose at least two foundation courses from the Course List tab. At least one of these two courses must be a course from outside the degree-granting department.” for clarification since some of the courses currently on the foundations list can be taken for a range of 2-4 credit hours.

There will be no change in total hours for the 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? If Yes is selected, indicate the appropriate courses and attach the letter of support/ acknowledgement.

No

Program Features

Academic Level Graduate

Is this program part of an ISBE approved licensure program?

No

Will specialized accreditation be sought for this program?

No

Additional concentration notes (e.g., estimated enrollment, advising plans, etc.)

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

No

Program of Study

Revised programs

Catalog Page Text - Overview Tab

Catalog Page Overview Text

~~The master's concentration in Trauma-informed Practice and Pedagogy will introduce students to the incidence, impact, and causes of trauma in children including individual trauma and systems of oppression, bias, and discrimination present in our education system. Participants will learn to recognize the signs of trauma and how to use trauma-informed practices, while recognizing and seeking to eliminate the causes of trauma in their circle of influence and in the larger education system.~~

Is the overview text above correct?

~~Yes~~

Statement for
Programs of Study
Catalog

Requirements for the EdM in Curriculum and Instruction with a concentration in Trauma-Informed Practice and Pedagogy

Foundations Hours

8

~~Select two of the following foundations courses, taken for four credit hours each. At least one of these two courses must be a course from outside the degree granting department.~~

~~CI 446~~

~~Culture in the Classroom~~

~~CI 501~~

~~Curriculum Development for the 21st Century~~

~~EPOL 401~~	~~History of American Education~~
~~EPOL 402~~	~~Asian-American Education~~
~~EPOL 403~~	~~Historical and Social Barriers~~
~~EPOL 405~~	~~School and Society~~
~~EPOL 406~~	~~Professional Ethics in Education~~
~~EPOL 407~~	~~Critical Thinking in Education~~
EPOL 408	Course EPOL 408 Not Found
~~EPOL 409~~	~~Sociology of Education~~
~~EPOL 410~~	~~Racial and Ethnic Families~~
~~EPOL 412~~	~~Politics of Education~~
~~EPOL 413~~	~~Economics of Education~~
~~EPOL 480~~	~~Technology and Educational Reform~~
~~EPOL 552~~	~~Foundation of Higher Education~~

Choose at least two foundation courses from the Course List tab. At least one of these two courses must be a course from outside the degree-granting department.

~~EPSY 553~~ ~~Global Issues in Learning~~

Trauma-Informed Practice and Pedagogy concentration coursework

Required Trauma Courses		10
<u>CI 455</u>	Fundamentals of Trauma-Informed Education	
<u>SPED 525</u>	Seminar in Trauma-Informed Education	
<u>CI 456</u>	Classroom Structure	
Elective Trauma Courses (Students choose from the following list:)		14
<u>CI 508</u>	Urban Schools and Schooling	
<u>CI 512</u>	Multicultural Education and Global Perspectives	
<u>EPSY 409</u>	Mental Health and Ways of Coping for Teachers	
<u>EPOL 403</u>	Historical and Social Barriers	
<u>EPOL 557</u>	Education and Stratification	
<u>SPED 514</u>	Equity Issues in Special Education	
<u>SPED 585</u>	Individual Differences: B to 6	
Total Hours		32

Other Requirements

Minimum GPA 3.0
500-Level Hours Required in Education12 hours

Program Relationships

Corresponding
Program(s):

Corresponding Program(s)
Curriculum and Instruction, EdM (on campus & online)

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.

Are the learning outcomes for the program listed in the Academic Catalog?
Yes

Student Learning Outcomes

- 1. Students will acquire deep knowledge of content in the field of education.
- 2. Students will display a deep understanding of psychological foundations of learning.
- 3. Students will demonstrate a deep understanding of philosophical foundations of education.
- 4. Students will display a deep understanding of best pedagogical practices in K-12 classrooms, with attention to 21st century skills and practices.
- 5. Students will display deep knowledge of conducting a research study, including reviewing literature, collecting and analyzing data, and writing a thesis.

Did you make any revisions to the learning outcomes you copied and pasted from the current academic catalog?
No

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

Describe here:

~~Each course has specific assignments aligned to the goals of the program. Students conduct projects that involve implementing classroom strategies.~~

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.

~~Faculty members review learning outcomes each year. They use rubrics and guides for scoring assignments.~~

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

~~Each year the Director of Trauma-Informed Practice and Pedagogy and program faculty will review the program requirements and their alignment to learning outcomes and assessments to ensure students meet the program outcomes.~~

Program

Description and

Requirements

Attach Documents

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:

All courses will be taught online. However, the concentration will be available to both online and on-campus students.

Enrollment

Describe how this revision or phase down/elimination will impact enrollment and degrees awarded. If this is an elimination/phase down proposal include the plans for the students left in the program.

There will not be an impact on enrollment.

Budget

Are there
budgetary
implications for this
revision?

No

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

No ~~Yes~~

Additional Budget
Information

~~<https://provost.illinois.edu/about/initiatives/investment-for-growth-program/fy24-funded-programs/> Good morning, Chrystalla, I write to follow up on the FY24 Investment for Growth (IFG) proposals submitted by your college and to provide written confirmation that the following has been selected for funding: Title: Proposal for the Creation of a New Online Master's Degree Concentration in Trauma-Informed Education (#9870) Requested funds: Year 1 \$120,000; Year 2 \$268,000; Year 3 \$0 --- Total \$388,000 College contribution: Year 1 \$42,000; Year 2 \$42,000; Year 3 \$43,000 --- Total \$127,000 Central funds awarded: Year 1 \$120,000; Year 2 \$32,000; Year 3 \$0 --- Total \$152,000 We carefully reviewed the proposal budgets, comparing the projected expenditures to projected revenues to determine the central funds needed and adjusted the award amount accordingly. After you implement and spend this initial award, if you find the actual revenues earned to be less than budgeted, you are welcome to submit an updated budget request, including a brief justification for up to an additional \$236,000 to support this proposal.~~

Attach File(s)

Financial Resources

How does the unit intend to financially support this proposal?

There will not be an impact on resources. ~~The start-up of this program is funded by Investment for Growth campus funding which also required a College of Education commitment of financial support in years 1-3. The grant budget included the hiring of a Director of Trauma-Informed Education and two new faculty members. The budget has a projected 24.17% return on investment by year 5. The online EDM in Curriculum & Instruction is a self-supporting program. The on-campus EDM in Curriculum & Instruction is not self-supporting. The concentration is available to both programs.~~

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

No

Attach letters of
support

Is this program requesting self-supporting status?

Yes

Faculty Resources

There will not be an impact on faculty 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 proposal was shared with the Library's Education subject specialist, Nancy O'Brien, who indicated that because the proposed changes are administrative in their focus to create a separate foundations course list and adjust language as needed in the program description to reflect that, there is no anticipated impact on the Library's budget for resources or services provided by Library personnel. Changes in enrollment and course content that would affect Library resources and services are not anticipated with these administrative changes.

Attach Rollback/
Approval Notices

Documentation and Attachment

Minor	Conc	6194	Degree	EDM
Code	Code		Code	Major
				Code

1144

Senate Approval
Date

Senate Conference
Approval Date

BOT Approval Date

IBHE Approval Date

HLC Approval Date

DOE Approval Date n/a

Effective Date:

Program Reviewer **Allison McKinney (agrindly) (07/16/25 10:46 am):** Administratively approved.
Comments

Program Change Request

Date Submitted: 06/26/25 10:20 am

Viewing: **10KS5399CAS; CASX; 1EKS5399CASX :**
Education Policy, Organization & Leadership, CAS
(on campus & off campus)

Last approved: 09/30/24 12:41 pm

Last edit: 08/21/25 11:16 am

Changes proposed by: Lori Fuller

Catalog Pages Using Education Policy, Organization & Leadership, CAS
this Program

Proposal Type:
Major (ex. Special Education)

This proposal is for
a:
Revision

In Workflow

- 1. U Program Review
- 2. 1760-EPOL Committee Chair
- 3. 1760-EPOL Head
- 4. KN Committee Chair
- 5. KN Dean
- 6. University Librarian
- 7. Grad_College
- 8. COTE Programs
- 9. Provost
- 10. Senate EPC
- 11. Senate
- 12. U Senate Conf
- 13. Board of Trustees
- 14. IBHE
- 15. HLC
- 16. DOE
- 17. Catalog Editor
- 18. DMI

Approval Path

- 1. 06/25/25 3:31 pm
Mary Lowry (lowry):
Rollback to Initiator
- 2. 07/01/25 1:55 pm
Donna Butler (dbutler): Approved for U Program Review
- 3. 07/01/25 1:58 pm
Liv Thorstensson Davila (livtd):
Approved for 1760-EPOL Committee Chair

4. 07/01/25 2:44 pm
Laura Ketchum
(ketchum):
Approved for 1760-
EPOL Head
5. 07/01/25 3:02 pm
Kary Zarate
(kzarat2): Approved
for KN Committee
Chair
6. 07/01/25 3:03 pm
Lori Fuller
(harvey1): Approved
for KN Dean
7. 07/01/25 3:52 pm
Tom Teper (tteper):
Approved for
University Librarian
8. 07/16/25 10:39 am
Allison McKinney
(agrindly): Approved
for Grad_College
9. 07/16/25 1:20 pm
Suzanne Lee
(suzannel):
Approved for COTE
Programs
10. 08/13/25 6:36 pm
Brooke Newell
(bsnewell):
Approved for
Provost

History

1. Feb 27, 2019 by Deb
Forgacs (dforgacs)
2. Apr 6, 2019 by Deb
Forgacs (dforgacs)
3. May 20, 2019 by
Kathy Stalter
(kstalter)

4. Oct 15, 2019 by Deb Forgacs (dforgacs)
5. Jun 5, 2020 by Kathy Stalter (kstalter)
6. Mar 12, 2021 by Deb Forgacs (dforgacs)
7. Sep 29, 2021 by Kathy Stalter (kstalter)
8. Jul 5, 2022 by Mary Lowry (lowry)
9. Mar 15, 2023 by Lori Fuller (harvey1)
10. Mar 19, 2024 by Lori Fuller (harvey1)
11. Jun 20, 2024 by Brooke Newell (bsnewell)
12. Jun 26, 2024 by Brooke Newell (bsnewell)
13. Sep 30, 2024 by Lori Fuller (harvey1)

Administration Details

Official Program Name	Education Policy, Organization & Leadership, CAS (on campus & off campus)	
Diploma Title	Certificate of Advanced Study in Education Policy, Organization and Leadership	
Sponsor College	Education	
Sponsor Department	Education Policy, Organization and Leadership	
Sponsor Name	<u>Lori Fuller</u> ~~Karla Moller~~	
Sponsor Email	<u>harvey1@illinois.edu</u> ~~kjmoller@illinois.edu~~	
College Contact	Lori Fuller	College Contact Email
harvey1@illinois.edu		

College Budget
Officer

Amanda Brown

College Budget
Officer Email

acbrown1@illinois.edu

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

Laura Ketchum ketchum@illinois.edu

Does this program have inter-departmental administration?

No

Effective Catalog Term

Effective Catalog
Term

Fall 2025

Effective Catalog

2025-2026

Proposal Title

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

Revise the Certificate of Advanced Study in Education Policy, Organization & Leadership in the College of Education and the Graduate College

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

Education Foundations Course List, Key 1320

Program Justification

Provide a brief description, using a numbered item list, of the proposed changes to the program.

1. We are moving the Foundation Course List from this Program of Study table into its own CIM-P record. There are additional changes that are being made to the Foundation Course List (KEY 1320) at this time as well, including removal of a deactivated course and addition of 3 course options.
2. We are updating the heading for the foundations courses from “Foundations Courses” to say “Foundations Hours”.
3. We are revising the text which states, “Select two of the following foundations courses, taken for four credit hours each. At least one of these two courses must be a course from outside the degree-granting department” so say, “Choose at least two foundation courses from the Course List tab. At least one of these two courses must be a course from outside the degree-granting department.”
4. We are changing the foundations hours requirement from 0-8 to 0 or 8 hours.

Did the program content change 25% or more in relation to the total credit hours, since the most recent university accreditation visit? See the italicized text below for more details.

No

Provide the reasoning for why each change was necessary, using a corresponding numbered item list as it relates to the brief description numbered list above.

1. All master's degree programs and Certificate of Advanced Study (CAS) programs within the College of Education utilize a shared list of foundation course options for students who are required to complete eight credit hours. Each time a course is added to or removed from this list, it necessitates several separate CIM program revisions. This process demands a significant investment of time and effort, not only within the College but also across all levels of the approval workflow. To enhance efficiency, we propose the creation of a dedicated catalog page for foundation courses. This change would streamline the update process, allowing course additions or removals to be made with minimal effort, thereby eliminating the need for multiple revisions within the CIM-P system.
2. We are renaming the heading for the foundations courses from "Foundations Courses" to "Foundations Hours" to improve clarity and ensure consistency across our materials. This change better reflects the focus on the number of instructional hours rather than individual courses.
3. We are updating the language to "Choose at least two foundation courses from the Course List tab. At least one of these two courses must be a course from outside the degree-granting department." for clarification since some of the courses currently on the foundations list can be taken for a range of 2-4 credit hours.
4. The foundations hour are being revised to say 0 or 8 hours since the 8 hours of coursework from the foundations list are required as part of the program for students who did not earn a master's degree from Illinois. Students who already hold a master's from Illinois will continue to be exempt from taking additional Foundations courses.

There will be no change in total hours for the 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? If Yes is selected, indicate the appropriate courses and attach the letter of support/acknowledgement.

No

Program Features

Academic Level Graduate

Does this major have transcribed concentrations? Yes

Concentrations

Concentrations(s)
<u>Diversity & Equity in Education - Floating (on campus & online)</u>
<u>Educational Administration & Leadership - Floating (on campus, off campus, online)</u>
<u>Global Studies in Education - Floating (on campus & online)</u>
<u>Higher Education - Floating (on campus and online)</u>
<u>History of Education - Floating (on campus)</u>
<u>Human Resource Development - Floating (on campus & online)</u>
<u>Learning Design & Leadership - Floating (on campus & online)</u>
<u>Philosophy of Education - Floating (on campus, off campus, & online)</u>
<u>Social Sciences and Education Policy - Floating (on campus)</u>

Will you admit to the concentration directly? No

Is a concentration required for graduation? No

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

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

What is the required GPA? 3.0

CIP Code 130101 - Education, General.

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

Will specialized accreditation be sought for this program?

No

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

No

Program of Study

Revised programs

Catalog Page Text - Overview Tab

Catalog Page Overview Text

Statement for
Programs of Study
Catalog

If the student does not have a Master's degree from the University of Illinois Urbana-Champaign, the foundation courses listed below must be completed.

Foundations Courses

0-8

Select two of the following foundations courses, taken for four credit hours each. At least one of these two courses must be a course from outside the degree granting department.

CI 446	Culture in the Classroom
CI 501	Curriculum Development for the 21st Century
EPOL 401	History of American Education
EPOL 402	Asian American Education
EPOL 403	Historical and Social Barriers
EPOL 405	School and Society
EPOL 406	Professional Ethics in Education
EPOL 407	Critical Thinking in Education
EPOL 408	Course EPOL 408 Not Found
EPOL 409	Sociology of Education
EPOL 410	Racial and Ethnic Families

~~EPOL 412~~	~~Politics of Education~~
~~EPOL 413~~	~~Economics of Education~~
~~EPOL 480~~	~~Technology and Educational Reform~~
~~EPOL 552~~	~~Foundation of Higher Education~~

<u>Foundations Hours</u>	<u>0 or</u> <u>8</u>

Choose at least two foundation courses from the Course List tab. At least one of these two courses must be a course from outside the degree-granting department.

~~EPSY 553~~	~~Global Issues in Learning~~

Coursework	24-32

Independent Study (0-8 hours)	
(Optional) Concentration Courses. May overlap with other general coursework requirements: 12-24 hours	

Total Hours	32

Other Requirements	
500-level hours required	16
Minimum GPA	3.0

Corresponding Degree	CAS Certificate of Advanced Study

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.

Are the learning outcomes for the program listed in the Academic Catalog?

Yes

Student Learning Outcomes

Upon the conclusion of the program in EPOL, students will be able to

- Demonstrate knowledge and skills in developing, implementing, and evaluating evidence-based programs and practices
- Comprehend current topics and trends in EPOL-wide fields that inform evidence-based practices to improve equity, diversity, and social justice across a wide range of educational, professional, and organizational contexts

Did you make any revisions to the learning outcomes you copied and pasted from the current academic catalog?

No

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

Describe here:

The learning outcomes assessment activities will be grounded in the overarching EPOL learning outcome, which is to foster a comprehensive academic identity of the EPOL department based on our core mission. In particular, EPOL programs will enable students to conduct high quality scholarly research and to commit to continuous improvement of equity, diversity, and social justice. Our programs also enable students to support and collaborate with multidisciplinary areas of concentrations, in order to identify synergies to address the most critical issues in PK-12, post-secondary, workplace learning, and lifelong learning and education contexts. The administration of assessment will be conducted with a comprehensive and systematic approach. The goal of our assessment is to inform the continuous improvement of our curricular and instructional activities. Our assessment activities are described in attachment

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

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

Program [EPOL_How When Assessment Will Be Administered In The Department.docx](#)

Description and

Requirements

Attach Documents

Delivery Method

This program is
available:

On Campus - Students are required to be on campus, they may take some online courses.

Admission Requirements

Desired Effective
Admissions Term

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

No

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

Enrollment

Describe how this revision or phase down/elimination will impact enrollment and degrees awarded. If this is an elimination/phase down proposal include the plans for the students left in the program.

There will not be an impact on enrollment.

Estimated Annual Number of Degrees Awarded

Year One Estimate

5th Year Estimate (or when fully
implemented)

What is the
matriculation term
for this program?

Fall

Budget

Are there
budgetary
implications for this
revision? No

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

No

Additional Budget
Information

Financial Resources

How does the unit intend to financially support this proposal?

The online program is self-supporting, but the on-campus program is not. There will not be an a
~~financial~~ impact on resources. ~~as a result of this revision.~~

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

No

Attach letters of
support

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

Graduate Base on-campus or online/off-campus rate

Are you seeking a change in the tuition rate or differential for this program?

No

Is this program requesting self-supporting status?

No

Faculty Resources

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

There will not be an impact on faculty resources.

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.

May 29, 2025

The proposal was shared with the Library's Education subject specialist, Nancy O'Brien, who indicated that because the proposed changes are administrative in their focus to create a separate foundations course list and adjust language as needed in the program description to reflect that, there is no anticipated impact on the Library's budget for resources or services provided by Library personnel. Changes in enrollment and course content that would affect Library resources and services are not anticipated with these administrative changes.

EP Documentation

EP Control Number EP.26.002

Attach Rollback/
Approval Notices

Non-EP Documentation

U Program Review
Comments

Rollback
Documentation and
Attachment

DMI Documentation

Attach Final
Approval Notices

Banner/Codebook
Name

CAS: Ed Pol Org & Ldrshp -UIUC

Program Code: 10KS5399CAS; CASX; 1EKS5399CASX

Minor Code	Conc Code	Degree Code	CAS Major Code
5399			

Senate Approval
Date

Senate Conference
Approval Date

BOT Approval Date

IBHE Approval Date

HLC Approval Date

DOE Approval Date NA

Effective Date:

Program Reviewer **Mary Lowry (lowry) (06/25/25 3:31 pm):** Rollback: per email 6-25-25
Comments **Allison McKinney (agrindly) (07/16/25 10:39 am):** Administratively approved.

Program Change Request

Date Submitted: 06/26/25 10:17 am

Viewing: **10KS1144CAS : Curriculum and Instruction, CAS**

Last approved: 09/30/24 12:41 pm

Last edit: 08/21/25 11:13 am

Changes proposed by: Lori Fuller

Catalog Pages Using Curriculum & Instruction, CAS
this Program

Proposal Type:
Major (ex. Special Education)

This proposal is for
a:
Revision

In Workflow

1. U Program Review
2. 1613-CUR&I
Committee Chair
3. 1613-CUR&I Head
4. KN Committee
Chair
5. KN Dean
6. University Librarian
7. Grad_College
8. COTE Programs
9. Provost
10. Senate EPC
11. Senate
12. U Senate Conf
13. Board of Trustees
14. IBHE
15. HLC
16. DOE
17. Catalog Editor
18. DMI

Approval Path

1. 06/25/25 3:30 pm
Mary Lowry (lowry):
Rollback to Initiator
2. 07/01/25 1:54 pm
Donna Butler
(dbutler): Approved
for U Program
Review
3. 07/01/25 1:58 pm
Emma Mercier
(mercier): Approved
for 1613-CUR&I
Committee Chair
4. 07/01/25 7:05 pm

- Helen Neville
(hneville): Approved
for 1613-CUR&I
Head
5. 07/02/25 8:48 am
Liv Thorstensson
Davila (livtd):
Approved for KN
Committee Chair
6. 07/02/25 9:04 am
Lori Fuller
(harvey1): Approved
for KN Dean
7. 07/02/25 9:16 am
Tom Teper (tteper):
Approved for
University Librarian
8. 07/16/25 10:37 am
Allison McKinney
(agrindly): Approved
for Grad_College
9. 07/16/25 1:16 pm
Suzanne Lee
(suzannel):
Approved for COTE
Programs
10. 07/22/25 11:33 am
Brooke Newell
(bsnewell): Rollback
to KN Dean for
Provost
11. 07/23/25 7:47 am
Lori Fuller
(harvey1): Approved
for KN Dean
12. 07/23/25 11:16 am
Tom Teper (tteper):
Approved for
University Librarian
13. 07/24/25 9:44 am
Allison McKinney
(agrindly): Approved

- for Grad_College
14. 07/24/25 9:59 am
Suzanne Lee
(suzannel):
Approved for COTE
Programs
15. 08/13/25 6:36 pm
Brooke Newell
(bsnewell):
Approved for
Provost

History

1. Jun 21, 2019 by
Kathy Stalter
(kstalter)
2. Jun 5, 2020 by Kathy
Stalter (kstalter)
3. Sep 29, 2021 by
Kathy Stalter
(kstalter)
4. Mar 15, 2023 by
Lori Fuller (harvey1)
5. Mar 19, 2024 by
Lori Fuller (harvey1)
6. Jun 20, 2024 by
Brooke Newell
(bsnewell)
7. Sep 30, 2024 by Lori
Fuller (harvey1)

Administration Details

Official Program Name	Curriculum and Instruction, CAS
Diploma Title	Certificate of Advanced Study in Curriculum and Instruction
Sponsor College	Education
Sponsor Department	Curriculum and Instruction

Sponsor Name	<u>Lori Fuller</u> ~~Karla Moller~~	
Sponsor Email	<u>harvey1@illinois.edu</u> ~~kjmoller@illinois.edu~~	
College Contact	Lori Fuller	College Contact
		Email
	harvey1@illinois.edu	
College Budget Officer	Amanda Brown	
College Budget Officer Email	<u>acbrown1@illinois.edu</u>	

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

Does this program have inter-departmental administration?

No

Effective Catalog Term

Effective Catalog Term	Fall 2025
Effective Catalog	2025-2026

Proposal Title

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

Revise the Certificate of Advanced Study in Curriculum and Instruction in the College of Education and the Graduate College

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

Education Foundations Course List, Key 1320

Program Justification

Provide a brief description, using a numbered item list, of the proposed changes to the program.

1. We are moving the Foundation Course List from this Program of Study table into its own CIM-P record. There are additional changes that are being made to the Foundation Course List (KEY 1320) at this time as well, including removal of a deactivated course and addition of 3 course options.
2. We are updating the heading for the foundations courses from "Foundations Courses" to say "Foundations Hours".
3. We are revising the text which states, "Select two of the following foundations courses, taken for four credit hours each. At least one of these two courses must be a course from outside the degree-granting department" so say, "Choose at least two foundation courses from the Course List tab. At least one of these two courses must be a course from outside the degree-granting department."
4. We are revising the statement located above the POS table that currently says, "If the student does not have a Master's degree from the University of Illinois Urbana-Champaign, Foundation Courses requirement must be completed as prerequisites." . The revised statement will say, "If the student does not have a Master's degree from the University of Illinois Urbana-Champaign, the foundation courses listed below must be completed."
5. We are changing the foundations hours requirement from 0-8 to 0 or 8 hours

Did the program content change 25% or more in relation to the total credit hours, since the most recent university accreditation visit? See the italicized text below for more details.

No

Provide the reasoning for why each change was necessary, using a corresponding numbered item list as it relates to the brief description numbered list above.

1. All master's degree programs and Certificate of Advanced Study (CAS) programs within the College of Education utilize a shared list of foundation course options for students who are required to complete eight credit hours. Each time a course is added to or removed from this list, it necessitates several separate CIM program revisions. This process demands a significant investment of time and effort, not only within the College but also across all levels of the approval workflow. To enhance efficiency, we propose the creation of a dedicated catalog page for foundation courses. This change would streamline the update process, allowing course additions or removals to be made with minimal effort, thereby eliminating the need for multiple revisions within the CIM-P system.

2. We are renaming the heading for the foundations courses from "Foundations Courses" to "Foundations Hours" to improve clarity and ensure consistency across our materials. This change better reflects the focus on the number of instructional hours rather than individual courses.

3. We are updating the language to "Choose at least two foundation courses from the Course List tab. At least one of these two courses must be a course from outside the degree-granting department." for clarification since some of the courses currently on the foundations list can be taken for a range of 2-4 credit hours.

4. The statement revision will clarify that the foundations coursework of 8 hours is not a prerequisite. The 8 hours of coursework from the Foundations list are required as part of the program for students who did not earn a master's degree from Illinois. Students who already hold a master's from Illinois will continue to be exempt from taking additional Foundations courses.

5. The foundations hour are being revised to say 0 or 8 hours since the 8 hours of coursework from the foundations list are required as part of the program for students who did not earn a master's degree from Illinois. Students who already hold a master's from Illinois will continue to be exempt from taking additional Foundations courses.

There will be no change in total hours for the 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? If Yes is selected, indicate the appropriate courses and attach the letter of support/ acknowledgement.

No

Program Features

Academic Level Graduate

Does this major have transcribed concentrations? Yes

Concentrations

Concentrations(s)
<u>Bilingual-Bicultural Education - Floating (on campus & online)</u>

Will you admit to the concentration directly? No

Is a concentration required for graduation? No

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

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

What is the required GPA? 3.0

CIP Code 130301 - Curriculum and Instruction.

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

Will specialized accreditation be sought for this program?

No

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

No

Program of Study

Revised programs

Catalog Page Text - Overview Tab

Catalog Page Overview Text

Statement for
Programs of Study
Catalog

If the student does not have a Master's degree from the University of Illinois Urbana-Champaign, the foundation courses listed below ~~Foundation Courses requirement~~ must be completed. ~~completed as prerequisites.~~

Foundations Hours	0 or 8

~~Select two of the following foundations courses, taken for four credit hours each. At least one of these two courses must be a course from outside the degree granting department.~~

~~CI 446~~	~~Culture in the Classroom~~
~~CI 501~~	~~Curriculum Development for the 21st Century~~
~~EPOL 401~~	~~History of American Education~~
~~EPOL 402~~	~~Asian American Education~~
~~EPOL 403~~	~~Historical and Social Barriers~~
~~EPOL 405~~	~~School and Society~~
~~EPOL 406~~	~~Professional Ethics in Education~~
~~EPOL 407~~	~~Critical Thinking in Education~~
EPOL 408	Course EPOL 408 Not Found
~~EPOL 409~~	~~Sociology of Education~~
~~EPOL 410~~	~~Racial and Ethnic Families~~
~~EPOL 412~~	~~Politics of Education~~
~~EPOL 413~~	~~Economics of Education~~
~~EPOL 480~~	~~Technology and Educational Reform~~
~~EPOL 552~~	~~Foundation of Higher Education~~

Choose at least two foundation courses from the Course List tab. At least one of these two courses must be a course from outside the degree-granting department.

~~EPSY 553~~

~~Global Issues in Learning~~

~~Elective Hours:~~

~~24-32~~

Elective Hours

24-32

General Coursework Required: 16 hours

Project/Independent Study Hours (min/max applied toward degree): 0-8

Total Hours

32

Other Requirements (may overlap)

Other requirements may overlap

Enrollment must be preceded by at least two years of acceptable professional work experience.

500-Level Hours Required:	16 hours (Independent Study included)
Minimum GPA:	3.0

Corresponding Degree CAS Certificate of Advanced Study

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.

Are the learning outcomes for the program listed in the Academic Catalog?

Yes

Student Learning Outcomes

- Students will acquire deep knowledge of content in the field of education.
- Students will display a deep understanding of psychological foundations of learning.
- Students will demonstrate a deep understanding of philosophical foundations of education.
- Students will display a deep understanding of best pedagogical practices in K-12 classrooms, with attention to 21st century skills and practices.
- Students will display deep knowledge of conducting a research study, including reviewing literature, collecting and analyzing data, and writing a thesis.

Did you make any revisions to the learning outcomes you copied and pasted from

the current academic catalog?

No

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

Describe here:

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

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

Program

Description and

Requirements

Attach Documents

Delivery Method

This program is
available:

On Campus - Students are required to be on campus, they may take some online courses.

Admission Requirements

Desired Effective

Admissions Term

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

No

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

Enrollment

Describe how this revision or phase down/elimination will impact enrollment and degrees awarded. If this is an elimination/phase down proposal include the plans for the students left in the program.

There will not be an impact on enrollment.

Estimated Annual Number of Degrees Awarded

Year One Estimate

5th Year Estimate (or when fully implemented)

What is the matriculation term for this program?
Fall

Budget

Are there budgetary implications for this revision? No

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?

There will not be a financial impact as a result of this revision.

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

No
Attach letters of support

What tuition rate do you expect to charge for this program? e.g, Undergraduate Base Tuition,

or Engineering Differential, or Social Work Online (no dollar amounts necessary)

Graduate Base on campus rate

Are you seeking a change in the tuition rate or differential for this program?

No

Is this program requesting self-supporting status?

No

Faculty Resources

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

There will not be an impact on faculty resources.

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.

May 29, 2025

The proposal was shared with the Library’s Education subject specialist, Nancy O’Brien, who indicated that because the proposed changes are administrative in their focus to create a separate foundations course list and adjust language as needed in the program description to reflect that, there is no anticipated impact on the Library’s budget for resources or services provided by Library personnel. Changes in enrollment and course content that would affect Library resources and services are not anticipated with these administrative changes.

EP Documentation

EP Control Number EP.26.002

Attach Rollback/
Approval Notices

Non-EP Documentation

U Program Review
Comments

Rollback
Documentation and
Attachment

DMI Documentation

Attach Final

Approval Notices

Banner/Codebook

Name

CAS: Curriculum & Instr - UIUC

Program Code: 10KS1144CAS

Minor	Conc	Degree	CAS
Code	Code	Code	Major
			Code
1144			

Senate Approval
Date

Senate Conference
Approval Date

BOT Approval Date

IBHE Approval Date

HLC Approval Date

DOE Approval Date NA

Effective Date:

Program Reviewer **Mary Lowry (lowry) (06/25/25 3:30 pm):** Rollback: per email 6-25-25

Comments **Allison McKinney (agrindly) (07/16/25 10:37 am):** Administratively approved.

Brooke Newell (bsnewell) (07/22/25 11:33 am): Rollback: Per Teams message with Lori Fuller

Program Change Request

Date Submitted: 06/04/25 3:11 pm

Viewing: **10KS1144EDM & 10KS1144EDMU :**
Curriculum and Instruction, EdM (on campus & online)

Last approved: 10/01/24 11:47 am

Last edit: 08/21/25 11:14 am

Changes proposed by: Lori Fuller

Catalog Pages Using
this Program

Curriculum & Instruction, EdM

Proposal Type:
Major (ex. Special Education)

This proposal is for
a:
Revision

In Workflow

1. U Program Review
2. 1613-CUR&I
Committee Chair
3. 1613-CUR&I Head
4. KN Committee
Chair
5. KN Dean
6. University Librarian
7. Grad_College
8. COTE Programs
9. Provost
10. Senate EPC
11. Senate
12. U Senate Conf
13. Board of Trustees
14. IBHE
15. HLC
16. DOE
17. Catalog Editor
18. DMI

Approval Path

1. 06/25/25 1:02 pm
Donna Butler
(dbutler): Approved
for U Program
Review
2. 06/25/25 5:13 pm
Emma Mercier
(mercier): Approved
for 1613-CUR&I
Committee Chair
3. 06/27/25 12:54 pm
Helen Neville
(hneville): Approved
for 1613-CUR&I

Head

4. 06/27/25 1:01 pm

Liv Thorstensson

Davila (livtd):

Approved for KN

Committee Chair

5. 06/27/25 2:56 pm

Lori Fuller

(harvey1): Approved

for KN Dean

6. 06/27/25 3:28 pm

Tom Teper (tteper):

Approved for

University Librarian

7. 07/16/25 10:38 am

Allison McKinney

(agrindly): Approved

for Grad_College

8. 07/16/25 1:17 pm

Suzanne Lee

(suzannel):

Approved for COTE

Programs

9. 07/22/25 11:32 am

Brooke Newell

(bsnewell): Rollback

to KN Dean for

Provost

10. 07/23/25 8:50 am

Lori Fuller

(harvey1): Approved

for KN Dean

11. 07/23/25 11:17 am

Tom Teper (tteper):

Approved for

University Librarian

12. 07/24/25 9:43 am

Allison McKinney

(agrindly): Approved

for Grad_College

13. 07/24/25 10:01 am

Suzanne Lee

(suzannel):
Approved for COTE
Programs
14. 08/13/25 6:36 pm
Brooke Newell
(bsnewell):
Approved for
Provost

History

1. Apr 6, 2019 by Deb Forgacs (dforgacs)
2. May 9, 2019 by Deb Forgacs (dforgacs)
3. May 10, 2019 by Kathy Stalter (kstalter)
4. Aug 5, 2019 by Deb Forgacs (dforgacs)
5. Aug 5, 2019 by Deb Forgacs (dforgacs)
6. Sep 10, 2019 by Kathy Stalter (kstalter)
7. Jun 5, 2020 by Kathy Stalter (kstalter)
8. Sep 29, 2021 by Kathy Stalter (kstalter)
9. Mar 15, 2023 by Lori Fuller (harvey1)
10. Apr 22, 2024 by Lori Fuller (harvey1)
11. Oct 1, 2024 by Lori Fuller (harvey1)

Administration Details

Official Program Name	Curriculum and Instruction, EdM (on campus & online)

Diploma Title	Master of Education	
Sponsor College	Education	
Sponsor Department	Curriculum and Instruction	
Sponsor Name	<u>Lori Fuller</u> ~~Karla Möller~~	
Sponsor Email	<u>harvey1@illinois.edu</u> ~~kjmoller@illinois.edu~~	
College Contact	Lori Fuller	College Contact Email
	harvey1@illinois.edu	
College Budget Officer	Amanda Brown	
College Budget Officer Email	<u>acbrown1@illinois.edu</u>	

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

Does this program have inter-departmental administration?

No

Effective Catalog Term

Effective Catalog Term	Fall 2025
Effective Catalog	2025-2026

Proposal Title

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

Revise the Master of Education in Curriculum and Instruction in the College of Education and the Graduate College

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

Education Foundations Course List, key 1320

Program Justification

Provide a brief description, using a numbered item list, of the proposed changes to the program.

1. We are moving the Foundation Course List from this Program of Study table into its own CIM-P record. There are additional changes that are being made to the Foundation Course List (KEY 1320) at this time as well, including removal of a deactivated course and addition of 3 course options.
2. We are updating the heading for the foundations courses from "Foundations Courses" to say "Foundations Hours".
3. We are revising the text which states, "Select two of the following foundations courses, taken for four credit hours each. At least one of these two courses must be a course from outside the degree-granting department" so say, "Choose at least two foundation courses from the Course List tab. At least one of these two courses must be a course from outside the degree-granting department."

Did the program content change 25% or more in relation to the total credit hours, since the most recent university accreditation visit? See the italicized text below for more details.

No

Provide the reasoning for why each change was necessary, using a corresponding numbered item list as it relates to the brief description numbered list above.

1. All master’s degree programs and Certificate of Advanced Study (CAS) programs within the College of Education utilize a shared list of foundation course options for students who are required to complete eight credit hours. Each time a course is added to or removed from this list, it necessitates several separate CIM program revisions. This process demands a significant investment of time and effort, not only within the College but also across all levels of the approval workflow. To enhance efficiency, we propose the creation of a dedicated catalog page for foundation courses. This change would streamline the update process, allowing course additions or removals to be made with minimal effort, thereby eliminating the need for multiple revisions within the CIM-P system.
2. We are renaming the heading for the foundations courses from "Foundations Courses" to "Foundations Hours" to improve clarity and ensure consistency across our materials. This change better reflects the focus on the number of instructional hours rather than individual courses.
3. We are updating the language to “Choose at least two foundation courses from the Course List tab. At least one of these two courses must be a course from outside the degree-granting department.” for clarification since some of the courses currently on the foundations list can be taken for a range of 2-4 credit hours.

There will be no change in total hours for the 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? If Yes is selected, indicate the appropriate courses and attach the letter of support/ acknowledgement.

No

Program Features

Academic Level	Graduate
Does this major have transcribed	Yes

concentrations?

Concentrations

Concentrations(s)
<u>Bilingual-Bicultural Education - Floating (on campus & online)</u>
<u>Digital Learning - Floating (on campus & online)</u>
<u>Curriculum and Instruction: Trauma-Informed Practice and Pedagogy, EDM (on campus & online)</u>

Will you admit to the concentration directly? No

Is a concentration required for graduation? No

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

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

What is the required GPA? 3.0

CIP Code 130301 - Curriculum and Instruction.

Is this program part of an ISBE approved licensure program? Yes

Will specialized accreditation be sought for this program?

No

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

No

Program of Study

Revised programs

Statement for
Programs of Study
Catalog

Foundations Hours**8**

~~Select two of the following foundations courses, taken for four credit hours each. At least one of these two courses must be a course from outside the degree-granting department.~~

~~CI 446~~	~~Culture in the Classroom~~
~~CI 501~~	~~Curriculum Development for the 21st Century~~
~~EPOL 401~~	~~History of American Education~~
~~EPOL 402~~	~~Asian-American Education~~
~~EPOL 403~~	~~Historical and Social Barriers~~
~~EPOL 405~~	~~School and Society~~
~~EPOL 406~~	~~Professional Ethics in Education~~
~~EPOL 407~~	~~Critical Thinking in Education~~
~~EPOL 408~~	~~Course EPOL 408 Not Found~~
~~EPOL 409~~	~~Sociology of Education~~
~~EPOL 410~~	~~Racial and Ethnic Families~~
~~EPOL 412~~	~~Politics of Education~~
~~EPOL 413~~	~~Economics of Education~~
~~EPOL 480~~	~~Technology and Educational Reform~~
~~EPOL 552~~	~~Foundation of Higher Education~~
~~Any 400 level EPSY course~~	
~~EPSY 553~~	~~Global Issues in Learning~~

Choose at least two foundation courses from the Course List tab. At least one of these two courses must be a course from outside the degree-granting department.

Elective Hours**24**

Project/Independent Study Hours (min/max applied toward degree): 0-8

Total Hours

32**Other Requirements**

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.

Are the learning outcomes for the program listed in the Academic Catalog?

Yes

Student Learning Outcomes

- Students will acquire deep knowledge of content in the field of education.
- Students will display a deep understanding of psychological foundations of learning.
- Students will demonstrate a deep understanding of philosophical foundations of education.
- Students will display a deep understanding of best pedagogical practices in K-12 classrooms, with attention to 21st century skills and practices.
- Students will display deep knowledge of conducting a research study, including reviewing literature, collecting and analyzing data, and writing a thesis.

Did you make any revisions to the learning outcomes you copied and pasted from the current academic catalog?

No

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

Describe here:

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

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

Delivery Method

This program is
available:

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

Describe the use of this delivery method:

This program is offered on campus and online.

Admission Requirements

Desired Effective
Admissions Term

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

No

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

Enrollment

Describe how this revision or phase down/elimination will impact enrollment and degrees awarded. If this is an elimination/phase down proposal include the plans for the students left in the program.

There will not be an impact on enrollment.

Estimated Annual Number of Degrees Awarded

Year One Estimate

5th Year Estimate (or when fully
implemented)

What is the
matriculation term
for this program?

Fall

Budget

Are there budgetary implications for this revision?

No

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?

The online program is self-supporting, but the on-campus program is not. There will not be an ~~financial~~ impact on resources. ~~as a result of this revision.~~

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

No

Attach letters of support

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

Graduate Base on-campus or online rate.

Are you seeking a change in the tuition rate or differential for this program?

No

Is this program requesting self-supporting status?

No

Faculty Resources

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

There will not be an impact on faculty resources.

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.

May 29, 2025

The proposal was shared with the Library’s Education subject specialist, Nancy O’Brien, who indicated that because the proposed changes are administrative in their focus to create a separate foundations course list and adjust language as needed in the program description to reflect that, there is no anticipated impact on the Library’s budget for resources or services provided by Library personnel. Changes in enrollment and course content that would affect Library resources and services are not anticipated with these administrative changes.

EP Documentation

EP Control Number EP.26.002

Attach Rollback/
Approval Notices

Non-EP Documentation

U Program Review
Comments

Rollback
Documentation and
Attachment

DMI Documentation

Attach Final
Approval Notices

Banner/Codebook
Name

EDM: Curriculum & Instr -UIUC & EDM: Curr & Inst Online - UIUC

Program Code: 10KS1144EDM & 10KS1144EDMU

Minor	Conc	Degree	EDM
Code	Code	Code	Major
			Code

1144

Senate Approval
Date

Senate Conference
Approval Date

BOT Approval Date

IBHE Approval Date

HLC Approval Date

DOE Approval Date NA

Effective Date:

Program Reviewer **Allison McKinney (agrindly) (07/16/25 10:37 am):** Administratively approved.
Comments **Brooke Newell (bsnewell) (07/22/25 11:32 am):** Rollback: Per TEAMS message with Lori Fuller.

Program Change Request

Date Submitted: 05/13/25 3:14 pm

Viewing: **10KS0162MFA : Theatre, MFA**

Last approved: 09/15/22 2:33 pm

Last edit: 08/21/25 11:10 am

Changes proposed by: Nicole Turner

Catalog Pages Using Theatre: Acting Concentration, MFA
this Program Theatre: Design and Technology, MFA

Proposal Type:
Major (ex. Special Education)

This proposal is for
a:
Revision

In Workflow

1. U Program Review
2. 1883-THEAT
Committee Chair
3. 1883-THEAT Head
4. KR Dean
5. University Librarian
6. Grad_College
7. COTE Programs
8. Provost
9. Senate EPC
10. Senate
11. U Senate Conf
12. Board of Trustees
13. IBHE
14. HLC
15. DOE
16. Catalog Editor
17. DMI

Approval Path

1. 05/15/25 8:34 am
Donna Butler
(dbutler): Approved
for U Program
Review
2. 06/15/25 12:04 pm
Jeffrey Jenkins (jej):
Approved for 1883-
THEAT Committee
Chair
3. 06/15/25 1:26 pm
Valleri Robinson
(valleri2): Approved
for 1883-THEAT
Head
4. 06/16/25 8:30 am

- Nicole Turner
(nicturn): Approved
for KR Dean
5. 06/19/25 2:40 pm
Tom Teper (tteper):
Approved for
University Librarian
6. 07/15/25 1:30 pm
Allison McKinney
(agrindly): Approved
for Grad_College
7. 07/15/25 2:00 pm
Suzanne Lee
(suzannel):
Approved for COTE
Programs
8. 08/13/25 6:37 pm
Brooke Newell
(bsnewell):
Approved for
Provost

History

1. Aug 13, 2019 by
Deb Forgacs
(dforgacs)
2. Jan 15, 2021 by Deb
Forgacs (dforgacs)
3. Sep 15, 2022 by
Mary Lowry (lowry)

Administration Details

Official Program Name	Theatre, MFA
Diploma Title	<u>Master of Fine Arts in Theatre</u>
Sponsor College	Fine & Applied Arts
Sponsor Department	Theatre

Sponsor Name Jeffrey Eric Jenkins

Sponsor Email iej@illinois.edu

College Contact Nicole Turner

College Contact
Email

nicturn@illinois.edu

College Budget
Officer Greg Anderson

College Budget
Officer Email gnanders@illinois.edu

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

Does this program have inter-departmental administration?

No

Effective Catalog Term

Effective Catalog
Term

Fall 2025

Effective Catalog

2025-2026

Proposal Title

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

Revise the Master of Fine Arts in Theatre in the College of Fine and Applied Arts and the Graduate College

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

Program Justification

Provide a brief description, using a numbered item list, of the proposed changes to the program.

1- Update names of specialization areas

Did the program content change 25% or more in relation to the total credit hours, since the most recent university accreditation visit? See the italicized text below for more details.

No

Provide the reasoning for why each change was necessary, using a corresponding numbered item list as it relates to the brief description numbered list above.

1- Lighting design has added "& technology"; Properties design & management is newly added; Media Design & technology is newly added.

No changes to program requirements or degree hours. The areas of specialization are areas within the Design & Technology concentration of the MFA in Theatre.

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

No

Program Features

Academic Level Graduate

Does this major have transcribed concentrations? Yes ~~No~~

Concentrations

Concentrations(s)
<u>Theatre: Acting, MFA</u>

Concentrations(s)

Theatre: Design & Technology Concentration, MFA

Will you admit to
the concentration
directly? No

Is a concentration
required for
graduation? No

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

What are the minimum Total Credit Hours required for this program?
72

What is the
required GPA? 3.0

CIP Code 500501 - Drama and Dramatics/Theatre Arts,
General.

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

Will specialized accreditation be sought for this program?

No

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

No

Program of Study

Revised programs

Catalog Page Text - Overview Tab

Catalog Page Overview Text

Statement for
Programs of Study
Catalog

Other Requirements

Other requirements may overlap
A concentration is not required

Minimum 500-level Hours Required Overall: 12

Must be in residence six semesters

Students in the MFA Program participate continuously in the production program of the Department of Theatre, which presents six to eight productions annually at Krannert Center for the Performing Arts.

Minimum GPA: 3.0

The M.F.A. is a terminal degree in theatre practice. Approved areas of specialization include acting, costume design, costume technology, lighting design and technology, media design & design, scenic design, scenic technology, scenic design, scenic technology, sound design ~~design and technology,~~ and technology, stage management, and properties design & management. Only full-time students will be admitted to the program. With departmental and Graduate College approval, up to two semesters of residency and 32 hours of coursework may be waived on the basis of the student's prior professional experience, although such cases are rare.

Corresponding MFA Master of Fine Arts Degree

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.

Are the learning outcomes for the program listed in the Academic Catalog?

Yes

Student Learning Outcomes

concentration in Acting:

Analyze, prepare, and rehearse dramatic material and to collaboratively engage in performance of works for the stage.

Speak clearly and expressively in communication of dramatic material and to develop practices of healthy voice and speech preparation.

Demonstrate acquisition of expressive movement skills, including stage combat techniques, and development of sustainable physical practices of performance.

Understand the expectations of auditioning for and working in professional live and screen performance.

Demonstrate an ability for instruction in acting and performance-related courses, including voice, speech, and movement.

concentration in Design and Technology has 9 specialization areas:

specialization in Costume Design

Mastery of Process

- Students will demonstrate advanced costume design skills, showcasing creativity and innovation through comprehensive character and script analysis. They will incorporate directorial concepts and dramaturgical insights into their designs.

Research and Historical Context- Students will acquire the ability to conduct period research and apply historical and cultural knowledge to costume design and technology. This includes an understanding of historic patterns, fabrics, and color schemes. They will cultivate curiosity, sensitivity, and respect for diverse cultures and their customs.

Storytelling and Conceptual Development- Students will enhance their storytelling abilities by creating compelling visual narratives that convey character identity and thematic elements. They will utilize a range of design aesthetics and techniques to support storytelling in both design and technology contexts.

Technical Proficiency

- Students will demonstrate proficiency in rendering and visualization techniques using both traditional and digital tools to effectively communicate design concepts.

Leadership and Creative Collaboration- Students will cultivate leadership abilities in collaborative settings, effectively managing design and technology projects within diverse production teams, both locally and remotely. They will develop communication skills necessary for successful interaction with directors, other designers, actors, and production teams.

Professional Preparedness and Industry Engagement- Students will prepare for professional practice by engaging in real-world production experiences, fostering project management skills, and understanding the workings of a professional costume shop, including health and safety protocols. They will build a professional portfolio, engage with industry networks, and participate in internships or residencies to gain real-world experience.

Ethical and Sustainable Practices- Students will develop an understanding of ethical

considerations and sustainable practices in costume design and technology. They will address environmental and social impacts while promoting responsible artistry, ensuring that both design and technology practices are aligned with sustainability goals.

specialization in Costume Technology

Mastery of Process

Students will exhibit mastery in costume construction techniques, demonstrating expertise in pattern drafting, draping, and tailoring. They will apply innovative solutions to technical challenges and integrate new technologies into costume production.

Research and Historical Context- Students will acquire the ability to conduct period research and apply historical and cultural knowledge to costume design and technology. This includes an understanding of historic patterns, fabrics, and color schemes. They will cultivate curiosity, sensitivity, and respect for diverse cultures and their customs.

Storytelling and Conceptual Development- Students will enhance their storytelling abilities by creating compelling visual narratives that convey character identity and thematic elements. They will utilize a range of design aesthetics and techniques to support storytelling in both design and technology contexts.

Technical Proficiency

- Students will gain a deep understanding of costume construction, fabric selection, and craft production. They will develop skills in advanced sewing techniques, fabric manipulation, and costume fitting, collaborating effectively with the costume design team

Leadership and Creative Collaboration- Students will cultivate leadership abilities in collaborative settings, effectively managing design and technology projects within diverse production teams, both locally and remotely. They will develop communication skills necessary for successful interaction with directors, other designers, actors, and production teams.

Professional Preparedness and Industry Engagement- Students will prepare for professional practice by engaging in real-world production experiences, fostering project management skills, and understanding the workings of a professional costume shop, including health and safety protocols. They will build a professional portfolio, engage with industry networks, and participate in internships or residencies to gain real-world experience.

Ethical and Sustainable Practices- Students will develop an understanding of ethical considerations and sustainable practices in costume design and technology. They will address environmental and social impacts while promoting responsible artistry, ensuring that both design and technology practices are aligned with sustainability goals.

specialization in Lighting Design and Technology

Demonstrates the ability to analyze and interpret creative, critical, choreographic and theoretical works within the areas of theatre, dance, opera and other forms of live performance.

Demonstrates the ability to communicate design and technical ideas through graphic skills, language and research to fellow collaborators including directors, choreographers, other

language and research to fellow collaborators including directors, choreographers, other designers and technicians in the industry.

Demonstrates mastery in the area of practical application of learned methodologies, including the ability to effectively implement ideas, concepts, and requirements through the entire design, load-in and tech process in order to successfully fulfill a role related to lighting design for a stage production.

Demonstrates working knowledge of professional practices across genres of theatre, musical theatre, opera, dance and non-traditional venues and styles of design.

Demonstrates necessary skills and knowledge to acquire an entry-level position in the field of lighting design and technology including significant technical mastery, showing the capacity to produce work and solve problems independently.

specialization in Media Design and Technology

Demonstrates practical application of learned methodologies to successfully fulfill the role of media designer for stage production.

Demonstrates a mature, effective ability to analyze, interpret, and discuss creative and theoretical works with a stage director and creative team.

Demonstrates necessary skills and knowledge required by a media designer to communicate visual ideas and concepts to creative and technical collaborators.

Demonstrates a working knowledge of professional practices across genres of theatre, musical theater, and opera with the capacity to produce work and solve problems independently.

Demonstrates a strong understanding of historical periods and cultural influences with regard to theatre, dramatic literature, performance, design, art, and architecture.

specialization in Scenic Design

Demonstrates practical application of learned methodologies to successfully fulfill the role of scene designer and/or related fields for stage production.

Demonstrates a mature, effective ability to analyze, interpret, and discuss creative and theoretical works with a stage director and creative team.

Demonstrates necessary skills and knowledge required by a scene designer to communicate visual ideas and concepts to creative and technical collaborators.

Demonstrates a working knowledge of professional practices across genres of theatre, musical theater, and opera with the capacity to produce work and solve problems independently.

Demonstrates a strong understanding of historical periods and cultural influences with regard to theatre, dramatic literature, performance, design, art, architecture, and furniture.

specialization in Scenic Technology

Demonstrates practical application of learned methodologies to successfully fulfill leadership roles for stage productions.

Demonstrate proficiency in technical, managerial and leadership skills required to attain

professional, mid-level positions in Technical Direction or Project Management within the live entertainment industry.

Demonstrate the ability to effectively communicate ideas, concepts and outcomes through the pre-production, build, load in, tech, and performance of a stage production.

Demonstrate the ability to research and synthesize independently acquired knowledge through the successful execution of a thesis project.

Demonstrates a working knowledge of professional practices across the genres of theatre, musical theatre, opera, and dance. Also displaying a strong understanding of historical periods with regard to architecture and styles of interior decor and theatrical paint techniques and processes.

specialization in Sound Design and Technology

Demonstrates a mature, effective ability to analyze, interpret, write critically and creatively, and discuss thoughtfully in the field of theatre and performance.

Demonstrates ability to actively engage in the collaborative process in preparation, construction, and performance of works for the stage.

Demonstrates practical application of learned methodologies including the ability to communicate ideas, concepts, and requirements in order to successfully fulfill a role related to sound design for a stage production.

Demonstrates working knowledge of professional practices across genres of theatre, musical theatre, opera and dance.

Demonstrates necessary skills and knowledge to acquire a masters level position in the field of sound design and technology including significant technical mastery, showing the capacity to produce work and solve problems independently.

specialization in Stage Management

Demonstrate the ability to analyze, interpret, write critically and creatively, and contribute to the body of knowledge in the field of theatre and performance.

Demonstrate mastery of the concepts of professional production practices in rehearsal, design and performance as it relates to management across theatre, musical theatre, opera, and dance.

Demonstrate practical application of learned methodologies including the ability to communicate ideas, concepts, and requirements in order to successfully fulfill a role related to the stage management of a production.

Demonstrate necessary skills and knowledge to acquire a midlevel position in professional stage management.

Demonstrate practical application of learned methodologies to successfully fulfill a leadership role or artistic proficiency for stage production.

specialization in Properties Design and Management

Demonstrate proficiency in creating and building hand props, furniture, set dressing, drapery, ephemera, and other related items using traditional and nontraditional materials.

Demonstrate ability to analyze, interpret, and discuss creative work with a scenic designer or project designer/coordinator. Also, communicate effectively with all members of the creative and technical team.

Demonstrate necessary skills and knowledge to acquire a mid-level position in the field of properties design or properties management, including mastery of craft techniques and methods as well as the capacity to produce work and solve problems independently.

Demonstrate a working knowledge of professional practices across performance genres and between historical periods related to architecture and interior décor.

Demonstrate a working knowledge of how to manage a staff of artisans, create projected outcomes for shop labor, and grow in their knowledge of time management related to the production process.

Did you make any revisions to the learning outcomes you copied and pasted from the current academic catalog?

No

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

Describe here:

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

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

Program

Description and

Requirements

Attach Documents

Delivery Method

This program is
available:

On Campus - Students are required to be on campus, they may take some online courses.

Admission Requirements

Desired Effective

Fall 2025

Admissions Term

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

No

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

Enrollment

Describe how this revision or phase down/elimination will impact enrollment and degrees awarded. If this is an elimination/phase down proposal include the plans for the students left in the program.

No impact.

Estimated Annual Number of Degrees Awarded

Year One Estimate

5th Year Estimate (or when fully
implemented)

What is the
matriculation term
for this program?

Fall

Budget

Are there
budgetary
implications for this
revision?

No

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

No

Additional Budget
Information

Attach File(s)

Financial Resources

How does the unit intend to financially support this proposal?

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

No

Attach letters of
support

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

FAA Graduate Tuition

Are you seeking a change in the tuition rate or differential for this program?

No

Is this program requesting self-supporting status?

No

Faculty Resources

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

No impact.

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 Library's resources, collections, and services are sufficient to meet the needs of the
program outlined in this proposal.

EP Documentation

EP Control Number EP.26.002

Attach Rollback/
Approval Notices

Non-EP Documentation

U Program Review
Comments

Attach Final

Approval Notices

Banner/Codebook

Name

MFA:Theatre -UIUC

Program Code: 10KS0162MFA

Minor	Conc	Degree	MFA
Code	Code	Code	Major
			Code
0162			

Senate Approval
Date

Senate Conference
Approval Date

BOT Approval Date

IBHE Approval Date

HLC Approval Date

DOE Approval Date

Effective Date:

Program Reviewer **Emily Stuby (eastuby) (05/14/25 6:48 am):** Added concentrations and diploma title.
Comments

Program Change Request

Date Submitted: 03/10/25 7:32 pm

Viewing: **10KR6006BS & 10KS6006MUP : JP:**
Sustainable Design, BS and Urban Planning, MUP

Last approved: 11/20/24 9:04 am

Last edit: 08/21/25 11:06 am

Changes proposed by: Nicole Turner

Catalog Pages Using Sustainable Design, BS and Urban Planning, MUP
this Program

Proposal Type:
Joint Program (ex. Master of Public Health & PhD. in Community Health)

This proposal is for
a:
Revision

In Workflow

1. U Program Review
2. Gen Ed Review
3. 1733-UP
Committee Chair
4. 1733-UP Head
5. 1644-F_A_A Head
6. KR Dean
7. University Librarian
8. Grad_College
9. COTE Programs
10. Provost
11. Senate EPC
12. Senate
13. U Senate Conf
14. Board of Trustees
15. IBHE
16. HLC
17. DOE
18. Catalog Editor
19. DMI

Approval Path

1. 03/14/25 12:04 pm
Donna Butler
(dbutler): Approved
for U Program
Review
2. 03/18/25 10:29 am
Melissa Steinkoenig
(menewell):
Approved for Gen
Ed Review
3. 03/18/25 1:49 pm
Mary Margaret
Edwards
(mmedward):

- Approved for 1733-
UP Committee Chair
4. 04/29/25 1:59 pm
Mark Doussard
(mdouss1):
Approved for 1733-
UP Head
5. 06/11/25 12:35 pm
Nicole Turner
(nicturn): Approved
for 1644-F_A_A
Head
6. 06/11/25 12:35 pm
Nicole Turner
(nicturn): Approved
for KR Dean
7. 06/11/25 12:47 pm
Tom Teper (tteper):
Approved for
University Librarian
8. 07/01/25 1:37 pm
Allison McKinney
(agrindly): Approved
for Grad_College
9. 07/01/25 1:40 pm
Suzanne Lee
(suzannel):
Approved for COTE
Programs
10. 08/13/25 6:37 pm
Brooke Newell
(bsnewell):
Approved for
Provost

History

1. Jul 1, 2021 by Nicole
Turner (nicturn)
2. Feb 4, 2022 by
Emily Stuby
(eastuby)

3. Apr 27, 2022 by
Nicole Turner
(nicturn)
4. Mar 15, 2023 by
Nicole Turner
(nicturn)
5. Oct 2, 2023 by
Nicole Turner
(nicturn)
6. Nov 20, 2024 by
Nicole Turner
(nicturn)

Administration Details

Official Program Name	JP: Sustainable Design, BS and Urban Planning, MUP	
Diploma Title	Bachelor of Science in Sustainable Design; Master of Urban Planning	
Sponsor College	Fine & Applied Arts	
Sponsor Department	Urban & Regional Planning	
Sponsor Name	Marc Doussard	
Sponsor Email	mdouss1@illinois.edu	
College Contact	Nicole Turner	College Contact Email
	nicturn@illinois.edu	
College Budget Officer	Greg Anderson	
College Budget Officer Email	gnanders@illinois.edu	

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

KR Dean

Does this program have inter-departmental administration?

Yes

Interdisciplinary Colleges and Departments (list other colleges/departments which are involved other than the sponsor chosen above)

Please describe the oversight/governance for this program, e.g., traditional departmental/college governance, roles of elected faculty committees and of any advisory committees.

The Sustainable Design faculty committee and Dean of FAA will maintain oversight of the BSSD and the Department of Urban Planning and Graduate College will maintain oversight of the MUP.

College Fine & Applied Arts

Department Fine and Applied Arts

Is there an additional department involved in governance?

No

Effective Catalog Term

Effective Catalog Fall 2025
Term

Effective Catalog 2025-2026

Proposal Title

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

Revise the Joint Program in the Bachelor of Science in Sustainable Design and Master of Urban Planning in Urban Planning in the College of Fine and Applied Arts and the Graduate College

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

Program Justification

Provide a brief description, using a numbered item list, of the proposed changes to the program.

- 1- Removing ARTH 211 from Gen Ed table
- 2- Removing ARTF 103 from drawing requirement
- 3- Removing UP 405 from 'UP coursework taken prior to senior year' pick 1 list

Provide the reasoning for why each change was necessary, using a corresponding numbered item list as it relates to the brief description numbered list above.

1- ARTH 211 elected to not re-certify its Humanities & the Arts general education standing, so the note in the Gen Ed table is removed. This also revises the sample sequence to require one additional Gen Ed course.

2- ARTF 103 is a first-year curriculum course in the School of Art & Design with a focus on color, communication, and 3D craft. It is not the best choice for students to meet the drawing requirement and there are still two courses with seat availability and 1 for BSSD/MLA 4+2 students that meet the learning outcomes of the drawing requirement in the BSSD.

3- This course has been deactivated and there are still ten options on the list for students to choose from.

No changes to total hours or learning outcomes in the joint degree.

Approved by N.Turner on behalf of FAA Courses & Curricula Committee

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

Yes

Courses outside of the sponsoring department/interdisciplinary departments:

ARTF 103 - Design I

Please attach any letters of support/acknowledgement

[Re_Response Requested_Remove ARTF 103 from BSSD and related programs.pdf](#)

for any

Instructional

Resources.

Consider faculty,

students, and/or

other impacted

units as
appropriate.

Program Features

Academic Level Undergraduate
Graduate

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

What are the minimum Total Credit Hours required for this program?
152

What is the 3.0
required GPA?

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

Will specialized accreditation be sought for this program?

No

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

No

Program of Study

Provide detailed information (course rubrics, numbers, and credit hours) of how a student could obtain 40 credit hours of upper-division coursework.

40 hour upper division/advanced course requirement

ARTD 451 - 4

ARCH 321 - 3

ARTD 326 - 3

FAA 330 - 5

FAA 430 - 3

FAA 431 - 5

UP 312 - 4

UP 316 - 3

Pick one 400-level UP course - 3

One additional 400-level UP course - 3

4 hours selected from additional free electives (5 are assumed in sample schedule)

Catalog Page Text - Overview Tab

Catalog Page Overview Text

The BSSD – MUP 4+1 program allows students completing the Bachelor of Science in Sustainable Design (BSSD) degree to complete the Master of Urban Planning (MUP) on an accelerated timeline. The 4+1 program is highly selective – the majority of successful applicants to the program have a 3.6 GPA or higher and demonstrate extraordinary evidence of preparedness for the MUP program. BSSD students must plan early to complete prerequisites. Junior BSSD students may apply to participate in the program.

For additional details and requirements refer to the department's Web site and the Graduate College Handbook.

Is the overview text above correct?

Yes

Statement for
Programs of Study
Catalog

Graduation Requirements

Minimum hours required for graduation: 152 hours.
Bachelor of Science in Sustainable Design: 120 hours.
Master of Urban Planning in Urban Planning: 32 hours.

University Requirements

Minimum of 40 hours of upper-division coursework, generally at the 300- or 400-level. These hours can be drawn from all elements of the degree. Students should consult their academic advisor for additional guidance in fulfilling this requirement.
The university and residency requirements can be found in the [Student Code](#) (§ 3-801) and in the [Academic Catalog](#).

General Education Requirements

Follows the [campus General Education \(Gen Ed\) requirements](#). Some Gen Ed requirements may be met by courses required and/or electives in the program.

Composition I	4-6
Advanced Composition	3
fulfilled by UP 312	
Humanities & the Arts (6 hours)	6
fulfilled by FAA 201 and any other course approved as Humanities & the Arts	
Natural Sciences & Technology (6 hours)	6

Social & Behavioral Sciences (6 hours)	6
fulfilled by UP 210 or ECON 102 or ACE 100 and any other course approved as Social & Behavioral Science	
Cultural Studies: Non-Western Cultures (1 course)	3
Cultural Studies: US Minority Cultures (1 course)	3
fulfilled by FAA 201	
Cultural Studies: Western/Comparative Cultures (1 course)	3
Quantitative Reasoning (2 courses, at least one course must be Quantitative Reasoning I)	6-10
fulfilled by UP 116 or STAT 100 ; and UP 316	
Language Requirement (Completion of the third semester or equivalent of a language other than English is required)	0-15
Sustainable Design Requirements	
Foundation	18
Students should plan to complete all requirements prior to senior year, except for FAA 430 and FAA 431 which will be taken during senior year.	
FAA 101	Arts at Illinois 1
FAA 230	Sustainable Design of the Built Environment 3
LA 101	Introduction to Landscape Arch 2
ARCH 171	Introduction to Design I 3
ARCH 172	Introduction to Design II 3
FAA 201	Black Arts Today 3
ARTH 211	Design History Survey 3
Urban Scale Sustainability (select one course)	
UP 136	Urban Sustainability 3
UP 205	Ecology & Environmental Sustainability 3
ARCH 237	Urban Scale Sustainability 3
Drawing (select one course)	
ARTD 225	Design Drawing 3
ARTF 102	Observational Drawing 3
~~ARTF 103~~	~~Design I~~ ~~3~~
LA 280	Design Communications I (limited seats solely for BSSD/MLA 4+2 students) 3

Core		15
<u>FAA 330</u>	Making Sustainable Design	5
<u>ARTD 326</u>	Sustainability & Manufacturing	3
<u>ARCH 321</u>	Environment, Architecture, and Global Health	3
<u>ARTD 451</u>	Ethics of a Designer in a Global Economy	4
Senior Capstone		8
<u>FAA 430</u>	Capstone Seminar	3
<u>FAA 431</u>	Capstone Studio	5
Total Hours		47
Major Electives		
All 16 hours of major electives are met with the full completion of the requirements below.		
UP Coursework taken prior to Senior Year		
Students who follow this program will be eligible for a minor in Urban Studies and Planning regardless of their admission to the 4+1 program		
<u>UP 101</u>	Introduction to City Planning	3
<u>UP 116</u>	Urban Informatics I	3
or <u>STAT 100</u>	Statistics	
<u>UP 210</u>	Environmental Economics & Policy	3
or <u>ECON 102</u>	Microeconomic Principles	
or <u>ACE 100</u>	Introduction to Applied Microeconomics	
<u>UP 203</u>	Cities: Planning & Urban Life	3
or <u>UP 204</u>	Chicago: Planning & Urban Life	
<u>UP 312</u>	Communication for Planners	4
<u>UP 316</u>	Urban Informatics II	3
Pick one:		3-4
<u>UP 405</u>	Course UP 405 Not Found	
<u>UP 406</u>	Urban Ecology	
<u>UP 418</u>	GIS for Planners	
<u>UP 420</u>	Plng for Historic Preservation	
<u>UP 430</u>	Urban Transportation Planning	

UP 437	Public Transportation Planning	
UP 434	Pedestrian and Bicycle Planning	
UP 456	Sustainable Planning Workshop	
UP 479	Community Engagement in Planning	
UP 486	Planning with Climate Change	
UP 494	Special Topics in Planning	

One additional course at the 400 level in the Department of Urban & Regional Planning, UP (may also pick an additional course from pick one list above)	3

Total	25

Senior Year Courses

A BSSD student admitted to the 4+1 program is expected to enroll in the first year MUP core courses in their senior year, although they are not yet admitted to the MUP program. Typically, a 4+1 student will take [FAA 430](#) & [FAA 431](#) (3 & 5 hours), as required by the BSSD program, plus at least four of the five first-year MUP core courses:

Select at least four courses from:	16-20

UP 501	Planning History and Theory	
UP 503	Physical Planning	
UP 504	Urban History and Theory	
UP 505	Urban and Regional Analysis	
UP 511	Law and Planning	

Free Electives

Select any remaining credit hours with approval of advisor to complete degree requirements.

Master of Urban Planning in Urban Planning degree requirements

Complete any of the 500-level courses not completed in year four (UP 501 , 503 , 504 , 505 , 511)		0-4
UP 510	Plan Making	4
UP 591	Capstone Seminar (enrollment required for two terms- 0 hours each for Thesis students or 4 in fall, 0 in spring for Non-Thesis students)	0 or 4
UP 598	Master's Project (UP 598 for 4 total hours or UP 599 for 8 total hours)	4 or 8
or UP 599	Thesis Research	

Once admitted to the MUP program, a 4+1 student must take 32 hours of graduate courses, 20 of which must be UP courses. These courses include the capstone requirement and master's project or thesis. Up to two MUP core courses may be included among the 32 hours. The 32 hours of graduate courses is a minimum requirement for the MUP degree; it cannot be reduced by [UP 590](#) internship or course waivers.

32

Minimum GPA:

3.0

Summary of Credits for the Joint Bachelor of Science in Sustainable Design / Master of Urban Planning in Urban Planning Program

Bachelor of Science in Sustainable Design	120
General Education	
Major Requirements	47
Major Electives	0
Additional UP Course Requirements	25
Senior Year Graduate Courses	20
Free Electives	
A minimum of 40 credits at the 300 or 400 course level are required.	
Master of Urban Planning in Urban Planning	32

A minimum of 16 credits at the 500 course level are required, 12 must be in UP.

Program Relationships

Identify the existing programs to be joined:

Corresponding Program(s)
Sustainable Design, BS
Urban Planning, MUP

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.

Are the learning outcomes for the program listed in the Academic Catalog?

Yes

Student Learning Outcomes

Bachelor of Science in Sustainable Design:

The Student Learning objectives (SLO) are:

1. Students will have a deep level of understanding of the fundamentals of sustainability and their functional links to the built environment
2. Students will have a deep level of understanding of the fundamentals of design thinking and practice
3. Students will be proficient in applying basic principles of visual and material communication, including sketching, drafting, model-making, 2-d and 3-d design software and geographic information systems.
4. Students will be able to combine design theory and practice with sustainability principles to address environmental issues at the product, building, neighborhood, city, landscape and global levels.
5. Students will be comfortable working in multidisciplinary teams to solve complex design problems

Master of Urban Planning:

To be consistent with our accreditation requirements, we are using the Knowledge, Skills, and Values identified by the Planning Accreditation Board as desired outcomes for planning education:

General planning knowledge

Purpose and Meaning of Planning

Planning Theory

Planning Law

Human Settlements and History of Planning

The Future

Global Dimensions of Planning

Planning skills

Research Written, Oral and Graphic Communication

Quantitative and Qualitative Methods

Plan Creation and Implementation

Planning Process Methods

Leadership

Values and ethics

Professional Ethics and Responsibility

Governance and Participation

Sustainability and Environmental Quality
Growth and Development
Social Justice

Did you make any revisions to the learning outcomes you copied and pasted from the current academic catalog?

No

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

Describe here:

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

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

Program
Description and
Requirements
Attach Documents

Delivery Method

This program is
available:

On Campus - Students are required to be on campus, they may take some online courses.

Admission Requirements

Desired Effective
Admissions Term

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

No

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.

In October of students' junior year, the BSSD Faculty Administrator, in consultation with the Director of MUP Admissions, MUP Program Director, and other urban planning faculty reviews each candidate's undergraduate record and extends offers of invitation for 4+1 participation to those who qualify.

Invited students then provide a statement of purpose (SOP) to the Director of MUP Admissions by December 15. The SOP (1,500 words maximum) should convey information about the student's background, personal experience, and motivation for pursuing a MUP degree at the University of Illinois. The best statements communicate an applicant's career aspirations, not simply his or her technical qualifications.

Students will be notified by the Director of MUP Admissions by January of their junior year if they have been accepted into the 4+1 program. The decision to grant entrance to the program is based on the undergraduate record, the statement of purpose, and evaluations by faculty in the department who have taught or worked with the student. Admission to the 4+1 program does not guarantee admission to the MUP program, although students are initially invited to participate in the 4+1 program based on the high likelihood that they would be admitted to the MUP program.

Enrollment

Describe how this revision or phase down/elimination will impact enrollment and degrees awarded. If this is an elimination/phase down proposal include the plans for the students left in the program.

No impact.

Estimated Annual Number of Degrees Awarded

Year One Estimate

0

5th Year Estimate (or when fully implemented)

3

Budget

Are there budgetary implications for this revision?

No

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?

There is no financial impact of this proposal.

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

No

Attach letters of
support

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

FAA Undergrad Differential/4 years and FAA Grad Differential/1 year

Are you seeking a change in the tuition rate or differential for this program?

No

Faculty Resources

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

No impact.

Library Resources

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

Library resources, collections, and services are sufficient to meet the needs of the program outlined in this proposal.

EP Documentation

EP Control Number EP.26.002

Attach Rollback/
Approval Notices

Non-EP Documentation

U Program Review
Comments

Rollback
Documentation and
Attachment

DMI Documentation

Attach Final
Approval Notices

Banner/Codebook
Name

BS:BS SD/MUP UP - UIUC & MUP:BS SD/MUP UP - UIUC

Program Code: 10KR6006BS & 10KS6006MUP

Minor	Conc	6006	Degree	
Code	Code		Code	Major Code

Senate Approval
Date

Senate Conference
Approval Date

BOT Approval Date

IBHE Approval Date

HLC Approval Date

DOE Approval Date NA

Effective Date:

Program Reviewer **Melissa Steinkoenig (menewell) (03/18/25 10:29 am):** Only revision is change to Gen Ed Table
Comments removing a course which is no longer a Gen Ed. Updated Gen Ed Table good.
Brooke Newell (bsnewell) (07/31/25 7:58 am): Uploaded revised sample sequence per
discussion with Nicole T.

Program Change Request

Date Submitted: 03/10/25 7:39 pm

Viewing: **10KR6168BS & 10KS6168MLA : JP:**

Sustainable Design, BS and Landscape Architecture, MLA

Last approved: 10/23/24 9:25 am

Last edit: 08/21/25 11:07 am

Changes proposed by: Nicole Turner

Catalog Pages Using
this Program [Sustainable Design, BS and Landscape Architecture, MLA](#)

Proposal Type:

Joint Program (ex. Master of Public Health & PhD. in Community Health)

This proposal is for

a:

Revision

In Workflow

1. U Program Review
2. Gen Ed Review
3. 1569-LAARC
Committee Chair
4. 1569-LAARC Head
5. 1644-F_A_A Head
6. KR Dean
7. University Librarian
8. Grad_College
9. COTE Programs
10. Provost
11. Senate EPC
12. Senate
13. U Senate Conf
14. Board of Trustees
15. IBHE
16. HLC
17. DOE
18. Catalog Editor
19. DMI

Approval Path

1. 03/14/25 12:05 pm
Donna Butler
(dbutler): Approved
for U Program
Review
2. 03/18/25 10:31 am
Melissa Steinkoenig
(menewell):
Approved for Gen
Ed Review
3. 04/10/25 3:16 pm
Lori Davis (drlori):
Approved for 1569-
LAARC Committee

Chair

4. 04/10/25 3:52 pm
David Hays (dlhays):
Approved for 1569-
LAARC Head
5. 06/11/25 12:31 pm
Nicole Turner
(nicturn): Approved
for 1644-F_A_A
Head
6. 06/17/25 3:46 pm
Nicole Turner
(nicturn): Approved
for KR Dean
7. 06/19/25 2:39 pm
Tom Teper (tteper):
Approved for
University Librarian
8. 07/01/25 1:38 pm
Allison McKinney
(agrindly): Approved
for Grad_College
9. 07/01/25 1:40 pm
Suzanne Lee
(suzannel):
Approved for COTE
Programs
10. 08/13/25 6:37 pm
Brooke Newell
(bsnewell):
Approved for
Provost

History

1. Feb 1, 2024 by
Nicole Turner
(nicturn)
2. Oct 23, 2024 by
Nicole Turner
(nicturn)

Administration Details

Official Program Name	JP: Sustainable Design, BS and Landscape Architecture, MLA	
Diploma Title	Bachelor of Science in Sustainable Design and Master of Landscape Architecture in Landscape Architecture	
Sponsor College	Fine & Applied Arts	
Sponsor Department	Landscape Architecture	
Sponsor Name	<u>Lori Davis</u> ~~Beth Scott~~	
Sponsor Email	<u>drlori@illinois.edu</u> ~~scottea@illinois.edu~~	
College Contact	Nicole Turner	College Contact Email
	nicturn@illinois.edu	
College Budget Officer	Greg Anderson	
College Budget Officer Email	gnanders@illinois.edu	

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

KR Dean

Does this program have inter-departmental administration?

Yes

Interdisciplinary Colleges and Departments (list other colleges/departments which are involved other than the sponsor chosen above)

Please describe the oversight/governance for this program, e.g., traditional departmental/college governance, roles of elected faculty committees and of any advisory committees.

The Sustainable Design faculty committee and Dean of FAA will maintain oversight of the BSSD and the Department of Landscape Architecture and Graduate College will maintain oversight of the MLA.

College

Fine & Applied Arts

Department

Fine and Applied Arts

Is there an additional department involved in governance?

No

Effective Catalog Term

Effective Catalog Term	Fall 2025
Effective Catalog	2025-2026

Proposal Title

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

Revise the Joint Program in the Bachelor of Science in Sustainable Design and the Master of Landscape Architecture in Landscape Architecture in the College of Fine and Applied Arts and the Graduate College

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

Program Justification

Provide a brief description, using a numbered item list, of the proposed changes to the program.

- 1- Removing ARTH 211 from Gen Ed table
- 2- Removing ARTF 103 from drawing requirement
- 3- Revise GEOL or GIS requirements to replace Physical Science General Education category requirement

Provide the reasoning for why each change was necessary, using a corresponding numbered item list as it relates to the brief description numbered list above.

1- ARTH 211 elected to not re-certify its Humanities & the Arts general education standing, so the note in the Gen Ed table is removed. This does not revise the sample sequence because there are sufficient other humanities & the arts course options to meet the requirements.

2- ARTF 103 is a first-year curriculum course in the School of Art & Design with a focus on color, communication, and 3D craft. It is not the best choice for students to meet the drawing requirement and there are still two courses with seat availability and 1 for BSSD/MLA 4+2 students that meet the learning outcomes of the drawing requirement in the BSSD. This also updates the sample schedule.

3-The underlying rationale for requiring an earth science is the importance of students learning the basics of the scientific method in this area of study. There are several courses that will meet this requirement. The structure of the BSSD/MLA course schedule sometimes makes it challenging to have only two courses as options for completing this requirement. Landscape Architecture is accredited by LAAB and this change meets their accreditation standards. This updates both the Gen Ed table and the 'required coursework before senior year' curriculum table.

No changes to total hours or learning outcomes in the joint degree.

Approved by FAA college curriculum committee in May 2025.

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

Yes

Courses outside of the sponsoring department/interdisciplinary departments:

ARTF 103 - Design I

GEOL 100 - Planet Earth

GGIS 103 - Earth's Physical Systems

Please attach any

[Re_Response Requested_Remove GEOL 100 from BSSD_MLA.pdf](#)

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

[Re_Response Requested_Remove ARTF 103 from BSSD and related programs.pdf](#)
[RE_Response Requested_Remove GGIS 103 from BSSD_MLA.pdf](#)

Program Features

Academic Level Undergraduate
 Graduate

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

What are the minimum Total Credit Hours required for this program?
168

What is the 3.0
required GPA?

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

Will specialized accreditation be sought for this program?

No

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

Yes

If Yes, describe how it is aligned with or meets licensure, certification, and/or entitlement requirements.

Yes, Landscape Architecture is a regulated profession in the United States, with U.S. jurisdictions requiring specific education, experience (in professional practice), and examination requirements to qualify for state-based licensure. Continuing education documentation is also required to maintain licensure over the years.

The State of Illinois regulates the practice of landscape architecture through its Title Act statute under the Illinois Department of Financial and Professional Regulation. The MLA program at the University of Illinois is an LAAB-accredited program through the Landscape Architecture Accreditation Board (LAAB) which satisfies the education requirement under the licensure standard in the State of Illinois.

The Council of Landscape Architecture Registration Boards (CLARB) and the American Society of Landscape Architects (ASLA) Licensure & Government Affairs Committee provide oversight and resources for states, including the State of Illinois, to uphold these licensure standards in keeping with the stated objective/responsibility of the profession to protect life, safety, and welfare of the public and natural resources and systems.

Program of Study

Provide detailed information (course rubrics, numbers, and credit hours) of how a student could obtain 40 credit hours of upper-division coursework.

[ARTD 326 – 3](#)

[ARCH 321 – 3](#)

[ARTD 451 - 4](#)

[FAA 330 - 5](#)

[FAA 430 - 3](#)

[FAA 431 – 5](#)

[LA 314 – 4](#)

[LA any 300 or 300 level – 2](#)

[LA 352 – 4](#)

[LA 433 – 5](#)

[LA 434 – 5](#)

Revised programs [KEY 1166 BSSD MLA sample schedule FA 25.docx](#)

Catalog Page Overview Text

The six-year joint BSSD/MLA 4 + 2 program combines a B.S. in Sustainable Design with a MLA in Landscape Architecture. Current University of Illinois at Urbana-Champaign undergraduate students enrolled in the Sustainable Design undergraduate major who have completed between 30 and 96 credit hours and maintain superior academic performance are eligible to apply for this program. Students admitted to the program will receive the B.S. degree after four years and the M.LA. degree after two additional years.

Students interested in the BSSD/MLA 4 + 2 program will need to plan their schedules well in advance of their Junior year to ensure they have taken the appropriate course work. By judicious selection of general education courses and major electives, students will be prepared to apply to the 4+2 program in their sophomore year, and to the Graduate College in their senior year.

For additional details and requirements refer to the MLA department's Web site and the Graduate College Handbook.

Is the overview text above correct?

Yes

Statement for
Programs of Study
Catalog

Graduation Requirements

Minimum hours required for graduation: 168 hours.

Bachelor of Science in Sustainable Design: 120 hours.

Master of Landscape Architecture in Landscape Architecture: 48 hours.

University Requirements

Minimum of 40 hours of upper-division coursework, generally at the 300- or 400-level. These hours can be drawn from all elements of the degree. Students should consult their academic advisor for additional guidance in fulfilling this requirement.

The university and residency requirements can be found in the [Student Code](#) (§ 3-801) and in the [Academic Catalog](#).

General Education Requirements

Follows the [campus General Education \(Gen Ed\) requirements](#). Some Gen Ed requirements may be met by courses required and/or electives in the program.

Composition I	4-6
Advanced Composition	3
fulfilled by LA 314	
Humanities & the Arts (6 hours)	6
fulfilled by FAA 201 , LA 222 , and LA 314	

Natural Sciences & Technology (6 hours)	6
fulfilled by LA 250 and any Physical Science	
Social & Behavioral Sciences (6 hours)	6
Cultural Studies: Non-Western Cultures (1 course)	3
fulfilled by LA 222	
Cultural Studies: US Minority Cultures (1 course)	3
fulfilled by FAA 201	
Cultural Studies: Western/Comparative Cultures (1 course)	3
fulfilled by LA 314	
Quantitative Reasoning (2 courses, at least one course must be Quantitative Reasoning I)	6-10
Language Requirement (Completion of the third semester or equivalent of a language other than English is required)	0-15
Sustainable Design Major Requirements	
Students should plan to complete all requirements prior to senior year, except for FAA 430 and FAA 431 which will be taken during senior year.	
Foundation	18
FAA 101 Arts at Illinois	1
FAA 230 Sustainable Design of the Built Environment	3
LA 101 Introduction to Landscape Arch	2
ARCH 171 Introduction to Design I	3
ARCH 172 Introduction to Design II	3
FAA 201 Black Arts Today	3
ARTH 211 Design History Survey	3
Urban Scale Sustainability (select one course)	3
UP 136 Urban Sustainability	3
UP 205 Ecology & Environmental Sustainability	3
ARCH 237 Urban Scale Sustainability	3
Drawing (select one course)	3
ARTD 225 Design Drawing	3
ARTF 102 Observational Drawing	3

~~ARTF 103~~	~~Design I~~	~~3~~
<u>LA 280</u>	Design Communications I (limited seats solely for BSSD/MLA 4+2 students)	3
Core		15
<u>FAA 330</u>	Making Sustainable Design	5
<u>ARTD 326</u>	Sustainability & Manufacturing	3
<u>ARCH 321</u>	Environment, Architecture, and Global Health	3
<u>ARTD 451</u>	Ethics of a Designer in a Global Economy	4
Senior Capstone		8
<u>FAA 430</u>	Capstone Seminar	3
<u>FAA 431</u>	Capstone Studio	5
Total Hours		47
Major Electives		
All 16 hours of major electives are met with the full completion of the requirements below.		
Required LA Coursework taken prior to Senior Year		
Students who follow this program will be eligible for a minor in Landscape Studies regardless of their admission to the 4+2 program.		
~~GEOL 100~~	~~Planet Earth~~	~~3~~
~~or GGIS 103~~	~~Earth's Physical Systems~~	
<u>Physical Science: Any Natural Science & Technology- Physical Sciences general education course</u>		<u>3</u>
<u>LA 222</u>	Islamic Gardens & Architecture	3
<u>LA 281</u>	Design Communications II	3
<u>LA 314</u>	History of World Landscapes (Completing this requirement in undergraduate waives the requirement of <u>LA 513</u> in MLA)	4
LA any 300 or 400-level course		2
Total Hours		15
Senior Year Courses		
<u>LA 241</u>	Landform Design & Construction	3
<u>LA 250</u>	Environmental Site Analysis	3
<u>LA 352</u>	Woody Landscape Plants (OR any UG Free Elective)	4

<u>LA 433</u>	Graduate Foundation Studio	5
<u>LA 434</u>	Graduate Site Design Studio	5
<u>LA 501</u>	Landscape Arch Theory & Prac	4
Total Hours		20

Master of Landscape Architecture in Landscape Architecture Pre-Professional degree program with Advanced Studio Option

The following coursework is required of MLA students in the Pre-Professional degree program. These courses do not count toward the graduate degree. Therefore, 4+2 students may elect to take these during the undergraduate portion of the 4+2.

<u>LA 342</u>	Site Engineering	4
<u>LA 343</u>	Landscape Construction	4
<u>LA 346</u>	Professional Practice	2
<u>LA 352</u>	Woody Landscape Plants	4

MLA Requirements

Studio

<u>LA 533</u>	Planning & Design Studio I	5
<u>LA 534</u>	Design Workshop G-I	5
<u>LA 537</u>	Planning & Design Studio II	5
<u>LA 539</u>	Design Workshop G-II	5

Additional Seminars/Coursework

<u>LA 452</u>	Planting Design	3
<u>LA 482</u>	Advanced Communication in Landscape Architecture	4
<u>LA 597</u>	Research Design & Methods	3

Additional Required Electives chosen in consultation with MLA Advisor

Social/Cultural Factors in Design

Ecology

Methods

Total Minimum Hours **48**

Minimum Hours Required Within the Unit: 24

Minimum 500-level Hours Required Overall:18

Minimum GPA: 3.0

Summary of Credits for the Joint Bachelor of Science in Sustainable Design and Master of Landscape Architecture in

Landscape Architecture Program	
Bachelor of Science in Sustainable Design	120
General Education	
Major Requirements	47
Major Electives	0
Additional LA Course Requirements	15
Senior Year Courses	20
Free Electives	
A minimum of 40 credits at the 300 or 400 course level are required	
Master of Landscape Architecture in Landscape Architecture	48

Program Relationships

Identify the existing programs to be joined:

Corresponding Program(s)
Sustainable Design, BS
Landscape Architecture, MLA

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.

Are the learning outcomes for the program listed in the Academic Catalog?

Yes

Student Learning Outcomes

BSSD Student Learning Outcomes:

1. Students will have a deep level of understanding of the fundamentals of sustainability and their functional links to the built environment.
2. Students will have a deep level of understanding of the fundamentals of design thinking and practice.
3. Students will be proficient in applying basic principles of visual and material communication, including sketching, drafting, model-making, 2-d and 3-d design software and geographic information systems.
4. Students will be able to combine design theory and practice with sustainability principles to address environmental issues at the product, building, neighborhood, city, landscape, and global levels.
5. Students will be comfortable working in multidisciplinary teams to solve complex design problems.

Master of Landscape Architecture students will:

Master of Landscape Architecture learning outcomes include:

- Knowledge and skills in process, principles, and theories of design in landscape architecture
- Knowledge of histories and theories of the art and science of landscape architecture
- Knowledge of plants, ecosystems, and climate science
- Knowledge of resilience and landscape performance
- Knowledge of the legal context of the landscape architecture profession
- Knowledge of professional practice
- Skills in the application of assessment and analysis of site context and suitability of program, data, and other criteria in site design and planning
- Skills in developing design concepts, material detailing, and construction, including accessibility
- Skills in design communication with diverse audiences, including verbal, visual, and written forms
- Knowledge of construction materials and methods, including the use of specifications, construction techniques, material selections, and preparation of relevant documents
- Knowledge and skills of landform, engineering, and green infrastructure to facilitate ecological design, safety, and accessibility
- Knowledge of landscape performance, including the quantifiable assessment of benefits of landscape design
- Skills in collaboration, including interdisciplinary teams, and application of knowledge from different disciplines into design
- Knowledge and skills in research theories and methods, research ethics, and the understanding of research as it affects the current and future practice of the profession

Did you make any revisions to the learning outcomes you copied and pasted from the current academic catalog?

No

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

Describe here:

The following assessment data will be used to aid the evaluation of the program:

- Admission numbers disaggregated by race, gender, geography, and academic year
- Student performance data
- Student participation in study abroad programs
- Undergraduate research and design opportunities
- Retention rates and average time to complete the degree
- Student and alumni feedback
- Senior exit survey
- Student awards and recognition
- Job placements
- Acceptance rate into the 4+2 program
- Ability to complete the 4+2 on the suggested timeframe
- Alumni Surveys

Learning outcomes are assessed by faculty for individual students through coursework assignments, most notably through the design studio sequence. Studio production reflects a synthetic process of incorporating the knowledge and skills learned through adjacent coursework and a sound measure of integrated learning which significantly reflects the potential for future practice in the profession.

Students' design studio work is also periodically assessed by external reviewers from practice and academia, which offers an opportunity for faculty and program leadership to gain further insight into the learning outcomes of individual students and courses and to make recommendations to the Academic Programs and Student Advising staff on the satisfactory completion of learning and/or suggestions for remedial instruction.

The MLA Program Committee regularly assesses curriculum and student learning, and makes periodic recommendations for coursework development to increase student learning outcomes.

Learning outcomes for students in the MLA program are also assessed every 6 years through the accreditation visits of the Landscape Architecture Accreditation Board (LAAB). The visiting team reviews all course materials supplemented by an exhibition of student work samples from all courses in the MLA program. LAAB teams also meet with students to assess their academic experience and learning outcomes.

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.

Student learning outcomes for each degree will be evaluated by each respective program.

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

The BSSD Coordinator, LA Academic Programs and Student Affairs Coordinator, and the MLA program faculty chair will meet three times a year. In the fall, applicants to the 4+2 program will be reviewed and in the spring highly qualified students for the next cycle will be identified. In addition to these logistics, assessment data will be utilized in each of these meetings to determine if the 4+2 is meeting the individual program learning outcomes and if any assessment data reflects necessary changes in the program to support students' success.

Program

Description and

Requirements

Attach Documents

Delivery Method

This program is
available:

On Campus - Students are required to be on campus, they may take some online courses.

Admission Requirements

Desired Effective

Admissions Term

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

No

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.

In October of students' sophomore year, the BSSD Faculty Program Coordinator, in consultation with the MLA Program Chair, and other landscape architecture faculty reviews each candidate's undergraduate record and extends offers of invitation for 4+2 participation to those who qualify.

Invited students then provide a personal statement to the MLA Program Chair by December 15. The personal statement (800 - 1,400 words) should articulate interest in graduate study in landscape architecture. A portfolio of creative work is also encouraged which may include drawings, travel sketches, photographs, website design, craftwork, furniture, garden design, or other creative/design projects. Include brief texts as necessary to explain contexts in which work was produced. When representing group work, please clearly identify your specific contribution to that work. There is no file size limit for uploaded portfolios. If you prefer, you may include a website url in your personal statement directing the admissions committee to your portfolio online.

Students will be notified by the MLA Program Chair by January of their sophomore year if they have been accepted into the 4+2 program. The decision to grant entrance to the program is based on the undergraduate record, the personal statement, portfolio if submitted, and evaluations by faculty in the department who have taught or worked with the student. Admission to the 4+2 program does not guarantee admission to the MLA program, although students are initially invited to participate in the 4+2 program based on the high likelihood that they would be admitted to the MLA program.

Enrollment

Describe how this revision or phase down/elimination will impact enrollment and degrees awarded. If this is an elimination/phase down proposal include the plans for the students left in the program.

No impact.

Estimated Annual Number of Degrees Awarded

Year One Estimate

0

5th Year Estimate (or when fully implemented)

5-8

Budget

Are there

No

budgetary
implications for this
revision?

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

No

Additional Budget
Information

Attach File(s)

Financial Resources

How does the unit intend to financially support this proposal?

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

No

Attach letters of
support

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

Undergraduate Base plus FAA Differential for 4 years/Graduate Base
plus FAA differential for 2 years

Are you seeking a change in the tuition rate or differential for this program?

No

Faculty Resources

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

No impact.

Library Resources

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

Library resources, collections, and services are sufficient to meet the needs of the program proposal.

EP Documentation

EP Control Number EP.26.002

Attach Rollback/
Approval Notices

Non-EP Documentation

U Program Review
Comments

Rollback
Documentation and
Attachment

DMI Documentation

Attach Final
Approval Notices

Banner/Codebook
Name
BS:BS SD/MLA LA – UIUC & MLA:BS SD/MLA LA – UIUC

Program Code: 10KR6168BS & 10KS6168MLA

Minor	Conc	6168	Degree	
Code	Code		Code	Major Code

Senate Approval
Date

Senate Conference
Approval Date

BOT Approval Date

IBHE Approval Date

HLC Approval Date

DOE Approval Date n/a

Effective Date:

Program Reviewer

Comments

Melissa Steinkoenig (menewell) (03/18/25 10:30 am): Only revision is change to Gen Ed Table removing a course which is no longer a Gen Ed. Updated Gen Ed Table good.

Brooke Newell (bsnewell) (07/31/25 8:24 am): Uploaded sample sequence per discussion with Nicole T.

Program Change Request

Date Submitted: 03/12/25 3:55 pm

Viewing: **10KS6028MS : Engineering Technology and Management for Agricultural Systems, MS**

Last approved: 06/22/22 7:46 am

Last edit: 08/21/25 11:18 am

Changes proposed by: Kent Rausch

Catalog Pages Using this Program

Technical Systems Management, MS
Engineering Technology and Management for Agricultural Systems, MS

Proposal Type:
Major (ex. Special Education)

This proposal is for
a:
Revision

In Workflow

1. U Program Review
2. 1741-ABE
Committee Chair
3. 1741-ABE Head
4. KL Committee Chair
5. KL Dean
6. University Librarian
7. Grad_College
8. COTE Programs
9. Provost
10. Senate EPC
11. Senate
12. U Senate Conf
13. Board of Trustees
14. IBHE
15. HLC
16. DOE
17. Catalog Editor
18. DMI

Approval Path

1. 03/26/25 5:57 pm
Donna Butler
(dbutler): Approved
for U Program
Review
2. 04/03/25 12:19 pm
Kent Rausch
(krausch): Approved
for 1741-ABE
Committee Chair
3. 04/03/25 12:20 pm
Ronaldo Maghirang
(ronaldom):
Approved for 1741-
ABE Head

4. 04/11/25 6:23 am
Brianna Gregg
(bjgray2): Approved
for KL Committee
Chair
5. 04/11/25 12:58 pm
Anna Ball (aball):
Approved for KL
Dean
6. 04/18/25 2:23 pm
Tom Teper (tteper):
Approved for
University Librarian
7. 04/23/25 10:25 am
Allison McKinney
(agrindly): Approved
for Grad_College
8. 04/23/25 10:52 am
Suzanne Lee
(suzannel):
Approved for COTE
Programs
9. 05/07/25 3:24 pm
Brooke Newell
(bsnewell): Rollback
to KL Committee
Chair for Provost
10. 05/07/25 4:59 pm
Brianna Gregg
(bjgray2): Approved
for KL Committee
Chair
11. 05/08/25 9:42 am
Anna Ball (aball):
Approved for KL
Dean
12. 05/08/25 10:01 am
Tom Teper (tteper):
Approved for
University Librarian
13. 07/15/25 1:10 pm
Allison McKinney

- (agrindly): Approved
for Grad_College
14. 07/15/25 2:00 pm
Suzanne Lee
(suzannel):
Approved for COTE
Programs
15. 08/13/25 6:37 pm
Brooke Newell
(bsnewell):
Approved for
Provost

History

1. Jun 22, 2022 by
Heather Crump
(hcrump)

Administration Details

Official Program Name	Engineering Technology and Management for Agricultural Systems, MS	
Diploma Title		
Sponsor College	Agr, Consumer, & Env Sciences	
Sponsor Department	Agricultural & Biological Engr	
Sponsor Name	Ronaldo Maghirang	
Sponsor Email	ronaldom@illinois.edu	
College Contact	Brianna Gregg	College Contact Email
	bjgray2@illinois.edu	
College Budget Officer		
College Budget Officer Email		

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

Does this program have inter-departmental administration?

No

Effective Catalog Term

Effective Catalog Term	Fall 2025
Effective Catalog	2025-2026

Proposal Title

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

Revise the Master of Science in Engineering Technology Management for Agricultural Systems 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 at this time and the programs depend on each other? Consider Majors, Minors, Concentrations & Joint Programs in your department. Please know that this information is used administratively to move related proposals through workflow efficiently and together as needed. Format your response like the following "This BS proposal (key 567) is related to the Concentration A proposal (key 145)"

Program Justification

Provide a brief description, using a numbered item list, of the proposed changes to the program.

1. Remove ETMA 594 Graduate Seminar (0 hour) since it has been deactivated.
2. Add ABE 501: Foundations of Success and ABE 502 Graduate Seminar: Advanced Career Skills (1 hour each) as required courses for the MS thesis; to be taken one time. This is a net increase of 2 credit hour for coursework.
3. Adds ABE 502 to the MS nonthesis option. Total hours required for thesis or nonthesis MS are unchanged
4. The elective hour range for the thesis option was adjusted with the addition of the courses to the program.
5. The elective hour range was adjusted for the non-thesis option.
6. A shift to the 'Other Requirements' table statement was made to include the ETMA rubric.
7. Revised the statement of 'One course in statistics from an approved list' to read 'One course in statistics in consultation with advisor'.
Learning objectives are unchanged.

Did the program content change 25% or more in relation to the total credit hours, since the most recent university accreditation visit? See the italicized text below for more details.

No

Provide the reasoning for why each change was necessary, using a corresponding numbered item list as it relates to the brief description numbered list above.

- 1 and 2: The department created a graduate seminar series that were more helpful to students' careers. For the ETMAS MS, ABE 502 will provide career skills for students during their MS programs as well as during their careers.
3. ABE 502 is only required for the MS nonthesis option, as ABE 501 does not benefit nonthesis Masters students.
4. With the addition of the course work, it lessened the elective hour requirements for the degree.
5. The elective hour range for the non-thesis was shifted because of the change in required courses in the degree. This moved to 20-26 hour range.
6. The TSM rubric was retired and replaced with ETMA
7. Given the amount of statistics courses offered across campus, the intent is to not limit the options for students to complete this requirement.

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

No

Program Features

Academic Level	Graduate
Does this major have transcribed concentrations?	<u>Yes</u> ~~No~~

Concentrations

Concentrations(s)
<u>Professional Science Master's PSM Concentration – GR</u>

Will you admit to the concentration directly? Yes

Is a concentration required for graduation? No

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

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

What is the required GPA? 2.75

CIP Code 140301 - Agricultural Engineering.

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

Will specialized accreditation be sought for this program?

No

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

No

Program of Study

Revised programs

Catalog Page Text - Overview Tab

Catalog Page Overview Text

Statement for
Programs of Study
Catalog

Thesis Option

<u>ABE 501</u>	<u>Graduate Seminar: Foundations of Success</u>	<u>1</u>
<u>ABE 502</u>	<u>Graduate Seminar: Advanced Career Skills</u>	<u>1</u>
<u>ETMA 599</u>	Thesis Research	8
<u>ETMA 594</u>	<u>Course ETMA 594 Not Found</u> (~~Registration of 0 hours required for every term while in residence~~)	
One course in statistics in consultation with advisor		3-5
One course in research methods including experimental design in consultation with advisor		3-5
One 500-level elective course chosen in consultation with advisor		3-5
Elective courses – chosen in consultation with advisor (subject to Other Requirements and Conditions below)		7-13
Total Hours		32

Other Requirements and Conditions

Other Requirements and Conditions may overlap

~~A minimum of 12 500-level credit hours applied toward the degree, and 8 of those must be in the TSM rubric (including research credit hours).~~

A minimum of 12 500-level credit hours applied toward the degree, and 8 of those must be in the ETMA rubric (including research credit hours).

Minimum GPA: 2.75

Non-Thesis Option

<u>ETMA 594</u>	<u>Course ETMA 594 Not Found</u> (~~registration for 0 hours every term while in residence for thesis and non-thesis options; every fall term in residence for the PSM concentration~~)	
<u>ABE 502</u>	<u>Graduate Seminar: Advanced Career Skills</u>	<u>1</u>
One course in statistics in consultation with advisor		3-5
One course in research methods including experimental design in consultation with advisor		3-5
One 500-level elective course chosen in consultation with advisor		3-5
Elective courses – chosen in consultation with advisor (subject to Other Requirements and Conditions below)		20-26
Total Hours		36

Other Requirements and Conditions

Other Requirements and Conditions may overlap

~~A minimum of 12 500-level credit hours applied toward the degree, and 8 of those must be in the TSM rubric.~~

A minimum of 12 500-level credit hours applied toward the degree, and 8 of those must be in the ETMA rubric.

The non-thesis option is only allowed with departmental approval at or before initiation of graduate study, and a final report is required.

Minimum GPA:

2.75

Corresponding
Degree

MS Master of Science

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.

Are the learning outcomes for the program listed in the Academic Catalog?

Yes

Student Learning Outcomes

1. Obtain subject matter expertise
 2. Identify problems and develop problem-solving abilities / critical thinking
 3. Function effectively on multidisciplinary teams
 4. Demonstrate professional and ethical values
 5. Communicate effectively in written and oral forms
 6. Engage in life-long learning skills
 7. Develop leadership and interpersonal skills
 8. Analyze and interpret data
 9. Understand social and cultural contexts
 10. Develop global perspective
 11. Carry out independent research with expertise in research design, methods, and analysis
- ~~Obtain subject matter expertise Identify problems and develop problem-solving abilities / critical thinking Function effectively on multidisciplinary teams Demonstrate professional and ethical values Communicate effectively in written and oral forms Engage in life-long learning skills Develop leadership and interpersonal skills Analyze and interpret data Understand social and cultural contexts Develop global perspective~~11. Carry out independent research with expertise in research design, methods, and analysis

Did you make any revisions to the learning outcomes you copied and pasted from the current academic catalog?

No

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

Describe here:

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

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

Program

Description and

Requirements

Attach Documents

Delivery Method

This program is
available:

On Campus - Students are required to be on campus, they may take some online courses.

Admission Requirements

Desired Effective Fall 2025
Admissions Term

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

No

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

Enrollment

Describe how this revision or phase down/elimination will impact enrollment and degrees awarded. If this is an elimination/phase down proposal include the plans for the students left in the program.

This revision is not expected to impact enrollment.

Estimated Annual Number of Degrees Awarded

Year One Estimate

5th Year Estimate (or when fully implemented)

What is the matriculation term for this program?

Fall

Budget

Are there budgetary implications for this revision?

No

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

No

Additional Budget Information

Attach File(s)

Financial Resources

How does the unit intend to financially support this proposal?

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

No

Attach letters of support

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

[Graduate Base rate](#)

Are you seeking a change in the tuition rate or differential for this program?

No

Is this program requesting self-supporting status?

No

Faculty Resources

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

These revisions do not affect faculty resources in any way. Since ABE 502 only has to be taken once enrollments will decrease. However, previously 594 (equivalent content to 502) was a zero credit course.

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.

No impact on library resources is anticipated.

EP Documentation

EP Control Number EP.26.002

Attach Rollback/
Approval Notices

Non-EP Documentation

U Program Review
Comments

Rollback
Documentation and
Attachment

DMI Documentation

Attach Final
Approval Notices

Banner/Codebook
Name

MS:Engr Tech & Mgt Ag Sys-UIUC

Program Code: 10KS6028MS

Minor	Conc	Degree	MS
Code	Code	Code	Major

Code 6028

Senate Approval
Date

Senate Conference
Approval Date

BOT Approval Date

IBHE Approval Date

HLC Approval Date

DOE Approval Date

Effective Date:

Program Reviewer
Comments

Donna Butler (dbutler) (03/26/25 5:57 pm): Current tuition information added to document the record.

Allison McKinney (agrindly) (04/23/25 10:25 am): Administratively approved

Brooke Newell (bsnewell) (05/07/25 3:24 pm): Rollback: Per email discussion with Brianna G and Kent R.

Brooke Newell (bsnewell) (07/31/25 10:23 am): Justification and Program of Study revisions completed in consultation with Brianna G.

Program Change Request

Date Submitted: 03/12/25 4:11 pm

Viewing: **1PKS6028MS : Engineering Technology and Management for Agricultural Systems, MS – PSM**

Last approved: 06/27/22 10:06 am

Last edit: 08/21/25 11:19 am

Changes proposed by: Kent Rausch

Catalog Pages Using this Program Technical Systems Management, MS - Professional Science Master's Engineering Technology and Management for Agricultural Systems, MS-PSM

Proposal Type:

~~Major (ex. Special Education)~~
Concentration (ex. Dietetics)

This proposal is for

a:
Revision

In Workflow

1. U Program Review
2. 1741-ABE
Committee Chair
3. 1741-ABE Head
4. KL Committee Chair
5. KL Dean
6. University Librarian
7. Grad_College
8. COTE Programs
9. Provost
10. Senate EPC
11. Senate
12. U Senate Conf
13. Board of Trustees
14. IBHE
15. HLC
16. DOE
17. Catalog Editor
18. DMI

Approval Path

1. 03/26/25 5:54 pm
Donna Butler
(dbutler): Approved
for U Program
Review
2. 04/03/25 12:18 pm
Kent Rausch
(krausch): Approved
for 1741-ABE
Committee Chair
3. 04/03/25 12:19 pm
Ronaldo Maghirang
(ronaldom):
Approved for 1741-
ABE Head

4. 04/11/25 6:23 am
Brianna Gregg
(bjgray2): Approved
for KL Committee
Chair
5. 04/11/25 12:58 pm
Anna Ball (aball):
Approved for KL
Dean
6. 04/18/25 2:23 pm
Tom Teper (tteper):
Approved for
University Librarian
7. 04/23/25 10:26 am
Allison McKinney
(agrindly): Approved
for Grad_College
8. 04/23/25 10:52 am
Suzanne Lee
(suzannel):
Approved for COTE
Programs
9. 05/07/25 3:24 pm
Brooke Newell
(bsnewell): Rollback
to KL Committee
Chair for Provost
10. 05/07/25 4:59 pm
Brianna Gregg
(bjgray2): Approved
for KL Committee
Chair
11. 05/08/25 9:42 am
Anna Ball (aball):
Approved for KL
Dean
12. 05/08/25 10:01 am
Tom Teper (tteper):
Approved for
University Librarian
13. 07/15/25 1:07 pm
Allison McKinney

- (agrindly): Approved
for Grad_College
14. 07/15/25 2:00 pm
Suzanne Lee
(suzannel):
Approved for COTE
Programs
15. 08/13/25 6:37 pm
Brooke Newell
(bsnewell):
Approved for
Provost

History

1. Feb 20, 2019 by Deb
Forgacs (dforgacs)
2. Jun 27, 2022 by
Heather Crump
(hcrump)

Administration Details

Official Program Name	Engineering Technology and Management for Agricultural Systems, MS – PSM	
Diploma Title		
Sponsor College	Agr, Consumer, & Env Sciences	
Sponsor Department	Agricultural & Biological Engr	
Sponsor Name	Ronaldo Maghirang	
Sponsor Email	ronaldom@illinois.edu	
College Contact	Brianna Gregg	College Contact Email
	bjgray2@illinois.edu	
College Budget Officer		
College Budget Officer Email		

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

Does this program have inter-departmental administration?

No

Effective Catalog Term

Effective Catalog Term	Fall 2025
Effective Catalog	2025-2026

Proposal Title

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

Revise the Concentration in Professional Science Masters in the Master of Science in Engineering Technology Management for Agricultural Systems 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 at this time and the programs depend on each other? Consider Majors, Minors, Concentrations & Joint Programs in your department. Please know that this information is used administratively to move related proposals through workflow efficiently and together as needed. Format your response like the following "This BS proposal (key 567) is related to the Concentration A proposal (key 145)"

Program Justification

Provide a brief description, using a numbered item list, of the proposed changes to the program.

- 1. ETMA 594 (0 hr) is replaced with ABE 502 (1 hr)
 - 2. Descriptive text added to explain the PSM concentration (10 hr) and to the POS.
 - 3. Adjusted elective hours to match total needed for degree program.
 - 4. Revised the statement of ‘One course in statistics from an approved list’ to read ‘One course in statistics in consultation with advisor’
- Learning objectives are unchanged.

Did the program content change 25% or more in relation to the total credit hours, since the most recent university accreditation visit? See the italicized text below for more details.

No

Provide the reasoning for why each change was necessary, using a corresponding numbered item list as it relates to the brief description numbered list above.

1. ABE 502 (1 hr) was added to all our graduate programs to provide students with professional skills as well as equipping them for achieving their advanced degrees.
2. PSM concentration details are explained, and courses laid out in the POS for the degree.
3. Range shifted from 15-23 hours to 16-22 hours for electives.
4. Given the amount of statistics courses offered across campus, the intent is to not limit the options for students to complete this requirement

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

No

Program Features

Academic Level Graduate

Is this program part of an ISBE approved licensure program?

No

Will specialized accreditation be sought for this program?

No

Additional concentration notes (e.g., estimated enrollment, advising plans, etc.)

The MS in ETMA may be earned with or without the PSM concentration.

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

Program of Study

Revised programs

Catalog Page Text - Overview Tab

Catalog Page Overview Text

Statement for
Programs of Study
Catalog

Requirements

<u>ETMA 594</u>	<u>Course ETMA 594 Not Found</u> (0 hours registration every term while in residence, every fall term for the PSM concentration)	<u>0</u>
<u>ABE 502</u>	<u>Graduate Seminar: Advanced Career Skills</u>	<u>1</u>
One course in statistics in consultation with advisor		3-5
One course in research methods including experimental design in consultation with advisor		3-5
One 500-level elective course chosen in consultation with advisor		3-5
Elective courses – chosen in consultation with advisor (subject to Other Requirements and Conditions below)		16-22
<u>PSM Concentration Requirements</u>		<u>10</u>
Total Hours		42

PSM Concentration Requirements

<u>Business courses prescribed by the Illinois PSM program</u>		<u>10</u>
<u>PSM 501</u>	<u>PSM Industry Seminar I</u>	<u>0</u>
<u>PSM 502</u>	<u>PSM Industry Seminar II</u>	<u>0</u>
<u>PSM 503</u>	<u>PSM Industry Seminar III</u>	<u>0</u>
<u>PSM 555</u>	<u>PSM Internship</u>	<u>0</u>

Other Requirements

Other requirements may overlap

The PSM concentration is required

A minimum of 12 500-level credit hours applied toward the degree.

The minimum program GPA is 2.75.

Program Relationships

Corresponding

Program(s):

Corresponding Program(s)
Engineering Technology and Management for Agricultural Systems, MS
Professional Science Master's PSM Concentration – GR

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.

Are the learning outcomes for the program listed in the Academic Catalog?

No

Student Learning Outcomes

1. Obtain subject matter expertise
2. Identify problems and develop problem-solving abilities / critical thinking
3. Function effectively on multidisciplinary teams
4. Demonstrate professional and ethical values
5. Communicate effectively in written and oral forms
6. Engage in life-long learning skills
7. Develop leadership and interpersonal skills
8. Analyze and interpret data
9. Understand social and cultural contexts
10. Develop global perspective
11. Carry out independent research with expertise in research design, methods, and analysis

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

Describe here:

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

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

Program

Description and

Requirements

Attach Documents

Delivery Method

This program is
available:

On Campus - Students are required to be on campus, they may take some online courses.

Enrollment

Describe how this revision or phase down/elimination will impact enrollment and degrees awarded. If this is an elimination/phase down proposal include the plans for the students left in the program.

Providing a PSM concentration may be attractive to students pursuing an MS in ETMAS or related disciplines and enhance their credentials upon graduation.

Budget

Are there
budgetary
implications for this
revision?

No

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

No

Additional Budget
Information

Financial Resources

How does the unit intend to financially support this proposal?

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

No

Attach letters of
support

Is this program requesting self-supporting status?

Yes

Faculty Resources

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

The proposed changes should have minimal impact as the courses in the concentration are already being offered.

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.

No impact on Library resources are expected.

EP Documentation

EP Control Number EP.26.002

Attach Rollback/
Approval Notices

Non-EP Documentation

U Program Review
Comments

Rollback

DMI Documentation

Attach Final

Approval Notices

Banner/Codebook

Name

MS:EngrTech&Mgt AgSys PSM-UIUC

Program Code: 1PKS6028MS

Minor	Conc	Degree	MS
Code	Code	Code	Major
			Code
6028			

Senate Approval
Date

Senate Conference
Approval Date

BOT Approval Date

IBHE Approval Date

HLC Approval Date

DOE Approval Date

Effective Date:

Program Reviewer **Allison McKinney (agrindly) (04/23/25 10:25 am):** Administratively approved

Comments **Brooke Newell (bsnewell) (05/07/25 3:24 pm):** Rollback: Per email discussion with Brianna G and Kent R.

Brooke Newell (bsnewell) (07/31/25 10:25 am): Justification revisions completed in consultation with Brianna G.

Program Change Request

Date Submitted: 04/22/25 12:43 pm

Viewing: **0439 : Mathematics Minor, UG**

Last approved: 11/15/23 4:40 pm

Last edit: 08/21/25 11:01 am

Changes proposed by: Lee DeVille

Catalog Pages Using
this Program

[Mathematics Minor, UG](#)

Proposal Type:
Minor (ex. European Union Studies)

This proposal is for
a:
Revision

In Workflow

1. U Program Review
2. 1257-MATH Head
3. KV Dean
4. University Librarian
5. COTE Programs
6. Provost
7. Senate EPC
8. Senate
9. U Senate Conf
10. Board of Trustees
11. IBHE
12. HLC
13. Catalog Editor
14. DMI

Approval Path

1. 04/24/25 1:09 pm
Donna Butler
(dbutler): Approved
for U Program
Review
2. 04/24/25 1:29 pm
Lee DeVille
(rdeville): Approved
for 1257-MATH
Head
3. 04/28/25 1:34 pm
Melissa Reedy
(murray): Approved
for KV Dean
4. 04/28/25 4:17 pm
Tom Teper (tteper):
Approved for
University Librarian
5. 04/28/25 5:08 pm
Suzanne Lee

- (suzannel):
Approved for COTE
Programs
6. 04/29/25 8:57 am
Brooke Newell
(bsnewell): Rollback
to 1257-MATH Head
for Provost
7. 04/29/25 9:34 am
Lee DeVille
(rdeville): Approved
for 1257-MATH
Head
8. 04/30/25 1:11 pm
Melissa Reedy
(murray): Approved
for KV Dean
9. 04/30/25 2:20 pm
Tom Teper (tteper):
Approved for
University Librarian
10. 04/30/25 3:32 pm
Suzanne Lee
(suzannel):
Approved for COTE
Programs
11. 08/13/25 6:38 pm
Brooke Newell
(bsnewell):
Approved for
Provost

History

1. Jan 21, 2022 by
Beth McKown
(bmckown1)
2. Nov 15, 2023 by
Kathy Martensen
(kmartens)

Official Program Name	Mathematics Minor, UG	
Diploma Title		
Sponsor College	Liberal Arts & Sciences	
Sponsor Department	Mathematics	
Sponsor Name	<u>Lee DeVille</u> , ~~Randy McCarthy~~ , Professor and Director of Undergraduate Studies	
Sponsor Email	<u>rdeville@illinois.edu</u> ~~rmccrthy@illinois.edu~~	
College Contact	Stephen R. Downie	College Contact Email
	sdownie@illinois.edu	
College Budget Officer	<u>Michael Wellens</u>	
College Budget Officer Email	<u>wellens@illinois.edu</u>	

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

Stacey Albers, slalbers@illinois.edu ~~Alison Champion, abc@illinois.edu~~

Does this program have inter-departmental administration?

No

Effective Catalog Term

Effective Catalog Term	Fall 2025
Effective Catalog	2025-2026

Proposal Title

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

Revise the Undergraduate Minor in Mathematics in the College of Liberal Arts and Sciences

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

Program Justification

Provide a brief description, using a numbered item list, of the proposed changes to the program.

1. We are adding MATH 314 as a course selection under the Fundamentals category in the Program of Study.
2. Adding the program's student learning outcomes.

Provide the reasoning for why each change was necessary, using a corresponding numbered item list as it relates to the brief description numbered list above.

1. MATH 314 is a new course designed to be equivalent to MATH 347 in a curricular sense for our Mathematics majors and concentrations. As such, it also makes sense to accept it for the Math Minor. The total number of hours for the minor have not changed.
2. Previously, student learning outcomes were indicated as "N/A" and these have been added to the minor in this revision.

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

No

Program Features

Academic Level Undergraduate

Is this minor?

A Comprehensive study in a single discipline

Is this program part of an ISBE approved licensure program?

No

Will specialized accreditation be sought for this program?

No

Other than certification via the students' degree audits, is there any additional planned mechanism to award/honor successful completion of the minor?

No

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

No

Program of Study

An undergraduate minor should consist of at least 16 - and no more than 21 hours - of course work, with at least 6 hour of 300- or 400- level courses. Except for clearly remedial offerings, prerequisite courses within the sponsoring unit count towards the total; prerequisite courses outside the sponsoring unit do not count toward this total. The unit sponsoring the minor and that unit's college may set educationally necessary prerequisites for eligibility for the minor within these constraints. Does this proposal meet these criteria?

Yes

Revised programs

Catalog Page Text - Overview Tab

Catalog Page Overview Text

department website: <https://www.math.illinois.edu/>

department faculty: Mathematics Faculty

overview of college admissions & requirements: Liberal Arts & Sciences

college website: <https://las.illinois.edu/>

email: mathadvising@illinois.edu

Students must complete MATH 241, and at least one 400-level MATH course with a grade of C+ or higher for admission into the minor. The Mathematics minor is designed to prepare students majoring in some other discipline with a background in mathematics that is both broad and deep. Students interested in pursuing the minor should have completed the calculus sequence through MATH 241, and one additional Math course at the 400-level demonstrating a strong record of success in college-level mathematics courses. Given the cumulative character of mathematics preparation, students earning grades of C or below in previous mathematics courses are advised not to pursue the minor.

Is the overview text above correct?

Yes

Statement for
Programs of Study
Catalog

<u>MATH 241</u>	Calculus III	4
Five courses chosen from the following lists:		15
Algebra		
<u>ASRM 406</u>	Linear Algebra with Financial Applications (formerly MATH 410)	
<u>MATH 257</u>	Linear Algebra with Computational Applications	
<u>MATH 415</u>	Applied Linear Algebra	
<u>MATH 416</u>	Abstract Linear Algebra	
<u>MATH 417</u>	Intro to Abstract Algebra	
<u>MATH 418</u>	Intro to Abstract Algebra II	
<u>MATH 427</u>	Honors Abstract Algebra	
<u>MATH 453</u>	Number Theory	
Discrete Mathematics		
<u>MATH 412</u>	Graph Theory	

<u>MATH 413</u>	Intro to Combinatorics
<u>MATH 414</u>	Mathematical Logic
<u>MATH 482</u>	Linear Programming
Analysis	
<u>MATH 284</u>	Intro Differential Systems
<u>MATH 285</u>	Intro Differential Equations
<u>MATH 424</u>	Honors Real Analysis
<u>MATH 425</u>	Honors Advanced Analysis
<u>MATH 441</u>	Differential Equations
<u>MATH 442</u>	Intro Partial Diff Equations
<u>MATH 444</u>	Elementary Real Analysis
<u>MATH 446</u>	Applied Complex Variables
<u>MATH 447</u>	Real Variables
<u>MATH 448</u>	Complex Variables
<u>CS 450</u>	Numerical Analysis
<u>MATH 484</u>	Nonlinear Programming
<u>MATH 487</u>	Advanced Engineering Math
<u>MATH 489</u>	Dynamics & Differential Eqns
Fundamentals	
<u>MATH 314</u>	<u>Introduction to Higher Mathematics</u>
<u>MATH 347</u>	Fundamental Mathematics
Geometry	
<u>MATH 402</u>	Non Euclidean Geometry
<u>MATH 403</u>	Euclidean Geometry
<u>MATH 423</u>	Differential Geometry
<u>MATH 428</u>	Honors Topics in Mathematics
<u>MATH 432</u>	Set Theory and Topology
<u>MATH 481</u>	Vector and Tensor Analysis
Probability and Statistics	

<u>MATH 461</u>	Probability Theory
<u>STAT 400</u>	Statistics and Probability I
<u>STAT 410</u>	Statistics and Probability II (Students may use <u>STAT 410</u> or <u>STAT 420</u> , but not both toward the minor)
or <u>STAT 420</u>	Methods of Applied Statistics
Total Hours	19

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.

Are the learning outcomes for the program listed in the Academic Catalog?

No

Student Learning Outcomes

Students completing the minor should be able to:

1. Construct correct and rigorous mathematical proofs, and evaluate proofs as proper or not.
2. Use mathematical theorems to solve problems.
3. Show technical proficiency in calculus and linear algebra.
4. Transfer abstract mathematical results to real-world applications. ~~N/A; this minor is not aligned with licensure or certification requirements.~~

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

Describe here:

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

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

Program
Description and
Requirements

Delivery Method

This program is
available:

On Campus - Students are required to be on campus, they may take some online courses.

Enrollment

Will the department limit enrollment to the minor?

No

Describe how the department will monitor the admission to/enrollment in the minor.

Students are admitted after completing MATH ~~Math~~ 241 and earning a C+ or higher grade in a MATH-controlled ~~Math-controlled~~ 400-level minor course.

Are there any prerequisites for the proposed minor?

Yes ~~No~~

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

Students must complete MATH 241 (Calculus III, 4 credit hours) and one 400-level MATH course with a grade of C+ or higher for admission into the minor. Both of these courses count in the minor total hours.

Describe how this revision or phase down/elimination will impact enrollment and degrees awarded. If this is an elimination/phase down proposal include the plans for the students left in the program.

We expect no impact on enrollment or degrees awarded.

Budget

Are there
budgetary
implications for this
revision?

No

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

No

Additional Budget
Information
Attach File(s)

This revision is necessary to avoid increasing the staffing required to offer the minor.

Financial Resources

How does the unit intend to financially support this proposal?

No change to current model.

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

No

Attach letters of
support

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 Head of the Mathematics Library has reviewed the proposed updates and determined that the Library's resources, collections, and services are sufficient to meet the needs of the program outlined in this proposal.

EP Documentation

EP Control Number EP.26.002

Attach Rollback/
Approval Notices

Non-EP Documentation

U Program Review
Comments

Rollback
Documentation and
Attachment

DMI Documentation

Attach Final
Approval Notices

Banner/Codebook
Name
Mathematics

Program Code:0439

Minor0439
Code

Conc
Code

Degree
Code

Major
Code

Senate Approval
Date

Senate Conference
Approval Date

BOT Approval Date

IBHE Approval Date

HLC Approval Date

DOE Approval Date

Effective Date:

Program Reviewer
Comments

Brooke Newell (bsnewell) (04/29/25 8:57 am): Rollback: Per email sent to Lee, Stephen, and Melissa R.

Program Change Request

Date Submitted: 04/21/25 9:09 pm

Viewing: **0277 : Advertising Minor, UG**

Last approved: 02/19/24 10:22 am

Last edit: 08/21/25 10:59 am

Changes proposed by: Michelle Nelson

Catalog Pages Using
this Program [Advertising Minor](#)

Proposal Type:
Minor (ex. European Union Studies)

This proposal is for
a:

[Revision](#)

In Workflow

1. U Program Review
2. 1408-ADV
Committee Chair
3. 1408-ADV Head
4. KT Committee Chair
5. KT Dean
6. University Librarian
7. COTE Programs
8. Provost
9. Senate EPC
10. Senate
11. U Senate Conf
12. Board of Trustees
13. IBHE
14. HLC
15. Catalog Editor
16. DMI

Approval Path

1. 04/22/25 10:41 am
Donna Butler
(dbutler): Approved
for U Program
Review
2. 05/02/25 4:56 pm
Ewa Maslowska
(ehm): Approved for
1408-ADV
Committee Chair
3. 05/02/25 7:03 pm
Michelle Nelson
(nelsonmr):
Approved for 1408-
ADV Head
4. 05/14/25 2:53 pm
Jenny Oyallon-

- Koloski (joyallon):
Approved for KT
Committee Chair
5. 05/14/25 5:01 pm
Katie Clark (keclark):
Approved for KT
Dean
6. 05/15/25 9:45 am
Tom Teper (tteper):
Approved for
University Librarian
7. 05/15/25 9:50 am
Suzanne Lee
(suzannel):
Approved for COTE
Programs
8. 08/13/25 6:38 pm
Brooke Newell
(bsnewell):
Approved for
Provost

History

1. Feb 19, 2024 by
Katie Clark (keclark)

Administration Details

Official Program Name Advertising Minor, UG

Diploma Title

Sponsor College Media, College of

Sponsor Department Advertising

Sponsor Name Michelle Nelson

Sponsor Email nelsonmr@illinois.edu

College Contact Katie Clark

College Contact
Email

keclark@illinois.edu

College Budget Dinah Stillwell
Officer

College Budget ddanielk@illinois.edu
Officer Email

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

Does this program have inter-departmental administration?
No

Effective Catalog Term

Effective Catalog Fall 2025
Term
Effective Catalog 2025-2026

Proposal Title

Proposal Title (either Establish/Revise/Eliminate the Degree Name in Program Name in the College of XXXX, i.e., Establish the Bachelor of Science in Entomology in the College of Liberal Arts and Sciences, include the Graduate College for Grad Programs)
Revise the Undergraduate Minor in Advertising in the College of Media

Does this proposal have any related proposals that will also be revised at this time and the programs depend on each other? Consider Majors, Minors, Concentrations & Joint Programs in your department. Please know that this information is used administratively to move related proposals through workflow efficiently and together as needed. Format your response like the following "This BS proposal (key 567) is related to the Concentration A proposal (key 145)"
No

Program Justification

Provide a brief description, using a numbered item list, of the proposed changes to the program.

1. Add ADV 214, Sports Advertising & Branding, to Exploring Advertising Topics list.
2. Add ADV 391, Creative Advertising for Non-Majors, to Advanced Advertising Topics list
3. Change ADV 476, Global Advertising, to ADV 376, Global Advertising
4. Change ADV 478, Psychology of Advertising, to ADV 378, Psychology of Advertising
5. Update credit range for ADV 392 in Program of Study table

Provide the reasoning for why each change was necessary, using a corresponding numbered item list as it relates to the brief description numbered list above.

1. Add ADV 214, Sports Advertising & Branding, to Exploring Advertising Topics list. This is a new course created in Spring 2025. The department has approved it to be added to the minor.
2. Add ADV 391, Creative Advertising for Non-Majors, to Advanced Advertising Topics list. This is a new course that was created in Spring 2025, with the intention of adding a creative advertising course for students pursuing the Advertising minor.
3. Change ADV 476, Global Advertising, to ADV 376, Global Advertising. This course number was changed from ADV 476 to ADV 376 in Fall 2024. It is the same course, with only the number changing.
4. Change ADV 478, Psychology of Advertising, to ADV 378, Psychology of Advertising. This course number was changed from ADV 478 to ADV 378 in Fall 2024. It is the same course, with only the number changing.
5. Update credit range for ADV 392 in Program of Study table. The department changed the credit range for ADV 392 from 0 to 6 hours to 1 to 6 hours. Updated the program of study table to reflect the updated credit range.

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

No

Program Features

Academic Level Undergraduate

Is this minor?

A Comprehensive study in a single discipline

Is this program part of an ISBE approved licensure program?

No

Will specialized accreditation be sought for this program?

No

Other than certification via the students' degree audits, is there any additional planned mechanism to award/honor successful completion of the minor?

No

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

No

Program of Study

An undergraduate minor should consist of at least 16 - and no more than 21 hours - of course work, with at least 6 hour of 300- or 400- level courses. Except for clearly remedial offerings, prerequisite courses within the sponsoring unit count towards the total; prerequisite courses outside the sponsoring unit do not count toward this total. The unit sponsoring the minor and that unit's college may set educationally necessary prerequisites for eligibility for the minor within these constraints. Does this proposal meet these criteria?

Yes

Revised programs [ADVMinor_SideBySide.xlsx](#)

Catalog Page Text - Overview Tab

Catalog Page Overview Text

The Advertising Minor is designed to provide undergraduate students with knowledge and experiences with advertising and brand communication. We offer foundational courses in advertising and then let students pick and choose courses that are of interest to them. Courses within the Advertising minor will help students develop understanding of the “big picture” of advertising as well as the role of advertising in society and then choose electives that fit within their career goals.

The minor requires a minimum of 18 hours.

Students pursuing a major in Advertising or CS+Advertising are not eligible for a minor in Advertising.

Is the overview text above correct?

Yes

Statement for
Programs of Study
Catalog

Foundations of Advertising		6
<u>ADV 150</u>	Introduction to Advertising	3
<u>ADV 393</u>	Advertising and Society	3
Exploring Advertising Topics		3
Choose 1 course from the following list:		
<u>ADV 175</u>	Introduction to Multicultural Advertising	3
<u>ADV 200</u>	Data Literacy	3
<u>ADV 201</u>	Social Media and Personal Branding	3
<u>ADV 212</u>	Advertising History	3
<u>ADV 214</u>	<u>Sports Advertising & Branding</u>	<u>3</u>
<u>ADV 290</u>	Special Topics in Advertising	1 to 3
Advanced Advertising Topics		9
Select at least 3 courses at the 300- or 400-level from the list below.		
<u>ADV 301</u>	Becoming an Influencer	3
<u>ADV 305</u>	Advertising Technology and the Digital World	3
<u>ADV 311</u>	Classic Campaigns	3

<u>ADV 376</u>	<u>Global Advertising</u>	<u>3</u>
<u>ADV 378</u>	<u>Psychology of Advertising</u>	<u>3</u>
<u>ADV 391</u>	<u>Creative Advertising for Non-Majors</u>	<u>3</u>
<u>ADV 392</u>	Advertising Immersion and Experiential Learning	1 to 6
<u>ADV 396</u>	Research Experience in Advertising	1 to 3
<u>ADV 399</u>	Advertising Study Abroad	1 to 5
<u>ADV 400</u>	Special Problems	0 to 3
<u>ADV 409</u>	Media Entrepreneurship	3
<u>ADV 475</u>	Multicultural Advertising	3
<u>ADV 476</u>	Course ADV 476 Not Found	3
<u>ADV 478</u>	Course ADV 478 Not Found	3
<u>ADV 480</u>	Social Media Analytics	3
<u>ADV 490</u>	Advanced Special Topics in Advertising	1 to 3
<u>ADV 491</u>	Digital Content and Social Media Management	3
<u>ADV 494</u>	Persuasion Consumer Response	3
Total Minimum Hours Required		18

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.

Are the learning outcomes for the program listed in the Academic Catalog?

Yes

Student Learning Outcomes

The Advertising Minor will contribute to the student learning objectives of (1) Intellectual Reasoning and Knowledge by providing students with a breadth and depth of knowledge related to the overall field of advertising (foundation) and allowing them to select courses so they can specialize in a particular area of advertising; (2) Social Awareness and Cultural Understanding through understanding the role of advertising effects and effectiveness with target marketing and audiences. Students will gain a deeper understanding of how people (as audiences) may differ along characteristics, values, and lifestyles; and (3) Creative Inquiry and Discovery as students learn how to solve advertising problems with creativity and communication.

Did you make any revisions to the learning outcomes you copied and pasted from the current academic catalog?

No

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

Describe here:

Successful completion of the minor will be used to signify achievement of these learning outcomes. Direct assessment will include course assessments such as the development and analysis of advertising. Indirect assessment will include alumni surveys and job placement, to be conducted every 5 years.

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 learning objectives related to social and cultural understanding and creativity are at the core of advertising and understanding, with materials throughout the curriculum. Faculty will expect that students are able to demonstrate their knowledge and skills in these areas at a level that is adequate for their respective classes. We will assess learning outcomes for all classes in the curriculum on a regular basis (every 5 years) to ensure that assessment and student learning are being addressed with course improvements.

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

We will assess learning outcomes for all classes in the curriculum on a regular basis (every 5 years) to ensure that assessment and student learning are being addressed with course improvements.

Program

Description and

Requirements

Attach Documents

Delivery Method

This program is

available:

On Campus - Students are required to be on campus, they may take some online courses.

Enrollment

Will the department limit enrollment to the minor?

No

Describe how the department will monitor the admission to/enrollment in the minor.

students can elect to enroll in the Advertising Minor by completing the Declaration Form / information. Enrollment of the minor will be administered through the College of Media.

Are there any prerequisites for the proposed minor?

No

Describe how this revision or phase down/elimination will impact enrollment and degrees awarded. If this is an elimination/phase down proposal include the plans for the students left in the program.

This revision will not have any impact on enrollment or degrees awarded.

Budget

Are there budgetary implications for this revision?

No

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

No

Additional Budget Information There are no additional courses to be offered with this Minor. These are elective courses. There are no additional expenses anticipated for this Minor.

Attach File(s)

Financial Resources

How does the unit intend to financially support this proposal?

We have strategic funding if necessary to pursue this Advertising Minor. We do not anticipate any additional expenses as a result of this program.

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

No

Attach letters of support

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 Library’s resources, collections, and services are sufficient to meet the needs of the program outlined in this proposal.

EP Documentation

EP Control Number EP.26.002

Attach Rollback/
Approval Notices

Non-EP Documentation

U Program Review
Comments

Rollback
Documentation and
Attachment

DMI Documentation

Attach Final
Approval Notices

Banner/Codebook
Name
Advertising

Program Code: 0277

Minor	0277	Conc	Degree	
Code		Code	Code	Major
				Code

Senate Approval

Date

Senate Conference

Approval Date

BOT Approval Date

IBHE Approval Date

HLC Approval Date

DOE Approval Date n/a

Effective Date:

Program Reviewer

Comments

Program Change Request

Date Submitted: 03/10/25 7:20 pm

Viewing: **10KR5749BS : Sustainable Design, BS**

Last approved: 02/24/25 8:54 am

Last edit: 08/21/25 11:06 am

Changes proposed by: Nicole Turner

Catalog Pages Using Sustainable Design, BS
this Program

Proposal Type:
Major (ex. Special Education)

This proposal is for
a:
Revision

In Workflow

1. U Program Review

2. Gen Ed Review

3. 1644-F_A_A Head

4. KR Dean

5. University Librarian

6. COTE Programs

7. Provost

8. Senate EPC

9. Senate

10. U Senate Conf

11. Board of Trustees

12. IBHE

13. HLC

14. Catalog Editor

15. DMI

Approval Path

1. 03/14/25 12:04 pm
Donna Butler
(dbutler): Approved
for U Program
Review

2. 03/18/25 10:28 am
Melissa Steinkoenig
(menewell):
Approved for Gen
Ed Review

3. 04/04/25 12:42 pm
Nicole Turner
(nicturn): Approved
for 1644-F_A_A
Head

4. 06/11/25 12:29 pm
Nicole Turner
(nicturn): Approved
for KR Dean

- 5. 06/11/25 12:36 pm
Tom Teper (tteper):
Approved for
University Librarian
- 6. 06/11/25 12:53 pm
Suzanne Lee
(suzannel):
Approved for COTE
Programs
- 7. 08/13/25 6:38 pm
Brooke Newell
(bsnewell):
Approved for
Provost

History

- 1. Sep 3, 2019 by
Nicole Turner
(nicturn)
- 2. Apr 2, 2021 by
Nicole Turner
(nicturn)
- 3. Apr 27, 2022 by
Nicole Turner
(nicturn)
- 4. Mar 15, 2023 by
Nicole Turner
(nicturn)
- 5. Apr 22, 2024 by
Nicole Turner
(nicturn)
- 6. Feb 24, 2025 by
Nicole Turner
(nicturn)

Administration Details

Official Program Name	Sustainable Design, BS
Diploma Title	Bachelor of Science in Sustainable Design

Sponsor College	Fine & Applied Arts	
Sponsor Department	Fine and Applied Arts	
Sponsor Name	Karin Hodgkin Jones	
Sponsor Email	khodgin2@illinois.edu	
College Contact	Nicole Turner	College Contact Email
	nicturn@illinois.edu	
College Budget Officer	Greg Anderson	
College Budget Officer Email	gnanders@illinois.edu	

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

KR Dean/nicturn@illinois.edu

Does this program have inter-departmental administration?

No

Effective Catalog Term

Effective Catalog Term	Fall 2025
Effective Catalog	2025-2026

Proposal Title

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

Revise the Bachelor of Science in Sustainable Design in the College of Fine and Applied Arts

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

Program Justification

Provide a brief description, using a numbered item list, of the proposed changes to the program.

- 1- Removing ARTH 211 from Gen Ed table
- 2- Removing ARTF 103 from drawing requirement
- 3- Removing UP 246, 405 from SD major elective options

Did the program content change 25% or more in relation to the total credit hours, since the most recent university accreditation visit? See the italicized text below for more details.

No

Provide the reasoning for why each change was necessary, using a corresponding numbered item list as it relates to the brief description numbered list above.

- 1- ARTH 211 elected to not re-certify its Humanities & the Arts general education standing, so the note in the Gen Ed table is removed. This also revises the sample sequence to require one additional Gen Ed course.
- 2- ARTF 103 is a first-year curriculum course in the School of Art & Design with a focus on color, communication, and 3D craft. It is not the best choice for students to meet the drawing requirement and there are still two courses with seat availability and 1 for BSSD/MLA 4+2 students that meet the learning outcomes of the drawing requirement in the BSSD. This also updates the sample schedule.
- 3- Both courses have been deactivated and there are still many options on the list for students to choose from.

No changes to total hours or learning outcomes in the 120-hour degree.

Approved by N.Turner on behalf of FAA Courses & Curricula Committee

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

acknowledgement.

Yes

Courses outside of the sponsoring department/interdisciplinary departments:

ARTF 103 - Design I

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

[Re_ Response Requested_ Remove ARTF 103 from BSSD and related programs.pdf](#)

Program Features

Academic Level Undergraduate

Does this major have transcribed concentrations? No

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

What are the minimum Total Credit Hours required for this program?
120

CIP Code 303301 - Sustainability Studies.

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

Will specialized accreditation be sought for this program?

No

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

No

Program of Study

Provide detailed information (course rubrics, numbers, and credit hours) of how a student could obtain 40 credit hours of upper-division coursework.

40 advanced hours

ARTD 326 - 3 hrs

ARCH 321 - 3 hrs

ARTD 451 - 4 hrs

FAA 330 - 5 hrs

FAA 430 - 3 hrs

FAA 431 - 5 hrs

10 hrs of 300/400 level SD major electives - 10 hrs

free electives - 7 hrs (this major assumes 19 hours of free electives)

Revised programs [KEY 614 Sustainable Design FA 25 sample schedule.docx](#)

Catalog Page Text - Overview Tab

Catalog Page Overview Text

The major in Sustainable Design offers an innovative, interdisciplinary course of study in design, with a focus on building sustainable communities through the intentional design of environmentally sensitive products, buildings, neighborhoods, landscapes and cities.

The program grounds concrete skills development with opportunities to move between disciplinary barriers, allowing students to prepare for the future in a sustainable world where ideas from many disciplines will be necessary to solve the complex problems of pollution reduction, energy conservation, and biodiversity protection in equitable, healthy, and thriving places.

Required introductory coursework provide a solid grounding in design thinking and skills, coupled with a broad understanding of the role of design in achieving sustainable results across scales. Students will apply their skills and knowledge in a required senior capstone project.

With expertise across disciplines, students in this program will be prepared to work in the public and private sector, or continue preparation in a variety of professional graduate programs such as Architecture, Industrial Design, Landscape Architecture, Urban Design and Urban Planning.

Is the overview text above correct?

Yes

Statement for
Programs of Study
Catalog

Graduation Requirements

Minimum hours required for graduation: 120 hours.

University Requirements

Minimum of 40 hours of upper-division coursework, generally at the 300- or 400-level. These hours can be drawn from all elements of the degree. Students should consult their academic advisor for additional guidance in fulfilling this requirement.

The university and residency requirements can be found in the [Student Code](#) (§ 3-801) and in the [Academic Catalog](#).

General Education Requirements

Follows the [campus General Education \(Gen Ed\) requirements](#). Some Gen Ed requirements may be met by courses required and/or electives in the program.

Composition I	4-6
Advanced Composition	3
Humanities & the Arts (6 hours)	6
fulfilled by FAA 201 and any other course approved as Humanities & the Arts	
Natural Sciences & Technology (6 hours)	6
Social & Behavioral Sciences (6 hours)	6
Cultural Studies: Non-Western Cultures (1 course)	3
Cultural Studies: US Minority Cultures (1 course)	3
fulfilled by FAA 201	
Cultural Studies: Western/Comparative Cultures (1 course)	3
Quantitative Reasoning (2 courses, at least one course must be Quantitative Reasoning I)	6-10
Language Requirement (Completion of the third semester or equivalent of a language other than English is required)	0-15

Sustainable Design Requirements

Foundation		18
FAA 101	Arts at Illinois	1
FAA 230	Sustainable Design of the Built Environment	3
LA 101	Introduction to Landscape Arch	2
ARCH 171	Introduction to Design I	3
ARCH 172	Introduction to Design II	3
FAA 201	Black Arts Today	3
ARTH 211	Design History Survey	3
Urban Scale Sustainability (select one course)		3

<u>UP 136</u>	Urban Sustainability	3
<u>UP 205</u>	Ecology & Environmental Sustainability	3
<u>ARCH 237</u>	Urban Scale Sustainability	3
Drawing (select one course)		3
<u>ARTD 225</u>	Design Drawing	3
<u>ARTF 102</u>	Observational Drawing	3
~~<u>ARTF 103</u>~~	~~Design I~~	~~3~~
<u>LA 280</u>	Design Communications I (limited seats solely for BSSD/MLA 4+2 students)	3
Core		15
<u>FAA 330</u>	Making Sustainable Design	5
<u>ARTD 326</u>	Sustainability & Manufacturing	3
<u>ARCH 321</u>	Environment, Architecture, and Global Health	3
<u>ARTD 451</u>	Ethics of a Designer in a Global Economy	4
Senior Capstone		8
<u>FAA 430</u>	Capstone Seminar	3
<u>FAA 431</u>	Capstone Studio	5
Total Hours		47
Sustainable Design Major Electives		
Select 16 credit hours, with at least 10 hours at the 300 or 400-level, and with approval of advisor.		
<u>ARTD 230</u>	Design Thinking/Need-Finding	3
<u>ARTD 270</u>	Design Methods	2
<u>ART 205</u>	Experience & Meaning in Design	3
<u>ART 208</u>	Digital Art and Sustainability	3
<u>ART 310</u>	Design Thinking	3
<u>ARTJ 398</u>	Designing Everyday Life in Modern Japan	3
<u>ARTD 426</u>	Product Innovation	3
<u>ARTS 321</u>	Sustainable Fashion Development and Branding	3
<u>UP 203</u>	Cities: Planning & Urban Life	3
<u>UP 204</u>	Chicago: Planning & Urban Life	3

<u>UP 205</u>	Ecology & Environmental Sustainability (may not double count as a major requirement)	3
<u>UP 246</u>	Course UP 246 Not Found	
<u>UP 340</u>	Planning for Healthy Cities	3
<u>UP 405</u>	Course UP 405 Not Found	
<u>UP 406</u>	Urban Ecology	4
<u>UP 418</u>	GIS for Planners	4
<u>UP 420</u>	Plng for Historic Preservation	4
<u>UP 430</u>	Urban Transportation Planning	4
<u>UP 434</u>	Pedestrian and Bicycle Planning	3
<u>UP 437</u>	Public Transportation Planning	3
<u>UP 456</u>	Sustainable Planning Workshop	4
<u>UP 479</u>	Community Engagement in Planning	3
<u>UP 486</u>	Planning with Climate Change	4
<u>UP 494</u>	Special Topics in Planning	1-4
<u>ARCH 210</u>	Introduction to the History of World Architecture	3
<u>ARCH 231</u>	Anatomy of Buildings	4
<u>ARCH 237</u>	Urban Scale Sustainability (may not double count as a major requirement)	3
<u>ARCH 273</u>	Fundamentals of Design I	4
<u>ARCH 416</u>	The Architecture of the United States, c.1650 to Present	3
<u>ARCH 417</u>	Modern and Contemporary Global Architecture	3
<u>LA 222</u>	Islamic Gardens & Architecture	3
<u>LA 314</u>	History of World Landscapes	4
<u>LA 370</u>	Environmental Sustainability	3
<u>LA 446</u>	Sustainable Planning Seminar	4
<u>LA 466</u>	Energy & the Built Environment	4
<u>LA 480</u>	Sustainable Design Principles	2
<u>FAA 491</u>	Special Problems in Sustainable Design	1 to 4

Other courses approved by advisor

Total Hours (minimum)	16
Summary of Credits for Bachelor of Science in Sustainable Design	
General Education requirements	
Sustainable Design Major	47
Major Electives	16
Free Electives	
A minimum of 40 credits at the 300 or 400 course level are required	
Total Hours	120

Corresponding Degree	BS Bachelor of Science

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.

Are the learning outcomes for the program listed in the Academic Catalog?

Yes

Student Learning Outcomes

The Student Learning objectives (SLO) are:

1. Students will have a deep level of understanding of the fundamentals of sustainability and their functional links to the built environment
2. Students will have a deep level of understanding of the fundamentals of design thinking and practice
3. Students will be proficient in applying basic principles of visual and material communication, including sketching, drafting, model-making, 2-d and 3-d design software and geographic information systems.
4. Students will be able to combine design theory and practice with sustainability principles to address environmental issues at the product, building, neighborhood, city, landscape and global levels.
5. Students will be comfortable working in multidisciplinary teams to solve complex design problems

Did you make any revisions to the learning outcomes you copied and pasted from the current academic catalog?

No

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

Describe here:

Assessment criteria will be based on the program's learning objectives. Students will be assessed according to the above learning objectives in each of their courses, and at the end of their program through the capstone project. For studio courses we invite critics from private firms, nonprofits and City officials to review students' work and offer feedback. Course instructors will be responsible for evaluating students' performance in their courses through formative and summative assessments of work (short, cumulative assignments throughout the semester, essays, portfolios, exhibits, reflections).

Student performance and course effectiveness are regularly evaluated by individual instructors and are based on course-embedded projects and assessment, class critiques, student program exhibits, capstone projects, portfolios, a BSSD exhibition, and student course evaluations.

Studio and seminar faculty teaching in the BSSD will assess individual student performance on a regular basis.

The first level of governance for the major will be a faculty program coordinator from one of the units in the College of Fine and Applied Arts, along with one faculty person from each of the remaining three units, to form a courses and curricula committee to provide a first level of governance for all academic program concerns. This committee will meet regularly during the program startup to evaluate its success.

The following assessment data will be used to aid the evaluation of the program:

- Admission numbers disaggregated by race, gender, socio-economic status, geography, concentration, and academic year
- Student performance data
- Student participation in study abroad programs
- Undergraduate research opportunities
- Retention rates and average time to complete the degree
- Student and alumni feedback
- Senior exit survey
- Student awards and recognition outside the School of Art and Design
- Job placements
- Graduate School placements
- Alumni Surveys

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

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

Program
Description and
Requirements

Delivery Method

This program is
available:

On Campus - Students are required to be on campus, they may take some online courses.

Admission Requirements

Desired Effective
Admissions Term

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

No

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.

Program does not require a portfolio, there is no licensure component, and admissions requirements are managed by Undergraduate Admissions. Transfer admissions requirements remain the same (<https://admissions.illinois.edu/Apply/Transfer/handbook>), as do inter-college transfer requirements (<https://faa.illinois.edu/majors-minors/prospective-students>).

Enrollment

Describe how this revision or phase down/elimination will impact enrollment and degrees awarded. If this is an elimination/phase down proposal include the plans for the students left in the program.

No impact.

Estimated Annual Number of Degrees Awarded

Year One Estimate

0

5th Year Estimate (or when fully
implemented)

10-20

What is the
matriculation term
for this program?

Fall

Budget

Are there budgetary implications for this revision? No

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

No

Additional Budget Information

Attach File(s)

Financial Resources

How does the unit intend to financially support this proposal?

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

No

Attach letters of support

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

FAA Undergrad Differential

Are you seeking a change in the tuition rate or differential for this program?

No

Faculty Resources

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

No impact.

Library Resources

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

Library resources, collections, and services are sufficient to meet the needs of the program outlined in this proposal.

EP Documentation

EP Control Number EP.26.002

Attach Rollback/
Approval Notices

Non-EP Documentation

U Program Review
Comments

Rollback
Documentation and
Attachment

DMI Documentation

Attach Final
Approval Notices

Banner/Codebook
Name

BS: Sustainable Design - UIUC

Program Code: 10KR5749BS

Minor	Conc	Degree	BS
Code	Code	Code	Major
			Code
5749			

Senate Approval
Date

Senate Conference
Approval Date

BOT Approval Date

IBHE Approval Date

HLC Approval Date

DOE Approval Date NA

Effective Date:

Program Reviewer
Comments

Melissa Steinkoenig (menewell) (03/18/25 10:28 am): Only revision is change to Gen Ed Table removing a course which is no longer a Gen Ed. Updated Gen Ed Table good.

Brooke Newell (bsnewell) (06/12/25 12:43 pm): Attached revised Sample Sequence and revised the Instructional Resource responses and attached letter of support

Brooke Newell (bsnewell) (07/31/25 8:01 am): Uploaded revised sample sequence per discussion with Nicole T

Program Change Request

Date Submitted: 11/04/24 9:54 am

Viewing: **5565 : Urban Studies & Planning: Policy & Planning, BA**

Last approved: 04/05/24 8:41 am

Last edit: 08/21/25 11:22 am

Changes proposed by: Nicole Turner

Catalog Pages Using
this Program

Urban Studies & Planning: Policy & Planning, BA

Proposal Type:
Concentration (ex. Dietetics)

This proposal is for
a:
Revision

In Workflow

1. U Program Review
2. 1733 Committee Chair
3. 1733-UP Head
4. KR Dean
5. University Librarian
6. COTE Programs
7. Provost
8. Senate EPC
9. Senate
10. U Senate Conf
11. Board of Trustees
12. IBHE
13. HLC
14. Catalog Editor
15. DMI

Approval Path

1. 11/07/24 9:40 am
Donna Butler
(dbutler): Approved
for U Program
Review
2. 11/11/24 8:40 am
Mary Margaret
Edwards
(mmedward):
Approved for 1733
Committee Chair
3. 03/10/25 8:52 am
Mark Doussard
(mdouss1):
Approved for 1733-
UP Head
4. 03/17/25 11:27 am
Nicole Turner

- (nicturn): Approved
for KR Dean
5. 03/20/25 2:05 pm
Tom Teper (tteper):
Approved for
University Librarian
6. 03/20/25 2:24 pm
Suzanne Lee
(suzannel):
Approved for COTE
Programs
7. 03/21/25 7:55 am
Brooke Newell
(bsnewell): Rollback
to KR Dean for
Provost
8. 03/21/25 10:02 am
Nicole Turner
(nicturn): Approved
for KR Dean
9. 03/21/25 10:05 am
Tom Teper (tteper):
Approved for
University Librarian
10. 03/21/25 10:11 am
Suzanne Lee
(suzannel):
Approved for COTE
Programs
11. 03/21/25 10:17 am
Brooke Newell
(bsnewell): Rollback
to KR Dean for
Provost
12. 03/21/25 10:20 am
Nicole Turner
(nicturn): Approved
for KR Dean
13. 03/21/25 10:21 am
Tom Teper (tteper):
Approved for
University Librarian

14. 03/21/25 10:22 am
Suzanne Lee
(suzannel):
Approved for COTE
Programs
15. 03/27/25 12:41 pm
Brooke Newell
(bsnewell): Rollback
to KR Dean for
Provost
16. 06/13/25 9:02 am
Nicole Turner
(nicturn): Approved
for KR Dean
17. 06/19/25 2:41 pm
Tom Teper (tteper):
Approved for
University Librarian
18. 06/19/25 11:38 pm
Suzanne Lee
(suzannel):
Approved for COTE
Programs
19. 08/13/25 6:38 pm
Brooke Newell
(bsnewell):
Approved for
Provost

History

1. Mar 28, 2019 by
Deb Forgacs
(dforgacs)
2. May 1, 2020 by
Nicole Turner
(nicturn)
3. Dec 7, 2020 by
Nicole Turner
(nicturn)
4. Mar 1, 2023 by
Nicole Turner

Administration Details

Official Program Name	Urban Studies & Planning: Policy & Planning, BA	
Diploma Title	Bachelor of Arts in Urban Studies & Planning	
Sponsor College	Fine & Applied Arts	
Sponsor Department	Urban & Regional Planning	
Sponsor Name	Mary Edwards	
Sponsor Email	mmedward@illinois.edu	
College Contact	Nicole Turner	College Contact Email
	nicturn@illinois.edu	
College Budget Officer	Greg Anderson	
College Budget Officer Email	gnanders@illinois.edu	

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

KR Dean

Does this program have inter-departmental administration?

No

Effective Catalog Term

Effective Catalog Term	Fall 2025
Effective Catalog	2025-2026

Proposal Title

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

Revise the Concentration in Policy & Planning in the Bachelor of Arts in Urban Studies & Planning in the College of Fine and Applied Arts

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

This BAUSP concentration revision (key 688) is related to concentration revisions for Global Cities (key 687) Social Justice (key 689), Sustainability (key 690), and BAUSP (key 148).Also related to the BAUSP/MUP joint program (key 943).

Program Justification

Provide a brief description, using a numbered item list, of the proposed changes to the program.

- 1- Remove AIS 102 from list of Foundation 'select 3-4 hours from'
- 2- Remove AIS 102 from list of Gen Ed 'social & behav science'
- 3- Add UP 425 and UP 409 to concentration list of elective options
- 4- Change range of concentration from 9-11 to just the minimum of 9 hours
- 5--Remove UP 474 from concentration elective list

Did the program content change 25% or more in relation to the total credit hours, since the most recent university accreditation visit? See the italicized text below for more details.

No

Provide the reasoning for why each change was necessary, using a corresponding numbered item list as it relates to the brief description numbered list above.

1- DURP (Dept of Urban and Regional Planning) received the notification that AIS 102 will have the general education course social science category removed. Additionally, the course has not been taught since 2012. As this course serves on a list of "select 3-4 hours" in the foundational requirements of the BA Urban Studies and Planning degree, the department is requesting the course be removed from the degree program. This list consists of all social science courses and is meant to be an introduction to sociology or similar.

2- As a result, AIS 102 is no longer an option for BAUSP students to complete the social and behavioral science general education course through their BAUSP requirements and it is removed in the Gen Ed section

3- UP 425 is a new course for FA 25, on equitable land use. This course relates to the policy and planning concentration in regard to spacial inequities, zoning policies, and land use practices. UP 409 is a course with a revised number, from 509 to allow undergraduate students to take the course. Economics for Planners is the course title and it will provide a valuable content option for policy concentration students.

4- This proposal wants to maintain the concentration list as a minimum of 9 hours, rather than using a range of 9-12. This is the only concentration without a gateway course and students work with an advisor to select their concentration electives. The emphasis for this concentration is intentionally 9 minimum hours.

5- UP 474 was removed after appearing on the Terms/Enrollment Violations report and the unit voting to deactivate for FA 25. Students still have 19 choices to pick 3 courses from on the list.

No changes to major requirements, or degree hours.

Updated sample schedule attached.

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

Yes

Courses outside of the sponsoring department/interdisciplinary departments:

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

[Re_ Response Requested_ Remove AIS 102 from BAUSP.pdf](#)

Program Features

Academic Level Undergraduate

Is this program part of an ISBE approved licensure program?

No

Will specialized accreditation be sought for this program?

No

Additional concentration notes (e.g., estimated enrollment, advising plans, etc.)

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

No

Program of Study

Provide detailed information (course rubrics, numbers, and credit hours) of how a student could obtain 40 credit hours of upper-division coursework.

- 40 hour upper division/advanced course requirement
- UP 312 - 4 hours
- UP 316 - 3 hours
- UP 347 - 4 hours
- Workshop - 4 hours
- UP 401 - 1 hour
- 24 hours selected from additional 15 hours of UP electives, UP concentration courses, or free electives
- ***This program estimates 32 hours of free electives.

Revised programs [BAUSP Policy & Planning, sample sched.docx](#)

Catalog Page Text - Overview Tab

Catalog Page Overview Text

Statement for
Programs of Study
Catalog

Graduation Requirements

Minimum hours required for graduation: 120 hours.

University Requirements

Minimum of 40 hours of upper-division coursework, generally at the 300- or 400-level. These hours can be drawn from all elements of the degree. Students should consult their academic advisor for additional guidance in fulfilling this requirement.

The university and residency requirements can be found in the [Student Code](#) (§ 3-801) and in the [Academic Catalog](#).

General Education Requirements

Follows the [campus General Education \(Gen Ed\) requirements](#). Some Gen Ed requirements may be met by courses required and/or electives in the program.

Composition I	4-6
Advanced Composition	3
fulfilled by UP 312	
Humanities & the Arts (6 hours)	6
Natural Sciences & Technology (6 hours)	6
Social & Behavioral Sciences (6 hours)	6

fulfilled by [ECON 102](#) or [ACE 100](#); and [AAS 100](#) or [AFRO 100](#) or [GGIS 101](#) or [GGIS 104](#) or [LLS 100](#) or [SOC 100](#)

Cultural Studies: Non-Western Cultures (1 course)	3

Cultural Studies: US Minority Cultures (1 course)	3

Cultural Studies: Western/Comparative Cultures (1 course)	3

Quantitative Reasoning (2 courses, at least one course must be Quantitative Reasoning I)	6-10

fulfilled by [UP 116](#) or [STAT 100](#); and [UP 316](#)

Language Requirement (Completion of the third semester or equivalent of a language other than English is required)	0-15

Foundation Courses

FAA 101	Arts at Illinois	1

ECON 102	Microeconomic Principles	3

or ACE 100	Introduction to Applied Microeconomics	

UP 116	Urban Informatics I (or equivalent)	3

or STAT 100	Statistics	

3-4 hours selected from:	3-4

AAS 100	Intro Asian American Studies	

AFRO 100	Intro to African American St	

AIS 102	Course AIS 102 Not Found	

GGIS 101	Global Development & Environment	

GGIS 104	Social and Cultural Geography	

LLS 100	Intro Latina/Latino Studies	

SOC 100	Introduction to Sociology	

Urban Studies & Planning Core

UP 101	Introduction to City Planning	3

UP 201	Planning in Action	3

UP 203	Cities: Planning & Urban Life	3

or UP 204	Chicago: Planning & Urban Life	

UP 211	Local Planning, Gov't and Law	3

UP 312	Communication for Planners	4

UP 316	Urban Informatics II	3

<u>UP 347</u>	Junior Planning Workshop	4
Select one workshop from:		4
<u>UP 447</u>	Land Use Planning Workshop	
<u>UP 455</u>	Economic Development Workshop	
<u>UP 456</u>	Sustainable Planning Workshop	
<u>UP 457</u>	Small Town/Rural Planning Workshop	
<u>UP 478</u>	Community Development Workshop	
<u>UP 401</u>	Professional Development Seminar (Individual portfolio development, networking opportunities, and a culmination event.)	1
Plus 15 hours of UP electives in addition to Foundation, Core, & Concentration		15
Policy & Planning Concentration		
Select 3 courses from:		9
<u>UP 230</u>	Transportation Planning: Fundamentals and Innovations	
<u>UP 317</u>	Introduction to Urban Data Science	
<u>UP 330</u>	The Modern American City	
<u>UP 340</u>	Planning for Healthy Cities	
<u>UP 345</u>	Economic Development Planning	
<u>UP 357</u>	The Land Development Process	
<u>UP 407</u>	State and Local Public Finance	
<u>UP 409</u>	<u>Economics for Planners</u>	
<u>UP 420</u>	Plng for Historic Preservation	
<u>UP 425</u>	<u>Equitable Land Use</u>	
<u>UP 430</u>	Urban Transportation Planning	
<u>UP 431</u>	Urban Transportation Modeling	
<u>UP 434</u>	Pedestrian and Bicycle Planning	
<u>UP 437</u>	Public Transportation Planning	
<u>UP 438</u>	Disasters and Urban Planning	
<u>UP 443</u>	Scenarios, Plans & Future Cities	
<u>UP 460</u>	Transportation/Land Use Policy	
<u>UP 473</u>	Housing & Urban Policy	

UP 474

Course UP 474 Not Found

UP 475

Real Estate Development Fundamentals

Summary of Credits for the Bachelor of Arts in Urban Studies and Planning, concentration in Policy & Planning

General Education

Foundation Courses

10

Urban Studies & Planning Core

43

Policy & Planning Concentration

9

Free Electives

A minimum of 40 credits at the 300 or 400 course level are required

Total Degree Hours

120

Program Relationships

Corresponding

Program(s):

Corresponding Program(s)

Urban Studies & Planning, BA

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.

Are the learning outcomes for the program listed in the Academic Catalog?

Yes

Student Learning Outcomes

Students who complete a degree in the Department of Urban and Regional Planning will be able to:

Identify and understand the planners' role in:

advocating for racial and economic equity;

planning for the needs of disadvantaged groups;

expanding choice and opportunity;

reducing inequities through critical evaluation of systems and institutions;

planning for sustainable communities;

reducing impacts of climate change; and

creating equitable and climate-adapted futures.

Demonstrate planning proficiency in a global context in the areas of:

history, theory, law and institutions;

the evolution of the practice of planning; and

urban and regional development.

Build and put into practice a set of skills that are central to the planning profession, including skills specific to:

communication, community engagement, and the planning process;

research and critical thinking;

mapping and data visualization; and

data collection and analysis, and data analytics.

Illustrate professional leadership values including collaborative skills and ethical behavior in research, client representation and decision-making.

Did you make any revisions to the learning outcomes you copied and pasted from the current academic catalog?

No

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

Describe here:

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

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

Program

Description and

Requirements

Attach Documents

Delivery Method

This program is
available:

On Campus - Students are required to be on campus, they may take some online courses.

Enrollment

Describe how this revision or phase down/elimination will impact enrollment and degrees awarded. If this is an elimination/phase down proposal include the plans for the students left in the program.

no impact

Budget

Are there No
budgetary
implications for this
revision?

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

No

Additional Budget no
Information

Attach File(s)

Financial Resources

How does the unit intend to financially support this proposal?

n/a

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

No

Attach letters of
support

Faculty Resources

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

No impact.

Library Resources

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

Library’s resources, collections, and services are sufficient to meet the needs of the program outlined in this proposal.

EP Documentation

EP Control Number EP.26.002

Attach Rollback/
Approval Notices

Non-EP Documentation

U Program Review
Comments

Rollback
Documentation and
Attachment

DMI Documentation

Attach Final [U Program Review Comments KEY 688 Urban Studies & Planning Policy & Planning, BA 11_7_2024.docx](#)

Approval Notices [& Planning, BA 11_7_2024.docx](#)

Banner/Codebook
Name
Policy and Planning

Program Code: 5565

Minor	Conc	5565	Degree	BA
Code	Code		Code	Major
				Code

5504

Senate Approval
Date

Senate Conference

Approval Date

BOT Approval Date

IBHE Approval Date

HLC Approval Date

DOE Approval Date NA

Effective Date:

Program Reviewer
Comments

Brooke Newell (bsnewell) (11/07/24 8:04 am): U Program Review Comments attached in DMI Documentation section.

Brooke Newell (bsnewell) (03/21/25 7:55 am): Rollback: Per email discussion and request by Nicole T.

Brooke Newell (bsnewell) (03/21/25 10:17 am): Rollback: Per email discussion with Nicole T.

Brooke Newell (bsnewell) (03/21/25 10:39 am): Per Teams discussion with Nicole, uploaded revised sample sequence

Brooke Newell (bsnewell) (03/27/25 12:41 pm): Rollback: Per request from Nicole T.

Program Change Request

Date Submitted: 11/04/24 10:00 am

Viewing: **5567 : Urban Studies & Planning: Social Justice, BA**

Last approved: 04/05/24 8:43 am

Last edit: 08/21/25 11:22 am

Changes proposed by: Nicole Turner

Catalog Pages Using this Program

Urban Studies & Planning: Social Justice, BA

Proposal Type:
Concentration (ex. Dietetics)

This proposal is for
a:
Revision

In Workflow

1. U Program Review
2. 1733 Committee Chair
3. 1733-UP Head
4. KR Dean
5. University Librarian
6. COTE Programs
7. Provost
8. Senate EPC
9. Senate
10. U Senate Conf
11. Board of Trustees
12. IBHE
13. HLC
14. Catalog Editor
15. DMI

Approval Path

1. 11/07/24 9:40 am
Donna Butler
(dbutler): Approved for U Program Review
2. 11/11/24 8:41 am
Mary Margaret Edwards
(mmedward): Approved for 1733 Committee Chair
3. 03/10/25 8:52 am
Mark Doussard
(mdouss1): Approved for 1733-UP Head
4. 03/17/25 11:27 am
Nicole Turner

- (nicturn): Approved
for KR Dean
5. 03/20/25 2:04 pm
Tom Teper (tteper):
Approved for
University Librarian
6. 03/20/25 2:24 pm
Suzanne Lee
(suzannel):
Approved for COTE
Programs
7. 03/21/25 7:55 am
Brooke Newell
(bsnewell): Rollback
to KR Dean for
Provost
8. 03/21/25 9:51 am
Nicole Turner
(nicturn): Approved
for KR Dean
9. 03/21/25 9:58 am
Tom Teper (tteper):
Approved for
University Librarian
10. 03/21/25 10:12 am
Suzanne Lee
(suzannel):
Approved for COTE
Programs
11. 03/21/25 10:17 am
Brooke Newell
(bsnewell): Rollback
to KR Dean for
Provost
12. 03/21/25 10:24 am
Nicole Turner
(nicturn): Approved
for KR Dean
13. 03/27/25 10:03 am
Tom Teper (tteper):
Approved for
University Librarian

14. 03/27/25 10:04 am
Suzanne Lee
(suzannel):
Approved for COTE
Programs
15. 03/27/25 12:41 pm
Brooke Newell
(bsnewell): Rollback
to KR Dean for
Provost
16. 06/12/25 9:23 am
Nicole Turner
(nicturn): Approved
for KR Dean
17. 06/19/25 2:41 pm
Tom Teper (tteper):
Approved for
University Librarian
18. 06/19/25 11:38 pm
Suzanne Lee
(suzannel):
Approved for COTE
Programs
19. 08/13/25 6:38 pm
Brooke Newell
(bsnewell):
Approved for
Provost

History

1. Mar 28, 2019 by
Deb Forgacs
(dforgacs)
2. Feb 26, 2020 by
Nicole Turner
(nicturn)
3. May 13, 2020 by
Nicole Turner
(nicturn)
4. Dec 7, 2020 by
Nicole Turner

(nicturn)
5. Mar 1, 2023 by
Nicole Turner
(nicturn)
6. Apr 5, 2024 by
Nicole Turner
(nicturn)

Administration Details

Official Program Name	Urban Studies & Planning: Social Justice, BA	
Diploma Title	Bachelor of Arts in Urban Studies & Planning	
Sponsor College	Fine & Applied Arts	
Sponsor Department	Urban & Regional Planning	
Sponsor Name	Mary Edwards	
Sponsor Email	mmedward@illinois.edu	
College Contact	Nicole Turner	College Contact Email
	nicturn@illinois.edu	
College Budget Officer	Greg Anderson	
College Budget Officer Email	gnanders@illinois.edu	

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

KR Dean

Does this program have inter-departmental administration?

No

Effective Catalog Term

Effective Catalog Term	Fall 2025
Effective Catalog	2025-2026

Proposal Title

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

Revise the Concentration in Social Justice in the Bachelor of Arts in Urban Studies & Planning in the College of Fine & Applied Arts

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

This BAUSP concentration revision (key 689) is related to concentration revisions for Global Cities (key 687) Sustainability (key 690), Policy & Planning (key 688), and BAUSP (key 148).Also related to the BAUSP/MUP joint program (key 943).

Program Justification

Provide a brief description, using a numbered item list, of the proposed changes to the program.

- 1- Remove AIS 102 from list of Foundation 'select 3-4 hours from' list
- 2- Remove AIS 102 from list of Gen Ed 'social & behav science'
- 3- Add UP 425 to list of concentration elective options
- 4- Add UP 160 to Gen Ed table

Did the program content change 25% or more in relation to the total credit hours, since the most recent university accreditation visit? See the italicized text below for more details.

No

Provide the reasoning for why each change was necessary, using a corresponding numbered item list as it relates to the brief description numbered list above.

1- DURP (Dept of Urban and Regional Planning) received the notification that AIS 102 will have the general education course social science category removed. Additionally, the course has not been taught since 2012. As this course serves on a list of "select 3-4 hours" in the foundational requirements of the BA Urban Studies and Planning degree, the department is requesting the course be removed from the degree program. This list consists of all social science courses and is meant to be an introduction to sociology or similar.

2- As a result, AIS 102 is no longer an option for BAUSP students to complete the social and behavioral science general education course through their BAUSP requirements and it is removed in the Gen Ed section

3- UP 425 is a new course for FA 25 on equitable land use and relates to the social justice concentration due its focus on spacial inequity and efforts to advance equity as it relates to zoning and land use practices.

4- This was left out in creation of Gen Ed template and should be included because UP 160 is a gen ed. This updates the sample schedule to remove one gen ed and add one free elective

No changes to major requirements, or degree hours.

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

Yes

Courses outside of the sponsoring department/interdisciplinary departments:

AIS 102 - Contemp Issues in Ind Country

Please attach any letters of support/acknowledgement for any Instructional Resources. [Re_ Response Requested_ Remove AIS 102 from BAUSP.pdf](#)

Consider faculty,
students, and/or
other impacted
units as
appropriate.

Program Features

Academic Level Undergraduate

Is this program part of an ISBE approved licensure program?

No

Will specialized accreditation be sought for this program?

No

Additional concentration notes (e.g., estimated enrollment, advising plans, etc.)

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

No

Program of Study

Provide detailed information (course rubrics, numbers, and credit hours) of how a student could obtain 40 credit hours of upper-division coursework.

40 hour upper division/advanced course requirement

UP 312 - 4 hours

UP 316 - 3 hours

UP 347 - 4 hours

Workshop - 4 hours

UP 401 - 1 hour

24 hours selected from additional 15 hours of UP electives, UP concentration courses, or free electives

***This program estimates 31 hours of free electives.

Revised programs [BAUSP Social Justice, sample sched- 2.docx](#)

Statement for
Programs of Study
Catalog

Graduation Requirements

Minimum hours required for graduation: 120 hours.

University Requirements

Minimum of 40 hours of upper-division coursework, generally at the 300- or 400-level. These hours can be drawn from all elements of the degree. Students should consult their academic advisor for additional guidance in fulfilling this requirement.

The university and residency requirements can be found in the [Student Code](#) (§ 3-801) and in the [Academic Catalog](#).

General Education Requirements

Follows the [campus General Education \(Gen Ed\) requirements](#). Some Gen Ed requirements may be met by courses required and/or electives in the program.

Composition I	4-6
Advanced Composition	3
fulfilled by UP 312	
Humanities & the Arts (6 hours)	6
Natural Sciences & Technology (6 hours)	6
Social & Behavioral Sciences (6 hours)	6
fulfilled by ECON 102 or ACE 100 ; and AAS 100 or AFRO 100 or GGIS 101 or GGIS 104 or LLS 100 or SOC 100	
Cultural Studies: Non-Western Cultures (1 course)	3
Cultural Studies: US Minority Cultures (1 course)	3
fulfilled by UP 160	
Cultural Studies: Western/Comparative Cultures (1 course)	3
Quantitative Reasoning (2 courses, at least one course must be Quantitative Reasoning I)	6-10
fulfilled by UP 116 or STAT 100 ; and UP 316	
Language Requirement (Completion of the third semester or equivalent of a language other than English is required)	0-15

Foundation Courses

FAA 101	Arts at Illinois	1
ECON 102	Microeconomic Principles	3

or ACE 100	Introduction to Applied Microeconomics	
UP 116	Urban Informatics I (or equivalent)	3
or STAT 100	Statistics	
3-4 hours selected from:		3-4
AAS 100	Intro Asian American Studies	
AFRO 100	Intro to African American St	
AIS 102	Course AIS 102 Not Found	
GGIS 101	Global Development & Environment	
GGIS 104	Social and Cultural Geography	
LLS 100	Intro Latina/Latino Studies	
SOC 100	Introduction to Sociology	

Urban Studies & Planning Core

UP 101	Introduction to City Planning	3
UP 201	Planning in Action	3
UP 203	Cities: Planning & Urban Life	3
or UP 204	Chicago: Planning & Urban Life	
UP 211	Local Planning, Gov't and Law	3
UP 312	Communication for Planners	4
UP 316	Urban Informatics II	3
UP 347	Junior Planning Workshop	4
Select one workshop from:		4

UP 447	Land Use Planning Workshop	
UP 455	Economic Development Workshop	
UP 456	Sustainable Planning Workshop	
UP 457	Small Town/Rural Planning Workshop	
UP 478	Community Development Workshop	
UP 401	Professional Development Seminar (Individual portfolio development, networking opportunities, and a culmination event.)	1

Plus 15 hours of UP electives in addition to Foundation, Core, & Concentration 15

Social Justice Concentration

UP 160	Race, Social Justice, and Cities	3
Select 2 courses from:		6-8
UP 260	Social Inequality and Planning	
UP 327	International Creative Placemaking	
UP 330	The Modern American City	
UP 335	Cities and Immigrants	
UP 340	Planning for Healthy Cities	
UP 423	Community Development in the Global South	
UP 425	Equitable Land Use	
UP 476	The City Through the Body	
UP 473	Housing & Urban Policy	
UP 479	Community Engagement in Planning	

Summary of Credits for the Bachelor of Arts in Urban Studies and Planning, concentration in Social Justice

General Education	
Foundation Courses	10
Urban Studies & Planning Core	43
Social Justice Concentration	9-11
Free Electives	
A minimum of 40 credits at the 300 or 400 course level are required	
Total Degree Hours	120

Program Relationships

Corresponding
Program(s):

	Corresponding Program(s)
	Urban Studies & Planning, BA

Program Regulation and Assessment

Are the learning outcomes for the program listed in the Academic Catalog?

Yes

Student Learning Outcomes

Students who complete a degree in the Department of Urban and Regional Planning will be able to:

Identify and understand the planners' role in:

advocating for racial and economic equity;

planning for the needs of disadvantaged groups;

expanding choice and opportunity;

reducing inequities through critical evaluation of systems and institutions;

planning for sustainable communities;

reducing impacts of climate change; and

creating equitable and climate-adapted futures.

Demonstrate planning proficiency in a global context in the areas of:

history, theory, law and institutions;

the evolution of the practice of planning; and

urban and regional development.

Build and put into practice a set of skills that are central to the planning profession, including skills specific to:

communication, community engagement, and the planning process;

research and critical thinking;

mapping and data visualization; and

data collection and analysis, and data analytics.

Illustrate professional leadership values including collaborative skills and ethical behavior in research, client representation and decision-making.

Did you make any revisions to the learning outcomes you copied and pasted from the current academic catalog?

No

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

Describe here:

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

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

Program

Description and

Requirements

Attach Documents

Delivery Method

This program is
available:

On Campus - Students are required to be on campus, they may take some online courses.

Enrollment

Describe how this revision or phase down/elimination will impact enrollment and degrees awarded. If this is an elimination/phase down proposal include the plans for the students left in the program.

no impact

Budget

Are there No
budgetary
implications for this
revision?

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

No

Additional Budget
Information

Attach File(s)

Financial Resources

How does the unit intend to financially support this proposal?

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

No

Attach letters of support

Faculty Resources

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

no impact

Library Resources

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

Library’s resources, collections, and services are sufficient to meet the needs of the program outlined in this proposal.

EP Documentation

EP Control Number EP.26.002

Attach Rollback/
Approval Notices

Non-EP Documentation

U Program Review
Comments

Rollback
Documentation and
Attachment

DMI Documentation

Attach Final [U Program Review Comments KEY 689 Urban Studies & Planning Social
Approval Notices Justice, BA 11_7_2024.docx](#)

Banner/Codebook
Name
Social Justice

Program Code: 5567

Minor Code	Conc Code	5567	Degree Code	BA Major Code
5504				

Senate Approval Date

Senate Conference Approval Date

BOT Approval Date

IBHE Approval Date

HLC Approval Date

DOE Approval Date NA

Effective Date:

Program Reviewer Comments **Brooke Newell (bsnewell) (11/07/24 8:04 am):** U Program Review Comments attached in DMI Documentation section.

Brooke Newell (bsnewell) (03/21/25 7:55 am): Rollback: Per email discussion and request by Nicole T.

Brooke Newell (bsnewell) (03/21/25 10:17 am): Rollback: Per discussion with Nicole T

Brooke Newell (bsnewell) (03/27/25 12:41 pm): Rollback: Per request from Nicole T.

Program Change Request

EP.26.002

Admin Approval_Section1_#B6

Date Submitted: 05/06/25 9:10 am

Viewing: **10KL6028BS : Engineering Technology and Management for Agricultural Systems, BS**

Last approved: 11/27/23 5:19 pm

Last edit: 08/21/25 11:04 am

Changes proposed by: Brianna Gregg

Catalog Pages Using this Program Engineering Technology & Management for Agricultural Systems, BS
Engineering Technology & Management for Agricultural Systems:
Agricultural Production & Processing, BS

Engineering Technology & Management for Agricultural Systems: Construction Management, BS

Engineering Technology & Management for Agricultural Systems: Digital & Precision Agriculture, BS

Engineering Technology & Management for Agricultural Systems: Energy & the Environment, BS

Proposal Type:

Major (ex. Special Education)

This proposal is for

a:

Revision

In Workflow

1. U Program Review
2. Gen Ed Review
3. 1741-ABE
Committee Chair
4. 1741-ABE Head
5. KL Committee Chair
6. KL Dean
7. University Librarian
8. COTE Programs
9. Provost

10. Senate EPC

11. Senate
12. U Senate Conf
13. Board of Trustees
14. IBHE
15. HLC
16. Catalog Editor
17. DMI

Approval Path

1. 03/05/25 11:34 am
Donna Butler
(dbutler): Approved
for U Program
Review
2. 03/05/25 12:51 pm
Melissa Steinkoenig
(menewell):
Approved for Gen
Ed Review
3. 03/07/25 10:31 am
Kent Rausch
(krausch): Approved
for 1741-ABE
Committee Chair
4. 03/07/25 12:38 pm

- Ronaldo Maghirang
(ronaldom):
Approved for 1741-
ABE Head
5. 03/07/25 2:30 pm
Brianna Gregg
(bjgray2): Approved
for KL Committee
Chair
6. 03/13/25 2:02 pm
Anna Ball (aball):
Approved for KL
Dean
7. 03/18/25 11:31 am
Claire Stewart
(clairest): Approved
for University
Librarian
8. 03/18/25 11:38 am
Suzanne Lee
(suzannel):
Approved for COTE
Programs
9. 03/24/25 3:31 pm
Brooke Newell
(bsnewell): Rollback
to Initiator
10. 05/06/25 4:14 pm
Donna Butler
(dbutler): Approved
for U Program
Review
11. 05/08/25 3:35 pm
Melissa Steinkoenig
(menewell):
Approved for Gen
Ed Review
12. 05/08/25 3:46 pm
Kent Rausch
(krausch): Approved
for 1741-ABE
Committee Chair

13. 05/08/25 4:20 pm
Ronaldo Maghirang
(ronaldom):
Approved for 1741-
ABE Head
14. 05/12/25 8:52 am
Brianna Gregg
(bjgray2): Approved
for KL Committee
Chair
15. 05/12/25 9:10 am
Anna Ball (aball):
Approved for KL
Dean
16. 05/12/25 2:44 pm
Tom Teper (tteper):
Approved for
University Librarian
17. 05/12/25 3:12 pm
Suzanne Lee
(suzannel):
Approved for COTE
Programs
18. 08/13/25 6:38 pm
Brooke Newell
(bsnewell):
Approved for
Provost

History

1. Jun 28, 2021 by
Anne Marie Boone
(aboone)
2. Mar 1, 2022 by
Heather Crump
(hcrump)
3. Nov 27, 2023 by
Donna Butler
(dbutler)

Official Program Name	Engineering Technology and Management for Agricultural Systems, BS	
Diploma Title		
Sponsor College	Agr, Consumer, & Env Sciences	
Sponsor Department	Agricultural & Biological Engr	
Sponsor Name	Kent Rausch	
Sponsor Email	krausch@illinois.edu	
College Contact	<u>Brianna Gregg</u> ~~Anna Ball~~	College Contact Email
	<u>bjgray2@illinois.edu</u> ~~aball@illinois.edu~~	

College Budget Officer

College Budget Officer Email

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

Does this program have inter-departmental administration?
No

Effective Catalog Term

Effective Catalog Term	Fall 2025
Effective Catalog	2025-2026

Proposal Title

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

Revise the Bachelor of Science in Engineering Technology and Management for Agricultural Systems in the College of Agricultural, Consumer and Environmental Sciences

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

This BS proposal (key 73) is related to the following concentration proposals:

Agricultural Production & Processing (key 1009)

Construction Management (key 1010)

Digital & Precision Agriculture (key 1011)

Energy & the Environment (key 1012)

Program Justification

Provide a brief description, using a numbered item list, of the proposed changes to the program.

1. We removed ACCY 211, ACCY 212, AGCM 270, LEAD 230, and LEAD 380 from the POS.
2. ALEC 115 was added as an option to complete the communication option.
3. RHET 105 was removed from specifically being noted in the program of study.
4. The formatting of the program of study (POS) and additional text was modified (e.g., graduation requirements, university requirements, and general education requirements) to adhere to the campus General Education Template.
5. We gave titles (e.g., Advanced Composition Option) to "Select ____ of the following:" requirement options.
6. We adjusted hours on electives and gen eds students must take on sample sequence.
7. We added a table for the concentrations and linked each one to its corresponding Catalog page.
8. We added ACE 221 and LEAD 425 to the Business Electives.
9. FIN 221, BADM 322, BADM 323, BADM 326, LEAD 140, LEAD 440, TE 250, TE 333, and TE 360 were removed from the Business electives.
10. We removed the Intro-Related Courses, ETMA Electives and Concentration Electives from the major table and only have them in the "Concentration Core" table.

Did the program content change 25% or more in relation to the total credit hours, since the most recent university accreditation visit? See the italicized text below for more details.

No

Provide the reasoning for why each change was necessary, using a corresponding numbered item list as it relates to the brief description numbered list above.

1. These courses are deactivated and are causing red box errors, which were fixed once we removed the courses.
2. ALEC 115 is a new course that focuses on the communication option requirements as they relate to food, agriculture, and the environment, making it a favorable course to recommend to students.
3. RHET 105 was removed because students should follow the campus guidelines for Composition I placement.
4. These modifications were made per the Office of the Provost General Education's initiative for transparency and accessibility in degree programs.
5. Titling these options makes it easier for students to make note of them on the sample sequence.
6. We adjusted hours on electives and gen eds students must take on sample sequence to meet the 126-hour total requirement needed to graduate.
7. Adding this table helps students easily access the Catalog pages for each ETMAS concentrations straight from this page's degree requirements.
8. These courses will make up for the loss of ACCY 211, ACCY 212, AGCM 270, LEAD 230, and LEAD 380. Furthermore, they will provide students with valuable business-related skills, including negotiation and leading teams, that will help them become more successful students and future employees.
9. We're trying to reduce the number of options on the Business Electives, as it is a fairly extensive list, so we decided to remove these courses.
10. We moved these requirements to only be in the Concentration Core table because they are requirements related to the concentrations rather than the Major Core of the program. Each concentration has its unique set of courses that fulfill the Intro-Related Courses, ETMA Electives and Concentration Electives requirements, so we felt it was best to distinguish that by putting them in the Concentration Core table.

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

Yes

Courses outside of the sponsoring department/interdisciplinary departments:

ALEC 115 - Talk About Food, Ag, Env

RHET 105 - Writing and Research

ACE 221 - Negotiation

LEAD 425 - Leading Teams

FIN 221 - Corporate Finance

BADM 322 - Marketing Research

BADM 323 - Strategic Brand Communication

BADM 326 - Pricing Analytics

LEAD 140 - Interpersonal Intelligence

LEAD 440 - Interpersonal Intelligence

TE 250 - From Idea to Enterprise

TE 333 - Creativity, Innovation, Vision

TE 360 - Lect in Engrg Entrepreneurship

Please attach any letters of support/acknowledgement for any

Instructional

Resources.

Consider faculty,

students, and/or

other impacted

units as

appropriate.

[Letter of Acknowledgement_RHET 105.pdf](#)

[Letter of Support_ALEC 115.pdf](#)

[Letter of Acknowledgement_ALEC 115 for CMN.pdf](#)

[Letter of Support_ACE 221_ETMAS Curriculum.pdf](#)

[Letter of Support_LEAD 425_ETMAS Curriculum.pdf](#)

[Letter of Support & Acknowledgement_UP courses_ETMAS](#)

[Curriculum.pdf](#)

[Letter of Acknowledgement_FIN 221_ETMAS Curriculum.pdf](#)

[Letter of Acknowledgement_LEAD 140 & 440_ETMAS Curriculum.pdf](#)

[Letter of Acknowledgement_BADM courses_ETMAS Curriculum.pdf](#)

[Letter of Acknowledgement_TE courses_ETMAS Curriculum.pdf](#)

Program Features

Academic Level

Undergraduate

Does this major have transcripted

Yes ~~No~~

concentrations?

Concentrations

Concentrations(s)
<u>Engineering Technology & Management for Agricultural Systems: Agricultural Production & Processing, BS</u>
<u>Engineering Technology & Management for Agricultural Systems: Construction Management, BS</u>
<u>Engineering Technology & Management for Agricultural Systems: Digital & Precision Agriculture, BS</u>
<u>Engineering Technology & Management for Agricultural Systems: Energy & the Environment, BS</u>

Will you admit to the concentration directly? Yes

Is a concentration required for graduation? Yes

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

What are the minimum Total Credit Hours required for this program?
126

CIP Code 140301 - Agricultural Engineering.

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

Will specialized accreditation be sought for this program?

Yes

Describe the institution’s plan for seeking specialized accreditation for this program.

Yes. Within the next 5 years, accreditation by the Engineering Technology Accreditation Commission (ETAC) of ABET will be sought.

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

No

Provide detailed information (course rubrics, numbers, and credit hours) of how a student could obtain 40 credit hours of upper-division coursework.

40 hours of advanced level or courses with two or more prerequisites course work within the degree program:

a) Specifically required upper-level courses for the program of study:

ETMA 339 (3 credit hours)

ETMA 421 or ETMA 422 (3 credit hours)

ETMA 430 (2 credit hours)

ETMA 439 (4 credit hours)

b) Choices (i.e., "Select one of the following:") of required upper-level courses for the program of study:

Advanced ETMA Communication Option - Select one of the following: (3 credit hours)

BADM 340

BTW 250 (prerequisites: Sophomore standing and completion of campus Composition I requirement)

BTW 261 (prerequisites: Sophomore standing and completion of campus Composition I requirement)

ECE 316

ESE 360

ETMA 311

NRES 419

Business Elective (6 hours)

ACCY 201, (prerequisites: 1) have completed either ECON 102 or ECON 103; AND 2) have completed or be concurrently enrolled in the remaining ECON 102 or ECON 103 course)

ACCY 202 (prerequisites: ECON 102, ECON 103, and ACCY 201)

ACE 310

ACE 345

ACE 346

ACE 432

ACE 435

BADM 300

BADM 310

BADM 311

BADM 312

BADM 313

BADM 314

BADM 320

LEAD 340

LEAD 425

SE 361

SE 400

TE 230

TE 450

c) Elective upper-level courses for the program of study:

A total of 20 hours from the list for your concentration with a minimum of **11 hours at the advanced level.**

Select 18 hours from the list for your concentration, which do not satisfy any other requirements, with a minimum of **12 hours at the advanced level.**

Total upper-level hours = 44

Revised programs

[Sample Sequence_Engineering Technology and Management for Agricultural Systems, BS.docx](#)

[Side by Side_Engineering Technology and Management for Agricultural Systems, BS.xlsx](#)

Catalog Page Text - Overview Tab

Catalog Page Overview Text

The major in Engineering Technology and Management for Agricultural Systems is designed to prepare students as problem solvers for systems involving the application, management, and/or marketing of engineering technologies. Students are instructed in engineering and business principles in preparation as technically competent business persons for professional careers as entrepreneurs, marketing representatives, or plant managers working with service organizations, manufacturers, corporate farms, retail dealers, power suppliers, contractors, or management companies from production through processing and distribution. Students will select a concentration in Agricultural Production & ~~and~~ Processing, Construction Management, Digital & ~~and~~ Precision Agriculture, or Energy & ~~and~~ the Environment.

Is the overview text above correct?

Yes

Statement for
Programs of Study
Catalog

Graduation Requirements

Minimum hours required for graduation: 126 hours.

University Requirements

Minimum of 40 hours of upper-division coursework, generally at the 300 and 400 level. These hours can be drawn from all elements of the degree. Students should consult their academic advisor for additional guidance in fulfilling this requirement.

The university and residency requirements can be found in the Student Code (§ 3-801) and in the Academic Catalog.

~~Prescribed Courses including Campus~~

General Education Requirements

Follows the campus General Education (Gen Ed) requirements. Some Gen Ed requirements may be met by courses required and/or electives in the program.

<u>Composition I</u>	<u>4-6</u>
<u>Advanced Composition</u>	<u>3</u>
<u>fulfilled by AGCM 220, BADM 340, BTW 250, BTW 261, ECE 316, ESE 360, ETMA 311, NRES 419, or PLPA 200</u>	
<u>Humanities & the Arts (6 hours)</u>	<u>6</u>
<u>Natural Sciences & Technology (6 hours)</u>	<u>6</u>
<u>fulfilled by CHEM 102, PHYS 101; and CHEM 104 or PHYS 102</u>	
<u>Social & Behavioral Sciences (6 hours)</u>	<u>6</u>
<u>fulfilled by ECON 102 or ACE 100 and one other courses approved as Social and Behavioral Sciences</u>	
<u>Cultural Studies: Non-Western Cultures (1 course)</u>	<u>3</u>
<u>Cultural Studies: US Minority Cultures (1 course)</u>	<u>3</u>
<u>Cultural Studies: Western/Comparative Cultures (1 course)</u>	<u>3</u>
<u>Quantitative Reasoning (2 courses, at least one course must be Quantitative Reasoning I)</u>	<u>6-8</u>
<u>fulfilled by MATH 234, PHYS 101, CS 105; and ACE 262, CPSC 241, ECON 202, or STAT 107</u>	
<u>Language Requirement (Completion of the third semester or equivalent of a language other than English is required)</u>	<u>0-15</u>

Department Foundation

~~Select one of the following:~~	~~6-7~~
~~RHET 105 & CMN 101~~	~~Writing and Research and Public Speaking (or equivalent (see college Composition I requirement))~~
<u>ACES 101</u>	<u>Contemporary Issues in ACES</u>
	<u>2</u>

~~ETMA Required~~

<u>Communication Option:</u>	<u>3 or</u> <u>6</u>

<u>CMN 101</u>	<u>Public Speaking</u>	
<u>ALEC 115</u>	<u>Let's Talk about Food, Agriculture, and the Environment</u>	
<u>CMN 111</u> & <u>CMN 112</u>	Oral & Written Comm I and Oral & Written Comm II	
Advanced Composition		3-4
<u>Advanced ETMA Communication Option - Select one of the following:</u>		<u>3-4</u>
<u>AGCM 220</u>	Communicating Agriculture	
<u>BADM 340</u>	Ethical Dilemmas of Business	
<u>BTW 250</u>	Principles Bus Comm	
<u>BTW 261</u>	Principles Tech Comm	
<u>ECE 316</u>	Ethics and Engineering	
<u>ESE 360</u>	Environmental Writing	
<u>ETMA 311</u>	Humanity in the Food Web	
<u>LEAD 230</u>	Course LEAD 230 Not Found	
<u>NRES 419</u>	Env and Plant Ecosystems	
<u>PLPA 200</u>	Plants, Pathogens, and People	
Cultural Studies		9
~~Select one course from Western culture, one from non-Western culture, and one from U.S. minority culture from campus approved lists.~~		
<u>Statistics Option - Select one of the following:</u>		<u>3-4</u>
<u>ACE 262</u>	Applied Statistical Methods and Data Analytics I	
<u>CPSC 241</u>	Intro to Applied Statistics	
<u>ECON 202</u>	Economic Statistics I	
<u>STAT 107</u>	Data Science Discovery	
~~Natural Sciences and Technology~~		
<u>MATH 234</u>	Calculus for Business I (or equivalent)	4
~~Quantitative Reasoning II~~		~~3 or 4~~
~~Select one of the following:~~		
<u>CHEM 102</u> & <u>CHEM 103</u>	General Chemistry I and General Chemistry Lab I	4

<u>PHYS 101</u>	College Physics: Mech & Heat	5
Select one of the following:		4-5
<u>CHEM 104</u> & <u>CHEM 105</u>	General Chemistry II and General Chemistry Lab II	
OR		
<u>PHYS 102</u>	College Physics: E&M & Modern	
~~Humanities and the Arts~~		
~~Select from campus approved list.~~		~~6~~
~~Social and Behavioral Sciences~~		
~~ACE 100~~	~~Introduction to Applied Microeconomics~~	~~3-4~~
~~or ECON 102~~	~~Microeconomic Principles~~	
~~Social and behavioral sciences. Select from campus approved list.~~		~~3 or 4~~
~~ACES Prescribed~~		
<u>ECON 102</u>	<u>Microeconomic Principles</u>	<u>3 or 4</u>
<u>or ACE 100</u>	<u>Introduction to Applied Microeconomics</u>	
Major Core		
~~Coursework at or above the third level is required for graduation.~~		
~~Quantitative Reasoning I~~		
<u>CS 105</u>	Intro Computing: Non-Tech	3
<u>ETMA 100</u>	Technical Systems in Agr	3
<u>ETMA 339</u>	Optimization in Engineering Technology and Management	3
<u>ETMA 421</u>	Industrial and Agricultural Safety-Injury Prevention	3
or <u>ETMA 422</u>	Industrial and Agricultural Occupational Illness Prevention	
<u>ETMA 430</u>	Project Management	2
<u>ETMA 439</u>	Capstone Experience	4
Business Electives		6
~~A total of 6 hours from the Business Electives list which do not satisfy any other requirements.~~		
A total of six hours from the Business Electives list, which do not satisfy any other requirements.		

<u>ACCY 200</u>	Fundamentals of Accounting	3
<u>ACCY 201</u>	Accounting and Accountancy I	3
<u>ACCY 202</u>	Accounting and Accountancy II	3
<u>ACCY 211</u>	<u>Course ACCY 211 Not Found</u>	
<u>ACCY 212</u>	<u>Course ACCY 212 Not Found</u>	
<u>ACE 210</u>	Environmental Economics & Policy	3
<u>ACE 221</u>	<u>Negotiation</u>	<u>2</u>
<u>ACE 240</u>	Personal Financial Planning	3
<u>ACE 310</u>	Natural Resource Economics	3
<u>ACE 345</u>	Small Business Finance	3
<u>ACE 346</u>	Tax Policy and Finan Planning	3
<u>ACE 432</u>	Advanced Farm Management	3 or 4
<u>ACE 435</u>	Global Agribusiness Management	3
<u>AGCM 270</u>	<u>Course AGCM 270 Not Found</u>	
<u>BADM 300</u>	The Legal Environment of Bus	3
<u>BADM 310</u>	Mgmt and Organizational Beh	3
<u>BADM 311</u>	Leading Individuals and Teams	3
<u>BADM 312</u>	Designing and Managing Orgs	3
<u>BADM 313</u>	Strategic Human Resource Management	3
<u>BADM 314</u>	Leading Negotiations	3
<u>BADM 320</u>	Principles of Marketing	3
<u>BADM 322</u>	~~Marketing Research~~	~~3~~
<u>BADM 323</u>	~~Marketing Communications~~	~~3~~
<u>BADM 326</u>	~~Pricing Analytics~~	~~3~~
<u>FIN 221</u>	~~Corporate Finance~~	~~3~~
<u>FIN 230</u>	Introduction to Insurance	3
<u>LER 290</u>	Introduction to Employment Law	3
<u>LEAD 140</u>	~~Harnessing Your Interpersonal Intelligence~~	~~2~~
<u>LEAD 260</u>	Foundations of Leadership	3

<u>LEAD 340</u>	Leadership Ethics & Society: Addressing Contemporary Challenges	3
~~LEAD 380~~	~~Course LEAD 380 Not Found~~	
~~LEAD 440~~	~~Interpersonal Intelligence for Professional Success~~	~~2~~
<u>LEAD 425</u>	<u>Leading Teams</u>	<u>3</u>
<u>SE 361</u>	Emotional Intelligence Skills	3
<u>SE 400</u>	Engineering Law	3 or 4
<u>TE 230</u>	Design Thinking/Need-Finding	3
~~TE 250~~	~~From Idea to Enterprise~~	~~2~~
~~TE 333~~	~~Creativity, Innovation, Vision~~	~~4~~
~~TE 360~~	~~Lectures in Engineering Entrepreneurship~~	~~1~~
<u>TE 450</u>	Startups: Incorporation, Funding, Contracts, & Intellectual Property	3
~~Introductory Related Courses~~		
~~Select 2 courses from the list for your concentration.~~		~~6-8~~
~~ETMA Electives~~		
~~A total of 20 hours from the list for your concentration with a minimum of 11 hours at the advanced level.~~		~~20~~
~~Concentration Electives~~		
~~Select 18 hours from the list for your concentration, which do not satisfy any other requirements, with a minimum of 12 hours at the advanced level.~~		~~18~~
~~Total Hours~~		~~126~~
~~ETMAS majors will need 40 hours of upper-level courses (300- and 400-level) to satisfy the campus minimum requirement of 40 hours of advanced coursework.~~		
<u>Required Concentration. Choose one from list below:</u>		
<u>Agricultural Production & Processing</u>		
<u>Construction Management</u>		
<u>Digital & Precision Agriculture</u>		
<u>Energy & the Environment</u>		
<u>Total Hours</u>		<u>126</u>

Corresponding
Degree

BS Bachelor of Science

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.

Are the learning outcomes for the program listed in the Academic Catalog?

Yes

Student Learning Outcomes

The Engineering Technology and Management for Agricultural Systems (formerly Technical Systems Management) program is designed to prepare graduates for careers in management, marketing, operations, maintenance, and application of agricultural and biological engineering technologies within the realms of agriculture, food, energy, water, and the environment. Graduates are expected to understand problems and concerns in engineering technologies from production to processing through distribution and their social and cultural implications. Specific program learning objectives are:

Objective 1: Provide academic and technical knowledge and experiences needed for success in an increasingly technological agricultural industry and world.

Objective 2: Enhance students' abilities to formulate questions and find solutions both individually and as a part of a team.

Objective 3: Improve students' abilities to communication both written and oral forms.

Objective 4: Enhance the use and understanding of mathematics and calculation for analysis in technology and business.

Objective 5: Provide opportunities to learn and enhance professional and ethical values and leadership skills.

Objective 6: Understand their role in society and the social and cultural implications of practice in their profession.

Objective 7: Recognize the need for and develop the abilities to engage in life-long learning.

Objective 8: Understand the global nature of agriculture and business.

Did you make any revisions to the learning outcomes you copied and pasted from the current academic catalog?

Yes

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

Describe here:

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

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

Program

Description and

Requirements

Attach Documents

Delivery Method

This program is
available:

On Campus - Students are required to be on campus, they may take some online courses.

Admission Requirements

Desired Effective

Admissions Term

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

No

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.

Admission requirements are unchanged from the existing TSM curriculum.

Enrollment

Describe how this revision or phase down/elimination will impact enrollment and degrees awarded. If this is an elimination/phase down proposal include the plans for the students left in the program.

This revision won't impact enrollment or degrees awarded.

Estimated Annual Number of Degrees Awarded

Year One Estimate

5th Year Estimate (or when fully implemented)

What is the matriculation term for this program?

Fall

Budget

Are there budgetary implications for this revision? No

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?

~~There will be no budgetary obligations due to this curriculum revision for the revised TSM program. The curriculum revision will be carried out with existing resources.~~

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

No

Attach letters of support

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

[ACES/ABE Dept Differential](#)

Are you seeking a change in the tuition rate or differential for this program?

No

Faculty Resources

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

There will be no impact on faculty resources.

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.

Current library resources, including collections and services, will not be impacted by the revision of this program. The current library resources are sufficient.

EP Documentation

EP Control Number EP.26.002

Attach Rollback/
Approval Notices

Non-EP Documentation

U Program Review
Comments

Rollback
Documentation and
Attachment

DMI Documentation

Attach Final
Approval Notices

Banner/Codebook
Name

BS:Engr Tech & Mgt Ag Sys-UIUC

Program Code: 10KL6028BS

Minor	Conc	Degree	BS
Code	Code	Code	Major
			Code
6028			

Senate Approval
Date
Senate Conference
Approval Date
BOT Approval Date
IBHE Approval Date
HLC Approval Date
DOE Approval Date
Effective Date:

Program Reviewer
Comments
Melissa Steinkoenig (menewell) (03/05/25 12:51 pm): Gen Ed Table good
Brooke Newell (bsnewell) (03/24/25 3:31 pm): Rollback: Per request from Brianna G on email thread with Brianna G and Kent R.
Brooke Newell (bsnewell) (06/11/25 12:45 pm): Revised POS table per discussion with Brianna G and Kent R via email.

Program Change Request

Date Submitted: 05/06/25 9:11 am

Viewing: **6002 : Engineering Technology & Management for Agricultural Systems: Agricultural Production & Processing, BS**

Last approved: 03/16/22 1:53 pm

Last edit: 08/21/25 11:36 am

Changes proposed by: Brianna Gregg

Catalog Pages Using Engineering Technology & Management for Agricultural Systems: Agricultural Production & Processing, BS
this Program

Proposal Type:
Concentration (ex. Dietetics)

This proposal is for
a:
Revision

In Workflow

1. U Program Review
2. Gen Ed Review
3. 1741-ABE
Committee Chair
4. 1741-ABE Head
5. KL Committee Chair
6. KL Dean
7. University Librarian
8. COTE Programs
9. Provost
10. Senate EPC
11. Senate
12. U Senate Conf
13. Board of Trustees
14. IBHE
15. HLC
16. Catalog Editor
17. DMI

Approval Path

1. 03/05/25 11:34 am
Donna Butler
(dbutler): Approved
for U Program
Review
2. 03/05/25 12:52 pm
Melissa Steinkoenig
(menewell):
Approved for Gen
Ed Review
3. 03/07/25 10:31 am
Kent Rausch
(krausch): Approved
for 1741-ABE
Committee Chair
4. 03/07/25 12:38 pm

- Ronaldo Maghirang
(ronaldom):
Approved for 1741-
ABE Head
5. 03/07/25 2:30 pm
Brianna Gregg
(bjgray2): Approved
for KL Committee
Chair
6. 03/13/25 2:02 pm
Anna Ball (aball):
Approved for KL
Dean
7. 03/18/25 11:24 am
Claire Stewart
(clairest): Approved
for University
Librarian
8. 03/18/25 11:37 am
Suzanne Lee
(suzannel):
Approved for COTE
Programs
9. 03/24/25 3:31 pm
Brooke Newell
(bsnewell): Rollback
to Initiator
10. 05/06/25 4:20 pm
Donna Butler
(dbutler): Approved
for U Program
Review
11. 05/08/25 3:35 pm
Melissa Steinkoenig
(menewell):
Approved for Gen
Ed Review
12. 05/08/25 3:47 pm
Kent Rausch
(krausch): Approved
for 1741-ABE
Committee Chair

13. 05/08/25 4:21 pm
Ronaldo Maghirang
(ronaldom):
Approved for 1741-
ABE Head
14. 05/12/25 8:52 am
Brianna Gregg
(bjgray2): Approved
for KL Committee
Chair
15. 05/12/25 9:10 am
Anna Ball (aball):
Approved for KL
Dean
16. 05/12/25 2:45 pm
Tom Teper (tteper):
Approved for
University Librarian
17. 05/12/25 3:12 pm
Suzanne Lee
(suzannel):
Approved for COTE
Programs
18. 08/13/25 6:39 pm
Brooke Newell
(bsnewell):
Approved for
Provost

History

1. Jun 28, 2021 by
Anne Marie Boone
(aboone)
2. Mar 16, 2022 by
Heather Crump
(hcrump)

Administration Details

Official Program Name	Engineering Technology & Management for Agricultural Systems: Agricultural Production & Processing, BS

Diploma Title

Sponsor College Agr, Consumer, & Env Sciences

Sponsor Agricultural & Biological Engr

Department

Sponsor Name Kent Rausch

Sponsor Email krausch@illinois.edu

College Contact Brianna Gregg ~~Anna Ball~~

College Contact
Email

bjgray2@illinois.edu ~~aball@illinois.edu~~

College Budget

Officer

College Budget

Officer Email

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

Does this program have inter-departmental administration?

No

Effective Catalog Term

Effective Catalog Term Fall 2025

Effective Catalog 2025-2026

Proposal Title

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

Revise the Concentration in Agricultural Production & Processing in the Bachelor of Science in Engineering Technology and Management for Agricultural Systems in the College of Agricultural, Consumer and Environmental Sciences

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

This Agricultural Production & Processing (key 1009) concentration proposal is related to the BS proposal (key 73) and the following concentration proposals:

Construction Management (key 1010)
Digital & Precision Agriculture (key 1011)
Energy & the Environment (key 1012)

Program Justification

Provide a brief description, using a numbered item list, of the proposed changes to the program.

1. We've made ETMA 262: Ag Machine Systems Management a required course for this concentration with this revision. It was previously on a list of electives that students could choose from.
2. ACCY 211 and 212; AGCM 270; LEAD 230 and 380; MFST 101; and ANSC 219 were removed from the curriculum.
3. ALEC 115 was added as an option to complete the communication option.
4. RHET 105 was removed from specifically being noted in the program of study.
5. The formatting of the program of study (POS) and additional text was modified (e.g., graduation requirements, university requirements, and general education requirements) to adhere to the campus General Education Template. With this reformation, the major coursework was added into this CIM-P record for the concentration.
6. We gave titles (e.g., Advanced Composition Option) to "Select ____ of the following:" requirement options.
7. We adjusted hours on electives and gen eds students must take on sample sequence.
8. We added ACE 221 and LEAD 425 to the Business Electives.
9. We removed CPSC 212 and 270 and replaced them with CPSC 304 and 370 in the concentration electives.
10. We added ETMA 381 as a requirement for this concentration.
11. We changed the names of various components of the program, such as ETMA Required, ETMA Electives, Concentration Electives, etc.
12. FIN 221, BADM 322, BADM 323, BADM 326, LEAD 140, LEAD 440, TE 250, TE 333, and TE 360 were removed from the Business Electives.
13. We removed the Intro-Related Courses, ETMA Electives and Concentration Electives from the major table and only have them in the "Concentration Core" table. Additionally, we moved the Advanced hour ETMA electives requirement statement in the concentration to the subheading.

Did the program content change 25% or more in relation to the total credit hours, since the most recent university accreditation visit? See the italicized text below for more details.

No

Provide the reasoning for why each change was necessary, using a corresponding numbered item list as it relates to the brief description numbered list above.

1. Two of four key points on the ETMAS website states the Agriculture Production and Processing (APP) concentration provides skills and knowledge in “agricultural machinery” and the “agricultural industry from an operational and management perspective.” ETMA 262 covers both aspects. Currently, the only required machine-related ETMA course for APP students is ETMA 103. While ETMA 103 is a strong introductory course, it does not contain a lab component. ETMAS-APP students would be well served to have a hands-on lab in the area of agricultural machinery for this concentration. In other words, it is imperative that students earning an ETMAS-APP degree will have hands-on experience with machinery such as a combine or planter.

2. ACCY 211 and 212; AGCM 270; LEAD 230 and 380; MFST 101; and ANSC 219 are deactivated and no longer being offered.

3. ALEC 115 is a new course that focuses on the communication option requirements as they relate to food, agriculture, and the environment, making it a favorable course to recommend to students.

4. RHET 105 was removed because students should follow the campus guidelines for Composition I placement.

5. These modifications were made per the Office of the Provost General Education’s initiative for transparency and accessibility in degree programs. Furthermore, adding the major coursework into this CIM-P record for the concentration increases transparency to students regarding the program requirements.

6. Titling these options makes it easier for students to make note of them on the sample sequence.

7. We adjusted hours on electives and gen eds students must take on sample sequence to meet the 126-hour total requirement needed to graduate.

8. These courses will make up for the loss of ACCY 211, ACCY 212 and LEAD 380. Furthermore, they will provide students with valuable business-related skills, including negotiation and leading teams, that will help them become more successful students and future employees.

9. The Crop Sciences department is deactivating CPSC 212 and 270 and replacing them with CPSC 304 and 370.

10. ETMA 381 was previously an option as an ETMA elective, but we have now added it as a required course for this program. ETMA 381 will provide students in this concentration with

knowledge of grain drying fundamentals, air-moisture relationships, grain drying systems for efficient energy use, fans, grain-handling devices and systems, planning of grain handling systems, grain standards, moisture measurement, grain storage, fungi and insect problems, aeration, processing and milling of corn and soybeans. These concepts are highly valuable for ETMAS students in this concentration to become familiar with, so we want to make it a required course.

11. We changed these titles because some of them were unclear, too similar to one another, or didn't align closely with the list of courses they were representing. These changes should help reduce confusion on the titled requirements of this program.

12. We're trying to reduce the number of options on the Business Electives, as it is a fairly extensive list, so we decided to remove these courses.

13. We moved these requirements to only be in the Concentration Core table because they are requirements related to the concentrations rather than the Major Core of the program. Each concentration has its unique set of courses that fulfill the Intro-Related Courses, ETMA Electives and Concentration Electives requirements, so we felt it was best to distinguish that by putting them in the Concentration Core table. The Advanced hour ETMA electives requirement statement was moved to the subheading for increased clarity.

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

Yes

Courses outside of the sponsoring department/interdisciplinary departments:

RHET 105 - Writing and Research

ACE 221 - Negotiation

LEAD 425 - Leading Teams

CPSC 212 - Intro to Plant Protection

CPSC 270 - Applied Entomology

CPSC 304 - Plant Pathology

CPSC 370 - Applied Entomology
ALEC 115 - Talk About Food, Ag, Env
FIN 221 - Corporate Finance
BADM 322 - Marketing Research
BADM 323 - Strategic Brand Communication
BADM 326 - Pricing Analytics
LEAD 140 - Interpersonal Intelligence
LEAD 440 - Interpersonal Intelligence
TE 250 - From Idea to Enterprise
TE 333 - Creativity, Innovation, Vision
TE 360 - Lect in Engrg Entrepreneurship

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

[Letter of Acknowledgement_ALEC 115 for CMN.pdf](#)
[Letter of Support_ACE 221_ETMAS Curriculum.pdf](#)
[Letter of Support_LEAD 425_ETMAS Curriculum.pdf](#)
[Letter of Support_ALEC 115.pdf](#)
[Letter of Acknowledgement_RHET 105.pdf](#)
[Letter of Support & Acknowledgement_UP courses_ETMAS Curriculum.pdf](#)
[Letter of Acknowledgement_BADM courses_ETMAS Curriculum.pdf](#)
[Letter of Acknowledgement_LEAD 140 & 440_ETMAS Curriculum.pdf](#)
[Letter of Acknowledgement_FIN 221_ETMAS Curriculum.pdf](#)
[Lettter of Acknowledgement_TE courses_ETMAS Curriculum.pdf](#)
[Updated Letter of Support_CPSC 212, 270, 304, 370_ETMAS Curriculum.pdf](#)

Program Features

Academic Level Undergraduate

Is this program part of an ISBE approved licensure program?

No

Will specialized accreditation be sought for this program?

No

Additional concentration notes (e.g., estimated enrollment, advising plans, etc.)

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

No

Provide detailed information (course rubrics, numbers, and credit hours) of how a student could obtain 40 credit hours of upper-division coursework.

40 hours of advanced level or courses with two or more prerequisites course work within the degree program:

a) Specifically required upper-level courses for the program of study:

ETMA 339 (3 upper-level credit hours)

ETMA 381 (3 upper-level credit hours)

ETMA 421 or ETMA 422 (3 upper-level credit hours)

ETMA 430 (2 upper-level credit hours)

ETMA 439 (4 upper-level credit hours)

b) Choices (i.e., "Select one of the following:") of required upper-level courses for the program of study:

Advanced ETMA Communication Option - Select one of the following: (3 upper-level credit hours)

BADM 340

BTW 250 (prerequisites: Sophomore standing and completion of campus Composition I requirement)

BTW 261 (prerequisites: Sophomore standing and completion of campus Composition I requirement)

ECE 316

ESE 360

ETMA 311

NRES 419

Business Elective (6 upper-level hours)

ACCY 201, (prerequisites: 1) have completed either ECON 102 or ECON 103; AND 2) have completed or be concurrently enrolled in the remaining ECON 102 or ECON 103 course)

ACCY 202 (prerequisites: ECON 102, ECON 103, and ACCY 201)

ACE 310

ACE 345

ACE 346

ACE 432

ACE 435

BADM 300

BADM 310

BADM 311

BADM 312

BADM 313

BADM 314

BADM 320

LEAD 340

LEAD 425

SE 361

SE 400

TE 450

c) Elective upper-level courses for the program of study:

ETMA Electives (8 upper-level credit hours because students in this concentration are required to take ETMA 381 as one of their ETMA Electives)

Select an additional 12 hours from the list below for a total of 20 hours with a minimum of 11 hours at the advanced level to fulfill the ETMA Electives requirement:

ETMA 295 (prerequisites: Sophomore standing, cumulative GPA of 2.5 or above at the time the activity is arranged, and consent of instructor)

ETMA 352

ETMA 363

ETMA 371

ETMA 372

ETMA 396

ETMA 425

ETMA 435

ETMA 464

ETMA 467

ETMA 486

ETMA 496

Concentration Electives (12 upper-level credit hours)

Select 18 hours from the lists below with a minimum of 12 hours at the advanced level

Select two courses from this list:

NRES 201 (prerequisites: MATH 115, MATH 234, or equivalent and CHEM 102 is required)

Select two from the Food and Agricultural Marketing Management and Law category:

ACE 306

ACE 403

ACE 427

ACE 428

ACE 430

ACE 431

ACE 432

ACE 432

ACE 435

Pick four classes from no more than two of these categories:

Animal Production & Processing

ANSC 223 (prerequisites: ANSC 100, ANSC 221, and CHEM 104 and CHEM 105)

ANSC 301

ANSC 310

ANSC 322

ANSC 400

ANSC 401

ANSC 402

ANSC 403

ANSC 404

ANSC 424

Food Production & Processing

FSHN 260 (prerequisites: CHEM 104 and CHEM 105 and credit or concurrent enrollment in

CHEM 232)

FSHN 345

FSHN 460

FSHN 465

FSHN 469

FSHN 471

FSHN 472

Horticultural Production & Processing

HORT 341

HORT 360

HORT 361

HORT 363

HORT 435

PLPA 405

Crop Production & Processing

CPSC 304

CPSC 370

CPSC 408

CPSC 412

CPSC 414

CPSC 415

CPSC 418

CPSC 426

CPSC 473

NRES 474

NRES 488

PLPA 405

Total upper-level credit hours = 44

Revised programs

Sample Sequence Engineering Technology & Management for

Agricultural Systems, Agricultural Production & Processing, BS.docx

Side by Side Engineering Technology & Management for Agricultural

Systems, Agricultural Production & Processing, BS.xlsx

Catalog Page Text - Overview Tab

Catalog Page Overview Text

Students in the Agricultural Production & Processing concentration learn the technology, machinery, and management of the agricultural production system. Students will gain knowledge and skills in topics including:

1. The agricultural industry from an operational and management perspective;
2. Agricultural machinery, grain storage systems, and bioprocessing systems;
3. Numerical and scientific processes to drive management decisions; and
4. The science and management of the complete food production system.

Graduates of the Agricultural Production & Processing concentration are prepared for careers in industry with both small and large companies, agricultural retailers and service providers, production farming operations, government and environmental agencies, or for entrance into graduate or professional school.

Is the overview text above correct?

Yes

Statement for

Programs of Study

Catalog

Graduation Requirements

Minimum hours required for graduation: 126 hours.

University Requirements

Minimum of 40 hours of upper-division coursework, generally at the 300 and 400 level. These hours can be drawn from all elements of the degree. Students should consult their academic advisor for additional guidance in fulfilling this requirement.

The university and residency requirements can be found in the Student Code (§ 3-801) and in the Academic Catalog.

General Education Requirements

Follows the campus General Education (Gen Ed) requirements. Some Gen Ed requirements may be met by courses required and/or electives in the program.

<u>Composition I</u>	<u>4-6</u>
<u>Advanced Composition</u>	<u>3</u>
<u>fulfilled by AGCM 220, BADM 340, BTW 250, BTW 261, ECE 316, ESE 360, ETMA 311, NRES 419, or PLPA 200</u>	
<u>Humanities & the Arts (6 hours)</u>	<u>6</u>
<u>Natural Sciences & Technology (6 hours)</u>	<u>6</u>
<u>fulfilled by CHEM 102, PHYS 101; and CHEM 104 or PHYS 102</u>	
<u>Social & Behavioral Sciences (6 hours)</u>	<u>6</u>
<u>fulfilled by ECON 102 or ACE 100 and one other courses approved as Social and Behavioral Sciences</u>	
<u>Cultural Studies: Non-Western Cultures (1 course)</u>	<u>3</u>
<u>Cultural Studies: US Minority Cultures (1 course)</u>	<u>3</u>
<u>Cultural Studies: Western/Comparative Cultures (1 course)</u>	<u>3</u>
<u>Quantitative Reasoning (2 courses, at least one course must be Quantitative Reasoning I)</u>	<u>6-8</u>
<u>fulfilled by MATH 234, PHYS 101, CS 105; and ACE 262, CPSC 241, ECON 202, or STAT 107</u>	
<u>Language Requirement (Completion of the third semester or equivalent of a language other than English is required)</u>	<u>0-15</u>
<u>Department Foundation</u>	
<u>ACES 101</u>	<u>Contemporary Issues in ACES</u> <u>2</u>
<u>Communication Option:</u>	<u>3 or 6</u>
<u>CMN 101</u>	<u>Public Speaking</u>
<u>ALEC 115</u>	<u>Let's Talk about Food, Agriculture, and the Environment</u>
<u>CMN 111</u> <u>& CMN 112</u>	<u>Oral & Written Comm I</u> <u>and Oral & Written Comm II</u>
<u>Advanced ETMA Communication Option - Select one of the following:</u>	<u>3-4</u>
<u>AGCM 220</u>	<u>Communicating Agriculture</u>
<u>BADM 340</u>	<u>Ethical Dilemmas of Business</u>
<u>BTW 250</u>	<u>Principles Bus Comm</u>
<u>BTW 261</u>	<u>Principles Tech Comm</u>

<u>ECE 316</u>	<u>Ethics and Engineering</u>	
<u>ESE 360</u>	<u>Environmental Writing</u>	
<u>ETMA 311</u>	<u>Humanity in the Food Web</u>	
<u>NRES 419</u>	<u>Env and Plant Ecosystems</u>	
<u>PLPA 200</u>	<u>Plants, Pathogens, and People</u>	
<u>Statistics Option - Select one of the following:</u>		<u>3-4</u>
<u>ACE 262</u>	<u>Applied Statistical Methods and Data Analytics I</u>	
<u>CPSC 241</u>	<u>Intro to Applied Statistics</u>	
<u>ECON 202</u>	<u>Economic Statistics I</u>	
<u>STAT 107</u>	<u>Data Science Discovery</u>	
<u>MATH 234</u>	<u>Calculus for Business I (or equivalent)</u>	<u>4</u>
<u>CHEM 102</u> <u>& CHEM 103</u>	<u>General Chemistry I</u> <u>and General Chemistry Lab I</u>	<u>4</u>
<u>PHYS 101</u>	<u>College Physics: Mech & Heat</u>	<u>5</u>
<u>Select one of the following:</u>		<u>4-5</u>
<u>CHEM 104</u> <u>& CHEM 105</u>	<u>General Chemistry II</u> <u>and General Chemistry Lab II</u>	
<u>OR</u>		
<u>PHYS 102</u>	<u>College Physics: E&M & Modern</u>	
<u>ECON 102</u>	<u>Microeconomic Principles</u>	<u>3 or 4</u>
<u>or ACE 100</u>	<u>Introduction to Applied Microeconomics</u>	
<u>Major Core</u>		
<u>CS 105</u>	<u>Intro Computing: Non-Tech</u>	<u>3</u>
<u>ETMA 100</u>	<u>Technical Systems in Agr</u>	<u>3</u>
<u>ETMA 339</u>	<u>Optimization in Engineering Technology and Management</u>	<u>3</u>
<u>ETMA 421</u>	<u>Industrial and Agricultural Safety-Injury Prevention</u>	<u>3</u>
<u>or ETMA 422</u>	<u>Industrial and Agricultural Occupational Illness Prevention</u>	
<u>ETMA 430</u>	<u>Project Management</u>	<u>2</u>
<u>ETMA 439</u>	<u>Capstone Experience</u>	<u>4</u>
<u>Business Electives</u>		<u>6</u>

A total of six hours from the Business Electives list, which do not satisfy any other requirements.

<u>ACCY 200</u>	<u>Fundamentals of Accounting</u>	<u>3</u>
<u>ACCY 201</u>	<u>Accounting and Accountancy I</u>	<u>3</u>
<u>ACCY 202</u>	<u>Accounting and Accountancy II</u>	<u>3</u>
<u>ACE 210</u>	<u>Environmental Economics & Policy</u>	<u>3</u>
<u>ACE 221</u>	<u>Negotiation</u>	<u>2</u>
<u>ACE 240</u>	<u>Personal Financial Planning</u>	<u>3</u>
<u>ACE 310</u>	<u>Natural Resource Economics</u>	<u>3</u>
<u>ACE 345</u>	<u>Small Business Finance</u>	<u>3</u>
<u>ACE 346</u>	<u>Tax Policy and Finan Planning</u>	<u>3</u>
<u>ACE 432</u>	<u>Advanced Farm Management</u>	<u>3 or 4</u>
<u>ACE 435</u>	<u>Global Agribusiness Management</u>	<u>3</u>
<u>BADM 300</u>	<u>The Legal Environment of Bus</u>	<u>3</u>
<u>BADM 310</u>	<u>Mgmt and Organizational Beh</u>	<u>3</u>
<u>BADM 311</u>	<u>Leading Individuals and Teams</u>	<u>3</u>
<u>BADM 312</u>	<u>Designing and Managing Orgs</u>	<u>3</u>
<u>BADM 313</u>	<u>Strategic Human Resource Management</u>	<u>3</u>
<u>BADM 314</u>	<u>Leading Negotiations</u>	<u>3</u>
<u>BADM 320</u>	<u>Principles of Marketing</u>	<u>3</u>
<u>FIN 230</u>	<u>Introduction to Insurance</u>	<u>3</u>
<u>LER 290</u>	<u>Introduction to Employment Law</u>	<u>3</u>
<u>LEAD 260</u>	<u>Foundations of Leadership</u>	<u>3</u>
<u>LEAD 340</u>	<u>Leadership Ethics & Society: Addressing Contemporary Challenges</u>	<u>3</u>
<u>LEAD 425</u>	<u>Leading Teams</u>	<u>3</u>
<u>SE 361</u>	<u>Emotional Intelligence Skills</u>	<u>3</u>
<u>SE 400</u>	<u>Engineering Law</u>	<u>3 or 4</u>
<u>TE 230</u>	<u>Design Thinking/Need-Finding</u>	<u>3</u>
<u>TE 450</u>	<u>Startups: Incorporation, Funding, Contracts, & Intellectual Property</u>	<u>3</u>

Agricultural Production & Processing Concentration Core

Introductory-Related Courses

6-8

Select two introductory-related courses from this list:

<u>ACES 102</u>	Intro Sustainable Food Systems
<u>ANSC 100</u>	Intro to Animal Sciences
<u>CPSC 112</u>	Introduction to Crop Sciences
<u>FSHN 101</u>	The Science of Food and How it Relates to You
<u>HORT 100</u>	Introduction to Horticulture
<u>LEAD 260</u>	Foundations of Leadership
<u>MFST 101</u>	Course MFST 101 Not Found
<u>NRES 201</u>	Introductory Soils

~~ETMA Electives~~

ETMA Electives. A minimum of 11 hours at the advanced level are required.

20

<u>ETMA 103</u>	Agricultural Machinery and Technology	2
<u>ETMA 262</u>	Agricultural Machine Systems Management	3
<u>ETMA 381</u>	Grain Drying & Storage Systems	3

Select an additional 12 hours from the list below for a total of 20 hours:

<u>ETMA 130</u>	Basics of CAD
<u>ETMA 132</u>	Basics of Project Management
<u>ETMA 232</u>	Materials and Construction Sys
<u>ETMA 233</u>	Metallurgy & Welding Processes
<u>ETMA 234</u>	Wiring, Motors and Control Sys
<u>ETMA 295</u>	Undergrad Research or Thesis
<u>ETMA 352</u>	Land and Water Mgt Systems
<u>ETMA 363</u>	Fluid Power Systems
<u>ETMA 371</u>	Residential Housing Design
<u>ETMA 372</u>	Environ Control & HVAC Systems
<u>ETMA 396</u>	UG Honors Research or Thesis
<u>ETMA 425</u>	Managing Industrial and Agricultural Safety Risks
<u>ETMA 435</u>	Elec Computer Ctrl Sys

<u>ETMA 464</u>	Heavy Equipment Powertrains
<u>ETMA 467</u>	Precision Agric Technology
<u>ETMA 486</u>	Grain Bioprocessing Coproducts
<u>ETMA 496</u>	Independent Study

Concentration Electives

18

~~Select 18 hours from the lists below with a minimum of 12 hours at the advanced level~~

~~Select two from the Food and Agricultural Marketing Management and Law category~~

Select 18 hours from the lists below with a minimum of 12 hours at the advanced level.

Select two courses from the Food and Agricultural Marketing Management and Law category:

6

Food and Agricultural Marketing Management and Law

<u>ACE 222</u>	Agricultural Marketing
<u>ACE 231</u>	Food and Agribusiness Mgt
<u>ACE 232</u>	Farm Management
<u>ACE 306</u>	Food Law
<u>ACE 403</u>	Agricultural Law
<u>ACE 427</u>	Commodity Price Analysis
<u>ACE 428</u>	Commodity Futures and Options
<u>ACE 430</u>	Corporate Food Marketing
<u>ACE 431</u>	Agri-food Strategic Management
<u>ACE 432</u>	Advanced Farm Management
<u>ACE 435</u>	Global Agribusiness Management

~~Pick four classes from no more than two of these categories:~~

Select four courses from no more than two of these categories:

12

Animal Production & Processing

<u>ANSC 219</u>	Course ANSC 219 Not Found
<u>ANSC 223</u>	Animal Nutrition
<u>ANSC 301</u>	Food Animal Production, Management, and Evaluation
<u>ANSC 310</u>	Meat Selection and Grading
<u>ANSC 322</u>	Livestock Feeds and Feeding

<u>ANSC 400</u>	Dairy Herd Management
<u>ANSC 401</u>	Beef Production
<u>ANSC 402</u>	Sheep and Goat Production
<u>ANSC 403</u>	Pork Production
<u>ANSC 404</u>	Poultry Science
<u>ANSC 424</u>	Pet Food & Feed Manufacturing

Food Production & Processing

<u>FSHN 232</u>	Science of Food Preparation
<u>FSHN 260</u>	Raw Materials for Processing
<u>FSHN 345</u>	Strategic Operations Management
<u>FSHN 460</u>	Food Processing Engineering
<u>FSHN 465</u>	Principles of Food Technology
<u>FSHN 469</u>	Package Engineering
<u>FSHN 471</u>	Food & Industrial Microbiology
<u>FSHN 472</u>	Applied Food Microbiology

Horticultural Production & Processing

<u>HORT 205</u>	Local Food Systems
<u>HORT 341</u>	Greenhouse Mgmt and Production
<u>HORT 360</u>	Vegetable Crop Production
<u>HORT 361</u>	Small Fruit Production
<u>HORT 363</u>	Postharvest Handling Hort Crop
<u>HORT 435</u>	Urban Food Production
<u>PLPA 405</u>	Plant Disease Diagnosis & Mgmt

Crop Production & Processing

<u>CPSC 212</u>	~~Introduction to Plant Protection~~
<u>CPSC 270</u>	~~Applied Entomology~~
<u>CPSC 304</u>	<u>Plant Pathology</u>
<u>CPSC 370</u>	<u>Applied Entomology</u>
<u>CPSC 408</u>	Integrated Pest Management

<u>CPSC 412</u>	Principles of Crop Production
<u>CPSC 414</u>	Forage Crops & Pasture Ecology
<u>CPSC 415</u>	Bioenergy Crops
<u>CPSC 418</u>	Crop Growth and Management
<u>CPSC 426</u>	Weed Mgt in Agronomic Crops
<u>CPSC 473</u>	Mgmt of Field Crop Insects
<u>NRES 474</u>	Soil and Water Conservation
<u>NRES 488</u>	Soil Fertility and Fertilizers
<u>PLPA 405</u>	Plant Disease Diagnosis & Mgmt

Total Hours

126

Program Relationships

Corresponding

Program(s):

Corresponding Program(s)

Engineering Technology and Management for Agricultural Systems, BS

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.

Are the learning outcomes for the program listed in the Academic Catalog?

Yes

Student Learning Outcomes

The Engineering Technology and Management for Agricultural Systems (formerly Technical Systems Management) program is designed to prepare graduates for careers in management, marketing, operations, maintenance, and application of agricultural and biological engineering technologies within the realms of agriculture, food, energy, water, and the environment. Graduates are expected to understand problems and concerns in engineering technologies from production to processing through distribution and their social and cultural implications. Specific program learning objectives are:

Objective 1: Provide academic and technical knowledge and experiences needed for success in an increasingly technological agricultural industry and world.

Objective 2: Enhance students' abilities to formulate questions and find solutions both individually and as a part of a team.

Objective 3: Improve students' abilities to communication both written and oral forms.

Objective 4: Enhance the use and understanding of mathematics and calculation for analysis in technology and business.

Objective 5: Provide opportunities to learn and enhance professional and ethical values and leadership skills.

Objective 6: Understand their role in society and the social and cultural implications of practice in their profession.

Objective 7: Recognize the need for and develop the abilities to engage in life-long learning.

Objective 8: Understand the global nature of agriculture and business.

Did you make any revisions to the learning outcomes you copied and pasted from the current academic catalog?

Yes

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

Describe here:

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

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

Program
Description and
Requirements
Attach Documents

Delivery Method

This program is
available:

On Campus - Students are required to be on campus, they may take some online courses.

Enrollment

Describe how this revision or phase down/elimination will impact enrollment and degrees awarded. If this is an elimination/phase down proposal include the plans for the students left in the program.

This revision won't impact enrollment or degrees awarded.

Budget

Are there No
budgetary
implications for this
revision?

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?

~~There will be no budgetary obligations due to this curriculum revision for the revised TSM
program. The curriculum revision will be carried out with existing resources.~~

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

No

Attach letters of
support

Faculty Resources

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

There will be no impact on faculty resources.

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.

Current library resources, including collections and services, will not be impacted by the revision of this program. The current library resources are sufficient.

EP Documentation

EP Control Number EP.26.002

Attach Rollback/
Approval Notices

Non-EP Documentation

U Program Review
Comments

Rollback
Documentation and
Attachment

DMI Documentation

Attach Final
Approval Notices

Banner/Codebook
Name

Agricultural Production and Processing

Program Code: 6002

Minor Code	Conc Code	6002	Degree Code	BS Major Code
6028				
Senate Approval Date				
Senate Conference Approval Date				
BOT Approval Date				
IBHE Approval Date				
HLC Approval Date				
DOE Approval Date				
Effective Date:				

Program Reviewer	Melissa Steinkoenig (menewell) (03/05/25 12:52 pm): Gen Ed Table good
Comments	Brooke Newell (bsnewell) (03/24/25 3:31 pm): Rollback: Per request from Brianna G on email thread with Brianna G and Kent R.

Program Change Request

Date Submitted: 05/06/25 9:11 am

Viewing: **6003 : Engineering Technology & Management for Agricultural Systems: Construction Management, BS**

Last approved: 03/16/22 1:57 pm

Last edit: 08/21/25 11:36 am

Changes proposed by: Brianna Gregg

Catalog Pages Using Engineering Technology & Management for Agricultural Systems: Construction Management, BS this Program

Proposal Type:
Concentration (ex. Dietetics)

This proposal is for
a:
Revision

In Workflow

1. U Program Review
2. Gen Ed Review
3. 1741-ABE Committee Chair
4. 1741-ABE Head
5. KL Committee Chair
6. KL Dean
7. University Librarian
8. COTE Programs
9. Provost
10. Senate EPC
11. Senate
12. U Senate Conf
13. Board of Trustees
14. IBHE
15. HLC
16. Catalog Editor
17. DMI

Approval Path

1. 03/05/25 11:34 am
Donna Butler
(dbutler): Approved for U Program Review
2. 03/05/25 12:53 pm
Melissa Steinkoenig
(menewell): Approved for Gen Ed Review
3. 03/07/25 10:32 am
Kent Rausch
(krausch): Approved for 1741-ABE Committee Chair
4. 03/07/25 12:38 pm

- Ronaldo Maghirang
(ronaldom):
Approved for 1741-
ABE Head
5. 03/07/25 2:30 pm
Brianna Gregg
(bjgray2): Approved
for KL Committee
Chair
6. 03/13/25 2:02 pm
Anna Ball (aball):
Approved for KL
Dean
7. 03/18/25 11:23 am
Claire Stewart
(clairest): Approved
for University
Librarian
8. 03/18/25 11:37 am
Suzanne Lee
(suzannel):
Approved for COTE
Programs
9. 03/24/25 3:31 pm
Brooke Newell
(bsnewell): Rollback
to Initiator
10. 05/06/25 4:21 pm
Donna Butler
(dbutler): Approved
for U Program
Review
11. 05/08/25 3:36 pm
Melissa Steinkoenig
(menewell):
Approved for Gen
Ed Review
12. 05/08/25 3:48 pm
Kent Rausch
(krausch): Approved
for 1741-ABE
Committee Chair

13. 05/08/25 4:21 pm
Ronaldo Maghirang
(ronaldom):
Approved for 1741-
ABE Head
14. 05/12/25 8:52 am
Brianna Gregg
(bjgray2): Approved
for KL Committee
Chair
15. 05/12/25 9:10 am
Anna Ball (aball):
Approved for KL
Dean
16. 05/12/25 2:45 pm
Tom Teper (tteper):
Approved for
University Librarian
17. 05/12/25 3:12 pm
Suzanne Lee
(suzannel):
Approved for COTE
Programs
18. 08/13/25 6:39 pm
Brooke Newell
(bsnewell):
Approved for
Provost

History

1. Jun 28, 2021 by
Anne Marie Boone
(aboone)
2. Mar 16, 2022 by
Heather Crump
(hcrump)

Administration Details

Official Program Name	Engineering Technology & Management for Agricultural Systems: Construction Management, BS

Diploma Title

Sponsor College Agr, Consumer, & Env Sciences

Sponsor Agricultural & Biological Engr

Department

Sponsor Name Kent Rausch

Sponsor Email krausch@illinois.edu

College Contact Brianna Gregg ~~Anna Ball~~

College Contact

Email

bjgray2@illinois.edu ~~aball@illinois.edu~~

College Budget

Officer

College Budget

Officer Email

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

Does this program have inter-departmental administration?

No

Effective Catalog Term

Effective Catalog Term Fall 2025

Effective Catalog 2025-2026

Proposal Title

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

Revise the Concentration in Construction Management in the Bachelor of Science in Engineering Technology and Management for Agricultural Systems in the College of Agricultural, Consumer and Environmental Sciences

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

This Construction Management concentration proposal (Key 1010) is related to the BS proposal (Key 73) and the following concentrations:

Agricultural Production & Processing (Key 1009)

Digital & Precision Agriculture (Key 1011)

Energy & the Environment (Key 1012)

Program Justification

Provide a brief description, using a numbered item list, of the proposed changes to the program.

1. We added ETMA 464 to the list of Introductory Related Courses in the Construction Management concentration of the ETMAS major. There are no changes to the total credit hours of the program.

ETMA 464 covers aspects of powertrains that many construction machinery (and agric. machinery) companies use —internal combustion engines, fuels, power shift transmissions, hydrostatic transmissions, tires/tracks, differentials, etc. The course is currently not specific to agriculture equipment but rather general heavy-duty vehicle-specific. While you do not need to know about powertrains to be a construction manager, it would certainly be beneficial knowledge. In previous semesters, the ETMA 464 would include several students in the Construction Management specialization of TSM, and these students showed great interest in the subject matter.

2. ACCY 211, ACCY 212, AGCM 270, LEAD 230, LEAD 380, and CEE 424 were removed from the concentration.

3. ALEC 115 was added as an option to complete the communication option.

4. RHET 105 was removed from specifically being noted in the program of study.

5. The formatting of the program of study (POS) and additional text was modified (e.g., graduation requirements, university requirements, and general education requirements) to adhere to the campus General Education Template. With this reformation, the major coursework was added into this CIM-P record for the concentration.

6. We gave titles (e.g., Advanced Composition Option) to "Select ____ of the following:" requirement options.

7. We adjusted hours on electives and gen eds students must take on sample sequence.

8. We added ACE 221 and LEAD 425 to the Business Electives.

9. We removed UP 136 and replaced it with ARCH 101 and LER 100 in the Intro Related Courses list.

10. We removed UP 466 and replaced it with GGIS 410 and add LER 330 in the Concentration Electives.

11. We changed the names of various components of the program, such as ETMA Required, ETMA Electives, Concentration Electives, etc.

12. FIN 221, BADM 322, BADM 323, BADM 326, LEAD 140, LEAD 440, TE 250, TE 333, and TE 360 were removed from the Business electives.

13. We removed the Intro-Related Courses, ETMA Electives and Concentration Electives from the major table and only have them in the "Concentration Core" table. Additionally, we moved the Advanced hour ETMA electives requirement statement in the concentration to the subheading.

Did the program content change 25% or more in relation to the total credit hours, since the most recent university accreditation visit? See the italicized text below for more details.

No

Provide the reasoning for why each change was necessary, using a corresponding numbered item list as it relates to the brief description numbered list above.

1. The addition of ETMA 464 increases the flexibility of the Construction Management concentration by adding a pertinent elective course and makes the concentration more relevant to students' career objectives.
2. ACCY 211, ACCY 212, AGCM 270, LEAD 230, LEAD 380, and CEE 424 are deactivated and no longer offered.
3. ALEC 115 is a new course that focuses on the communication option requirements as they relate to food, agriculture, and the environment, making it a favorable course to recommend to students.
4. RHET 105 was removed because students should follow the campus guidelines for Composition I placement.
5. These modifications were made per the Office of the Provost General Education's initiative for transparency and accessibility in degree programs. Furthermore, adding the major coursework into this CIM-P record for the concentration increases transparency to students regarding the program requirements.
6. Titling these options makes it easier for students to make note of them on the sample sequence.
7. We adjusted hours on electives and gen eds students must take on sample sequence to meet the 126-hour total requirement needed to graduate.
8. These courses will make up for the loss of ACCY 211, ACCY 212, AGCM 270, LEAD 230, LEAD 380, and CEE 424. Furthermore, they will provide students with valuable business-related skills, including negotiation and leading teams, that will help them become more successful students and future employees.
9. UP 136 is now restricted to only UP students, so we needed to remove it and find other courses to replace it with.
10. UP 466 isn't offered anymore, so we needed to remove it and find other courses to replace it with.
11. We changed these titles because some of them were unclear, too similar to one another, or didn't align closely with the list of courses they were representing. These changes should help reduce confusion on the titled requirements of this program.

12. We're trying to reduce the number of options on the Business Electives, as it is a fairly extensive list, so we decided to remove these courses.

13. We moved these requirements to only be in the Concentration Core table because they are requirements related to the concentrations rather than the Major Core of the program. Each concentration has its unique set of courses that fulfill the Intro-Related Courses, ETMA Electives and Concentration Electives requirements, so we felt it was best to distinguish that by putting them in the Concentration Core table. The Advanced hour ETMA electives requirement statement was moved to the subheading for increased clarity.

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

Yes

Courses outside of the sponsoring department/interdisciplinary departments:

RHET 105 - Writing and Research
ALEC 115 - Talk About Food, Ag, Env
ACE 221 - Negotiation
LEAD 425 - Leading Teams
UP 136 - Urban Sustainability
ARCH 101 - Introduction to Architecture
LER 100 - Introduction to Labor Studies
UP 466 - Energy & the Built Environment
GGIS 410 - Green Development
LER 330 - Comparative Labor Relations
FIN 221 - Corporate Finance
BADM 322 - Marketing Research
BADM 323 - Strategic Brand Communication
BADM 326 - Pricing Analytics
LEAD 140 - Interpersonal Intelligence
LEAD 440 - Interpersonal Intelligence
TE 250 - From Idea to Enterprise

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

[Letter of Acknowledgement_RHET 105.pdf](#)
[Letter of Support_ALEC 115.pdf](#)
[Letter of Acknowledgement_ALEC 115 for CMN.pdf](#)
[Letter of Support_ACE 221_ETMAS Curriculum.pdf](#)
[Letter of Support_GGIS 410_ETMAS Curriculum.pdf](#)
[Letter of Support_ARCH 101_ETMAS.pdf](#)
[Letter of Support_LEAD 425_ETMAS Curriculum.pdf](#)
[Letter of Support & Acknowledgement_UP courses_ETMAS Curriculum.pdf](#)
[Letter of Acknowledgement_FIN 221_ETMAS Curriculum.pdf](#)
[Letter of Acknowledgement_LEAD 140 & 440_ETMAS Curriculum.pdf](#)
[Letter of Acknowledgement_TE courses_ETMAS Curriculum.pdf](#)
[Letter of Acknowledgement_BADM courses_ETMAS Curriculum.pdf](#)
[Updated Letter of Support_LER 100 and 330_ETMAS Curriculum.pdf](#)
[Letter of Support_UP & LA 466_ETMAS Curriculum.pdf](#)
[Letter of Acknowledgement_UP 136_ETMAS Curriculum_CM_EE.pdf](#)

Program Features

Academic Level Undergraduate

Is this program part of an ISBE approved licensure program?

No

Will specialized accreditation be sought for this program?

No

Additional concentration notes (e.g., estimated enrollment, advising plans, etc.)

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

No

Program of Study

Provide detailed information (course rubrics, numbers, and credit hours) of how a student could obtain 40 credit hours of upper-division coursework.

40 hours of advanced level or courses with two or more prerequisites course work within the degree program:

a) Specifically required upper-level courses for the program of study:

ETMA 339 (3 upper-level credit hours)

ETMA 421 or ETMA 422 (3 upper-level credit hours)

ETMA 430 (2 upper-level credit hours)

ETMA 439 (4 upper-level credit hours)

ETMA 371 (3 upper-level credit hours)

ETMA 372 (3 upper-level credit hours)

b) Choices (i.e., "Select one of the following:") of required upper-level courses for the program of study:

Advanced ETMA Communication Option - Select one of the following: (3 upper-level credit hours)

BADM 340

BTW 250 (prerequisites: Sophomore standing and completion of campus Composition I requirement)

BTW 261 (prerequisites: Sophomore standing and completion of campus Composition I requirement)

ECE 316

ESE 360

ETMA 311

NRES 419

Business Elective (6 upper-level credit hours)

ACCY 201, (prerequisites: 1) have completed either ECON 102 or ECON 103; AND 2) have completed or be concurrently enrolled in the remaining ECON 102 or ECON 103 course)

ACCY 202 (prerequisites: ECON 102, ECON 103, and ACCY 201)

ACE 310

ACE 345

ACE 346

ACE 432

ACE 435

BADM 300

BADM 310

BADM 311

BADM 312

BADM 313

BADM 314

BADM 320

LEAD 340

LEAD 425

SE 361

SE 400

TE 450

Introductory-Related Courses (3-4 upper-level credit hours):

Select two courses from this list:

ETMA 464 (3 credit hours)

NRES 201 (4 credit hours) (Prerequisites: Successful completion of MATH 115, MATH 234, or equivalent and CHEM 102 is required.)

c) Elective upper-level courses for the program of study:

ETMA Electives (5 upper-level credit hours because students in this concentration are required to take ETMA 371 & 372 as two of their ETMA Electives)

Select an additional 11 hours from the below list for a total of 20 hours with a minimum of 11 hours at the advanced level to fulfill the ETMA Electives requirement:

ETMA 295 (prerequisites: Sophomore standing, cumulative GPA of 2.5 or above at the time the activity is arranged, and consent of instructor)

ETMA 352

ETMA 363

ETMA 396

ETMA 425

ETMA 435

ETMA 496

Concentration Electives (12 upper-level credit hours)

Select 18 hours from the lists below with a minimum of 12 hours at the advanced level

At least two of:

CEE 320

CEE 420

CEE 421

CEE 422

At least one of:

BADM 300

BADM 310

BADM 320

At least one of:

GGIS 410

LER 330

UP 406

UP 446

UP 475

UP 480

May select from the below list to achieve 18 hours:

ACE 345

ESE 482

Total upper-level credit hours = 53-54

Revised programs

[Sample Sequence_Engineering Technology & Management for
Agricultural Systems, Construction Management, BS.docx](#)
[Side by Side_Engineering Technology & Management for Agricultural
Systems, Construction Management, BS.xlsx](#)

Catalog Page Text - Overview Tab

Catalog Page Overview Text

Students in the Construction Management concentration are trained in construction skills and concepts, as well as management practices and principles Students learn to:

1. Manage residential, agricultural, and industrial construction technologies;
2. Operate and manufacture systems that provide the desired environmental conditions for animals, people, crop storage, and greenhouses;
3. Maintain systems to handle and treat biowaste; and
4. Develop alternative housing and nutrient management practices. Graduates of the Construction Management concentration are prepared for careers with private construction companies, government and environmental agencies, or for entrance into graduate or professional school.

Is the overview text above correct?

Yes

Statement for
Programs of Study
Catalog

Minimum hours required for graduation: 126 hours.

University Requirements

Minimum of 40 hours of upper-division coursework, generally at the 300 and 400 level. These hours can be drawn from all elements of the degree. Students should consult their academic advisor for additional guidance in fulfilling this requirement.

The university and residency requirements can be found in the Student Code (§ 3-801) and in the Academic Catalog.

General Education Requirements

Follows the campus General Education (Gen Ed) requirements. Some Gen Ed requirements may be met by courses required and/or electives in the program.

<u>Composition I</u>	<u>4-6</u>
<u>Advanced Composition</u>	<u>3</u>
<u>fulfilled by AGCM 220, BADM 340, BTW 250, BTW 261, ECE 316, ESE 360, ETMA 311, NRES 419, or PLPA 200</u>	
<u>Humanities & the Arts (6 hours)</u>	<u>6</u>
<u>Natural Sciences & Technology (6 hours)</u>	<u>6</u>
<u>fulfilled by CHEM 102, PHYS 101; and CHEM 104 or PHYS 102</u>	
<u>Social & Behavioral Sciences (6 hours)</u>	<u>6</u>
<u>fulfilled by ECON 102 or ACE 100 and one other courses approved as Social and Behavioral Sciences</u>	
<u>Cultural Studies: Non-Western Cultures (1 course)</u>	<u>3</u>
<u>Cultural Studies: US Minority Cultures (1 course)</u>	<u>3</u>
<u>Cultural Studies: Western/Comparative Cultures (1 course)</u>	<u>3</u>
<u>Quantitative Reasoning (2 courses, at least one course must be Quantitative Reasoning I)</u>	<u>6-8</u>
<u>fulfilled by MATH 234, PHYS 101, CS 105; and ACE 262, CPSC 241, ECON 202, or STAT 107</u>	
<u>Language Requirement (Completion of the third semester or equivalent of a language other than English is required)</u>	<u>0-15</u>
<u>Department Foundation</u>	
<u>ACES 101</u>	<u>Contemporary Issues in ACES</u> <u>2</u>
<u>Communication Option:</u>	
<u>CMN 101</u>	<u>Public Speaking</u>
<u>ALEC 115</u>	<u>Let's Talk about Food, Agriculture, and the Environment</u>
<u>CMN 111</u> <u>& CMN 112</u>	<u>Oral & Written Comm I</u> <u>and Oral & Written Comm II</u>
<u>Advanced ETMA Communication Option - Select one of the following:</u>	<u>3-4</u>

<u>AGCM 220</u>	<u>Communicating Agriculture</u>	
<u>BADM 340</u>	<u>Ethical Dilemmas of Business</u>	
<u>BTW 250</u>	<u>Principles Bus Comm</u>	
<u>BTW 261</u>	<u>Principles Tech Comm</u>	
<u>ECE 316</u>	<u>Ethics and Engineering</u>	
<u>ESE 360</u>	<u>Environmental Writing</u>	
<u>ETMA 311</u>	<u>Humanity in the Food Web</u>	
<u>NRES 419</u>	<u>Env and Plant Ecosystems</u>	
<u>PLPA 200</u>	<u>Plants, Pathogens, and People</u>	
<u>Statistics Option - Select one of the following:</u>		<u>3-4</u>
<u>ACE 262</u>	<u>Applied Statistical Methods and Data Analytics I</u>	
<u>CPSC 241</u>	<u>Intro to Applied Statistics</u>	
<u>ECON 202</u>	<u>Economic Statistics I</u>	
<u>STAT 107</u>	<u>Data Science Discovery</u>	
<u>MATH 234</u>	<u>Calculus for Business I (or equivalent)</u>	<u>4</u>
<u>CHEM 102</u> <u>& CHEM 103</u>	<u>General Chemistry I</u> <u>and General Chemistry Lab I</u>	<u>4</u>
<u>PHYS 101</u>	<u>College Physics: Mech & Heat</u>	<u>5</u>
<u>Select one of the following:</u>		<u>4-5</u>
<u>CHEM 104</u> <u>& CHEM 105</u>	<u>General Chemistry II</u> <u>and General Chemistry Lab II</u>	
<u>OR</u>		
<u>PHYS 102</u>	<u>College Physics: E&M & Modern</u>	
<u>ECON 102</u> <u>or ACE 100</u>	<u>Microeconomic Principles</u> <u>Introduction to Applied Microeconomics</u>	<u>3 or 4</u>
<u>Major Core</u>		
<u>CS 105</u>	<u>Intro Computing: Non-Tech</u>	<u>3</u>
<u>ETMA 100</u>	<u>Technical Systems in Agr</u>	<u>3</u>
<u>ETMA 339</u>	<u>Optimization in Engineering Technology and Management</u>	<u>3</u>
<u>ETMA 421</u>	<u>Industrial and Agricultural Safety-Injury Prevention</u>	<u>3</u>

<u>or ETMA 422</u>	<u>Industrial and Agricultural Occupational Illness Prevention</u>	
<u>ETMA 430</u>	<u>Project Management</u>	<u>2</u>
<u>ETMA 439</u>	<u>Capstone Experience</u>	<u>4</u>
<u>Business Electives</u>		<u>6</u>
<u>A total of six hours from the Business Electives list, which do not satisfy any other requirements.</u>		
<u>ACCY 200</u>	<u>Fundamentals of Accounting</u>	<u>3</u>
<u>ACCY 201</u>	<u>Accounting and Accountancy I</u>	<u>3</u>
<u>ACCY 202</u>	<u>Accounting and Accountancy II</u>	<u>3</u>
<u>ACE 210</u>	<u>Environmental Economics & Policy</u>	<u>3</u>
<u>ACE 221</u>	<u>Negotiation</u>	<u>2</u>
<u>ACE 240</u>	<u>Personal Financial Planning</u>	<u>3</u>
<u>ACE 310</u>	<u>Natural Resource Economics</u>	<u>3</u>
<u>ACE 345</u>	<u>Small Business Finance</u>	<u>3</u>
<u>ACE 346</u>	<u>Tax Policy and Finan Planning</u>	<u>3</u>
<u>ACE 432</u>	<u>Advanced Farm Management</u>	<u>3 or 4</u>
<u>ACE 435</u>	<u>Global Agribusiness Management</u>	<u>3</u>
<u>BADM 300</u>	<u>The Legal Environment of Bus</u>	<u>3</u>
<u>BADM 310</u>	<u>Mgmt and Organizational Beh</u>	<u>3</u>
<u>BADM 311</u>	<u>Leading Individuals and Teams</u>	<u>3</u>
<u>BADM 312</u>	<u>Designing and Managing Orgs</u>	<u>3</u>
<u>BADM 313</u>	<u>Strategic Human Resource Management</u>	<u>3</u>
<u>BADM 314</u>	<u>Leading Negotiations</u>	<u>3</u>
<u>BADM 320</u>	<u>Principles of Marketing</u>	<u>3</u>
<u>FIN 230</u>	<u>Introduction to Insurance</u>	<u>3</u>
<u>LER 290</u>	<u>Introduction to Employment Law</u>	<u>3</u>
<u>LEAD 260</u>	<u>Foundations of Leadership</u>	<u>3</u>
<u>LEAD 340</u>	<u>Leadership Ethics & Society: Addressing Contemporary Challenges</u>	<u>3</u>
<u>LEAD 425</u>	<u>Leading Teams</u>	<u>3</u>
<u>SE 361</u>	<u>Emotional Intelligence Skills</u>	<u>3</u>

<u>SE 400</u>	<u>Engineering Law</u>	<u>3 or 4</u>
<u>TE 230</u>	<u>Design Thinking/Need-Finding</u>	<u>3</u>
<u>TE 450</u>	<u>Startups: Incorporation, Funding, Contracts, & Intellectual Property</u>	<u>3</u>

Construction Management Concentration Core

<u>Introductory-Related Courses</u>	<u>5-7</u>

Select two courses from this list:

<u>ARCH 101</u>	<u>Introduction to Architecture</u>
<u>ETMA 464</u>	<u>Heavy Equipment Powertrains</u>
<u>LEAD 260</u>	Foundations of Leadership
<u>LER 100</u>	<u>Introduction to Labor Studies</u>
<u>NRES 201</u>	Introductory Soils
<u>UP 101</u>	Introduction to City Planning
<u>UP 136</u>	~~Urban Sustainability~~

ETMA Electives. A minimum of 11 hours at the advanced level are required.	20

<u>ETMA 232</u>	Materials and Construction Sys	3
<u>ETMA 371</u>	Residential Housing Design	3
<u>ETMA 372</u>	Environ Control & HVAC Systems	3

~~Select an additional 11 hours from the list below for a total of 20 hours with a minimum of 11 hours at the advanced level~~

Select an additional 11 hours from the list below:

<u>ETMA 130</u>	Basics of CAD
<u>ETMA 132</u>	Basics of Project Management
<u>ETMA 233</u>	Metallurgy & Welding Processes
<u>ETMA 234</u>	Wiring, Motors and Control Sys
<u>ETMA 262</u>	Agricultural Machine Systems Management
<u>ETMA 295</u>	Undergrad Research or Thesis
<u>ETMA 352</u>	Land and Water Mgt Systems
<u>ETMA 363</u>	Fluid Power Systems
<u>ETMA 396</u>	UG Honors Research or Thesis
<u>ETMA 425</u>	Managing Industrial and Agricultural Safety Risks

ETMA 435	Elec Computer Ctrl Sys
ETMA 496	Independent Study
Concentration Electives	
18	
<u>Select 18 hours from the lists below with a minimum of 12 hours at the advanced level.</u>	
At least two of:	
CEE 320	Construction Engineering
CEE 420	Construction Productivity
CEE 421	Construction Planning
CEE 422	Construction Cost Analysis
At least one of:	
BADM 300	The Legal Environment of Bus
BADM 310	Mgmt and Organizational Beh
BADM 320	Principles of Marketing
FIN 221	Corporate Finance
FIN 241	Fundamentals of Real Estate
At least one of:	
GGIS 410	<u>Green Development</u>
LER 330	<u>Comparative Labor Relations</u>
UP 406	Urban Ecology
UP 446	Sustainable Planning Seminar
~~UP 466~~	~~Energy & the Built Environment~~
UP 475	Real Estate Development Fundamentals
UP 480	Sustainable Design Principles
May select from the below list to achieve 18 hours:	
ACE 345	Small Business Finance
CEE 424	Course CEE 424 Not Found
ESE 482	Challenges of Sustainability
<u>Total Hours</u>	<u>126</u>

Corresponding

Program(s):

Corresponding Program(s)
Engineering Technology and Management for Agricultural Systems, BS

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.

Are the learning outcomes for the program listed in the Academic Catalog?

Yes

Student Learning Outcomes

The Engineering Technology and Management for Agricultural Systems (formerly Technical Systems Management) program is designed to prepare graduates for careers in management, marketing, operations, maintenance, and application of agricultural and biological engineering technologies within the realms of agriculture, food, energy, water, and the environment. Graduates are expected to understand problems and concerns in engineering technologies from production to processing through distribution and their social and cultural implications. Specific program learning objectives are:

Objective 1: Provide academic and technical knowledge and experiences needed for success in an increasingly technological agricultural industry and world.

Objective 2: Enhance students' abilities to formulate questions and find solutions both individually and as a part of a team.

Objective 3: Improve students' abilities to communication both written and oral forms.

Objective 4: Enhance the use and understanding of mathematics and calculation for analysis in technology and business.

Objective 5: Provide opportunities to learn and enhance professional and ethical values and leadership skills.

Objective 6: Understand their role in society and the social and cultural implications of practice in their profession.

Objective 7: Recognize the need for and develop the abilities to engage in life-long learning.

Objective 8: Understand the global nature of agriculture and business.

Did you make any revisions to the learning outcomes you copied and pasted from the current academic catalog?

Yes

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

Describe here:

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

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

Program
Description and
Requirements
Attach Documents

Delivery Method

This program is
available:

On Campus - Students are required to be on campus, they may take some online courses.

Enrollment

Describe how this revision or phase down/elimination will impact enrollment and degrees awarded. If this is an elimination/phase down proposal include the plans for the students left in the program.

The revision is not expected to impact enrollment or number of degrees awarded.

Budget

Are there No
budgetary
implications for this
revision?

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?

~~There will be no budgetary obligations due to this curriculum revision. The curriculum revision
will be carried out with existing resources.~~

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

No

Attach letters of
support

Faculty Resources

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

There will be no impact on faculty resources.

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.

Current library resources, including collections and services, will not be impacted by the revision of this program. The current library resources are sufficient.

EP Documentation

EP Control Number EP.26.002

Attach Rollback/
Approval Notices

Non-EP Documentation

U Program Review
Comments

Rollback
Documentation and
Attachment

DMI Documentation

Attach Final
Approval Notices

Banner/Codebook
Name

Construction Management

Program Code: 6003

Minor Code	Conc Code	6003	Degree Code	BS Major Code
6028				
Senate Approval Date				
Senate Conference Approval Date				
BOT Approval Date				
IBHE Approval Date				
HLC Approval Date				
DOE Approval Date				
Effective Date:				

Program Reviewer	Melissa Steinkoenig (menewell) (03/05/25 12:53 pm): Gen Ed Table good
Comments	Brooke Newell (bsnewell) (03/24/25 3:31 pm): Rollback: Per request from Brianna G on email thread with Brianna G and Kent R.

Program Change Request

Date Submitted: 05/06/25 9:11 am

Viewing: **6004 : Engineering Technology & Management for Agricultural Systems: Digital & Precision Agriculture, BS**

Last approved: 03/16/22 1:57 pm

Last edit: 08/21/25 11:36 am

Changes proposed by: Brianna Gregg

Catalog Pages Using Engineering Technology & Management for Agricultural Systems: Digital & Precision Agriculture, BS this Program

Proposal Type:
Concentration (ex. Dietetics)

This proposal is for
a:
Revision

In Workflow

- 1. U Program Review
- 2. Gen Ed Review
- 3. 1741-ABE Committee Chair
- 4. 1741-ABE Head
- 5. KL Committee Chair
- 6. KL Dean
- 7. University Librarian
- 8. COTE Programs
- 9. Provost
- 10. Senate EPC
- 11. Senate
- 12. U Senate Conf
- 13. Board of Trustees
- 14. IBHE
- 15. HLC
- 16. Catalog Editor
- 17. DMI

Approval Path

- 1. 03/05/25 11:34 am
Donna Butler
(dbutler): Approved for U Program Review
- 2. 03/05/25 12:54 pm
Melissa Steinkoenig
(menewell): Approved for Gen Ed Review
- 3. 03/07/25 10:32 am
Kent Rausch
(krausch): Approved for 1741-ABE Committee Chair
- 4. 03/07/25 12:38 pm

- Ronaldo Maghirang
(ronaldom):
Approved for 1741-
ABE Head
5. 03/07/25 2:30 pm
Brianna Gregg
(bjgray2): Approved
for KL Committee
Chair
6. 03/13/25 2:02 pm
Anna Ball (aball):
Approved for KL
Dean
7. 03/18/25 11:23 am
Claire Stewart
(clairest): Approved
for University
Librarian
8. 03/18/25 11:37 am
Suzanne Lee
(suzannel):
Approved for COTE
Programs
9. 03/24/25 3:31 pm
Brooke Newell
(bsnewell): Rollback
to Initiator
10. 05/06/25 4:22 pm
Donna Butler
(dbutler): Approved
for U Program
Review
11. 05/08/25 3:36 pm
Melissa Steinkoenig
(menewell):
Approved for Gen
Ed Review
12. 05/08/25 3:49 pm
Kent Rausch
(krausch): Approved
for 1741-ABE
Committee Chair

13. 05/08/25 4:21 pm
Ronaldo Maghirang
(ronaldom):
Approved for 1741-
ABE Head
14. 05/12/25 8:52 am
Brianna Gregg
(bjgray2): Approved
for KL Committee
Chair
15. 05/12/25 9:10 am
Anna Ball (aball):
Approved for KL
Dean
16. 05/12/25 2:45 pm
Tom Teper (tteper):
Approved for
University Librarian
17. 05/12/25 3:12 pm
Suzanne Lee
(suzannel):
Approved for COTE
Programs
18. 08/13/25 6:39 pm
Brooke Newell
(bsnewell):
Approved for
Provost

History

1. Jun 28, 2021 by
Anne Marie Boone
(aboone)
2. Mar 16, 2022 by
Heather Crump
(hcrump)

Administration Details

Official Program Name	Engineering Technology & Management for Agricultural Systems: Digital & Precision Agriculture, BS

Diploma Title

Sponsor College Agr, Consumer, & Env Sciences

Sponsor Agricultural & Biological Engr

Department

Sponsor Name Kent Rausch

Sponsor Email krausch@illinois.edu

College Contact Brianna Gregg ~~Anna Ball~~

College Contact
Email

bjgray2@illinois.edu ~~aball@illinois.edu~~

College Budget

Officer

College Budget

Officer Email

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

Does this program have inter-departmental administration?

No

Effective Catalog Term

Effective Catalog Term Fall 2025

Effective Catalog 2025-2026

Proposal Title

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

Revise the Concentration in Digital & Precision Agriculture in the Bachelor of Science in Engineering Technology and Management for Agricultural Systems in the College of Agricultural, Consumer and Environmental Sciences

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

This Digital & Precision Agriculture (Key 1011) concentration proposal is related to the BS proposal (Key 73) and the following concentrations:

Agricultural Production & Processing (Key 1009)

Construction Management (Key 1010)

Energy & the Environment (Key 1012)

Program Justification

Provide a brief description, using a numbered item list, of the proposed changes to the program.

1. ETMA 464: Heavy Equipment Powertrains is moved from "required" to an elective course in the ETMAS Digital and Precision Agriculture concentration.
2. ACCY 211, ACCY 212, AGCM 270, LEAD 230, and LEAD 380 were removed from the POS.
3. ALEC 115 was added as an option to complete the communication option.
4. RHET 105 was removed from specifically being noted in the program of study.
5. The formatting of the program of study (POS) and additional text was modified (e.g., graduation requirements, university requirements, and general education requirements) to adhere to the campus General Education Template. With this reformation, the major coursework was added into this CIM-P record for the concentration.
6. We gave titles (e.g., Advanced Composition Option) to "Select ____ of the following:" requirement options.
7. We adjusted hours on electives and gen eds students must take on sample sequence.
8. We added ACE 221 and LEAD 425 to the Business Electives.
9. We removed CPSC 212 and 270 and replaced them with CPSC 304 and 370 in the concentration electives.
10. We changed the names of various components of the program, such as ETMA Required, ETMA Electives, Concentration Electives, etc.
11. FIN 221, BADM 322, BADM 323, BADM 326, LEAD 140, LEAD 440, TE 250, TE 333, and TE 360 were removed from the Business electives.
12. We removed the Intro-Related Courses, ETMA Electives and Concentration Electives from the major table and only have them in the "Concentration Core" table. Additionally, we moved the Advanced hour ETMA electives requirement statement in the concentration to the subheading.

Did the program content change 25% or more in relation to the total credit hours, since the most recent university accreditation visit? See the italicized text below for more details.

No

Provide the reasoning for why each change was necessary, using a corresponding numbered item list as it relates to the brief description numbered list above.

1. While ETMA 464 could be beneficial for a ETMAS Digital & Precision Agriculture student to have knowledge about vehicle powertrains, the knowledge is not necessary to operate successfully in that domain.
2. ACCY 211, ACCY 212 and LEAD 380 are deactivated and are no longer being offered.
3. ALEC 115 is a new course that focuses on the communication option requirements as they relate to food, agriculture, and the environment, making it a favorable course to recommend to students.
4. RHET 105 was removed because students should follow the campus guidelines for Composition I placement.
5. These modifications were made per the Office of the Provost General Education's initiative for transparency and accessibility in degree programs. Furthermore, adding the major coursework into this CIM-P record for the concentration increases transparency to students regarding the program requirements.
6. Titling these options makes it easier for students to make note of them on the sample sequence.
7. We adjusted hours on electives and gen eds students must take on sample sequence to meet the 126-hour total requirement needed to graduate.
8. These courses will make up for the loss of ACCY 211, ACCY 212, AGCM 270, LEAD 230, and LEAD 380. Furthermore, they will provide students with valuable business-related skills, including negotiation and leading teams, that will help them become more successful students and future employees.
9. The Crop Sciences department is replacing CPSC 212 and 270 with CPSC 304 and 370 and will no longer be offering 212 or 270.
10. We changed these titles because some of them were unclear, too similar to one another, or didn't align closely with the list of courses they were representing. These changes should help reduce confusion on the titled requirements of this program.
11. We're trying to reduce the number of options on the Business Electives, as it is a fairly extensive list, so we decided to remove these courses.
12. We moved these requirements to only be in the Concentration Core table because they are

requirements related to the concentrations rather than the Major Core of the program. Each concentration has its unique set of courses that fulfill the Intro-Related Courses, ETMA Electives and Concentration Electives requirements, so we felt it was best to distinguish that by putting them in the Concentration Core table. The Advanced hour ETMA electives requirement statement was moved to the subheading for increased clarity.

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

Yes

Courses outside of the sponsoring department/interdisciplinary departments:

ALEC 115 - Talk About Food, Ag, Env

ACE 221 - Negotiation

LEAD 425 - Leading Teams

CPSC 212 - Intro to Plant Protection

CPSC 304 - Plant Pathology

CPSC 370 - Applied Entomology

FIN 221 - Corporate Finance

BADM 322 - Marketing Research

BADM 323 - Strategic Brand Communication

BADM 326 - Pricing Analytics

LEAD 140 - Interpersonal Intelligence

LEAD 440 - Interpersonal Intelligence

TE 250 - From Idea to Enterprise

TE 333 - Creativity, Innovation, Vision

TE 360 - Lect in Engrg Entrepreneurship

CPSC 270 - Applied Entomology

RHET 105 - Writing and Research

Please attach any
letters of support/
acknowledgement
for any

[Letter of Acknowledgement _ RHET 105.pdf](#)

[Letter of Support _ ALEC 115.pdf](#)

[Letter of Acknowledgement _ ALEC 115 for CMN.pdf](#)

[Letter of Support _ ACE 221 _ ETMAS Curriculum.pdf](#)

Instructional Resources. Consider faculty, students, and/or other impacted units as appropriate.

[Letter of Support & Acknowledgement UP courses ETMAS Curriculum.pdf](#)
[Letter of Support LEAD 425 ETMAS Curriculum.pdf](#)
[Letter of Acknowledgement FIN 221 ETMAS Curriculum.pdf](#)
[Letter of Acknowledgement LEAD 140 & 440 ETMAS Curriculum.pdf](#)
[Letter of Acknowledgement BADM courses ETMAS Curriculum.pdf](#)
[Letter of Acknowledgement TE courses ETMAS Curriculum.pdf](#)
[Updated Letter of Support CPSC 212, 270, 304, 370 ETMAS Curriculum.pdf](#)

Program Features

Academic Level Undergraduate

Is this program part of an ISBE approved licensure program?

No

Will specialized accreditation be sought for this program?

No

Additional concentration notes (e.g., estimated enrollment, advising plans, etc.)

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

No

Program of Study

Provide detailed information (course rubrics, numbers, and credit hours) of how a student could obtain 40 credit hours of upper-division coursework.

40 hours of advanced level or courses with two or more prerequisites course work within the degree program:

a) Specifically required upper-level courses for the program of study:

ETMA 339 (3 upper-level credit hours)

ETMA 421 or ETMA 422 (3 upper-level credit hours)

ETMA 430 (2 upper-level credit hours)

ETMA 439 (4 upper-level credit hours)

NRES 201: Introductory Soils (prerequisites: MATH 115, MATH 234, or equivalent and CHEM 102 is required) (4 upper-level credit hours)

ETMA 363 (2 upper-level credit hours)

ETMA 435 (3 upper-level credit hours)

ETMA 467 (3 upper-level credit hours)

b) Choices (i.e., "Select one of the following:") of required upper-level courses for the program of study:

Advanced Composition Option - Select one of the following: (3 upper-level credit hours)

BADM 340

BTW 250 (prerequisites: Sophomore standing and completion of campus Composition I requirement)

BTW 261 (prerequisites: Sophomore standing and completion of campus Composition I requirement)

ECE 316

ESE 360

ETMA 311

NRES 419

Business Elective (6 upper-level credit hours)

ACCY 201, (prerequisites: 1) have completed either ECON 102 or ECON 103; AND 2) have completed or be concurrently enrolled in the remaining ECON 102 or ECON 103 course)

ACCY 202 (prerequisites: ECON 102, ECON 103, and ACCY 201)

ACE 310

ACE 345

ACE 346

ACE 432

ACE 435

BADM 300

BADM 310

BADM 311

BADM 312

BADM 313

BADM 314

BADM 320

LEAD 340

LEAD 425

SE 361

SE 400

TE 450

c) Elective upper-level courses for the program of study:

ETMA Electives (3 upper-level credit hours because students in this concentration are required to take ETMA 363, 435, and 467 as three of their ETMA Electives)

Select an additional 7 hours from the list below for a total of 20 hours with a minimum of 11 hours at the advanced level to fulfill the ETMA Electives requirement:

ETMA 295 (prerequisites: Sophomore standing, cumulative GPA of 2.5 or above at the time the activity is arranged, and consent of instructor)

ETMA 352

ETMA 381

ETMA 396

ETMA 425

ETMA 464

ETMA 486

ETMA 496

One of: (3 upper-level credit hours)

ACE 427

ACE 428

ACE 432

ACE 435

One set of: (6 upper-level credit hours)

GGIS 379: Introduction to Geographic Information Systems

or GGIS 380: Geographic Information Systems II

OR

GGIS 477: Introduction to Remote Sensing

or GGIS 478: Techniques of Remote Sensing

OR

NRES 454: GIS in Natural Resource Mgmt

2. NRES 455: Advanced GIS for Environmental Management

One of: (3 upper-level credit hours)

NRES 438

NRES 471

NRES 474

NRES 475

NRES 488

One of: (3 upper-level credit hours)

CPSC 304

CPSC 370

One of: (3 upper-level credit hours)

CPSC 408

CPSC 412

CPSC 418

CPSC 426

CPSC 473

Total upper-level credit hours = 55

Revised programs

[Sample Sequence_Engineering Technology & Management for
Agricultural Systems, Digital & Precision Agriculture, BS.docx](#)
[Side by Side_Engineering Technology & Management for Agricultural
Systems, Digital & Precision Agriculture, BS.xlsx](#)

Catalog Page Text - Overview Tab

Students in the Digital & Precision Agriculture concentration learn the application of technology in agriculture and the larger system of production agriculture, including machinery, agronomy, and business management. Students will gain an understanding of:

1. The application of advanced technology used in agriculture with an emphasis on geospatial information systems and machinery technology;
2. The functional workings and management of agricultural machinery;
3. Crop and soil science and their interactions with advanced technologies;
4. Numerical and scientific processes to drive agricultural management decisions; and
5. Business operations and management with a focus on the agricultural industry. Graduates of the Digital & Precision Agriculture concentration are prepared for careers in industry with both small and large companies, agricultural retailers and service providers, production farming operations, government and environmental agencies, or for entrance into graduate or professional school.

Is the overview text above correct?

Yes

Statement for
Programs of Study
Catalog

Graduation Requirements

Minimum hours required for graduation: 126 hours.

University Requirements

Minimum of 40 hours of upper-division coursework, generally at the 300 and 400 level. These hours can be drawn from all elements of the degree. Students should consult their academic advisor for additional guidance in fulfilling this requirement.

The university and residency requirements can be found in the Student Code (§ 3-801) and in the Academic Catalog.

General Education Requirements

Follows the campus General Education (Gen Ed) requirements. Some Gen Ed requirements may be met by courses required and/or electives in the program.

<u>Composition I</u>	<u>4-6</u>
<u>Advanced Composition</u>	<u>3</u>
<u>fulfilled by AGCM 220, BADM 340, BTW 250, BTW 261, ECE 316, ESE 360, ETMA 311, NRES 419, or PLPA 200</u>	
<u>Humanities & the Arts (6 hours)</u>	<u>6</u>
<u>Natural Sciences & Technology (6 hours)</u>	<u>6</u>
<u>fulfilled by CHEM 102, PHYS 101, CPSC 112; and CHEM 104 or PHYS 102</u>	

<u>Social & Behavioral Sciences (6 hours)</u>		<u>6</u>
<u>fulfilled by ECON 102 or ACE 100 and one other courses approved as Social and Behavioral Sciences</u>		
<u>Cultural Studies: Non-Western Cultures (1 course)</u>		<u>3</u>
<u>Cultural Studies: US Minority Cultures (1 course)</u>		<u>3</u>
<u>Cultural Studies: Western/Comparative Cultures (1 course)</u>		<u>3</u>
<u>Quantitative Reasoning (2 courses, at least one course must be Quantitative Reasoning I)</u>		<u>6-8</u>
<u>fulfilled by MATH 234, PHYS 101, CS 105; and ACE 262, CPSC 241, ECON 202, or STAT 107</u>		
<u>Language Requirement (Completion of the third semester or equivalent of a language other than English is required)</u>		<u>0-15</u>
<u>Department Foundation</u>		
<u>ACES 101</u>	<u>Contemporary Issues in ACES</u>	<u>2</u>
<u>Communication Option:</u>		<u>3 or 6</u>
<u>CMN 101</u>	<u>Public Speaking</u>	
<u>ALEC 115</u>	<u>Let's Talk about Food, Agriculture, and the Environment</u>	
<u>CMN 111</u> <u>& CMN 112</u>	<u>Oral & Written Comm I</u> <u>and Oral & Written Comm II</u>	
<u>Advanced ETMA Communication Option - Select one of the following:</u>		<u>3-4</u>
<u>AGCM 220</u>	<u>Communicating Agriculture</u>	
<u>BADM 340</u>	<u>Ethical Dilemmas of Business</u>	
<u>BTW 250</u>	<u>Principles Bus Comm</u>	
<u>BTW 261</u>	<u>Principles Tech Comm</u>	
<u>ECE 316</u>	<u>Ethics and Engineering</u>	
<u>ESE 360</u>	<u>Environmental Writing</u>	
<u>ETMA 311</u>	<u>Humanity in the Food Web</u>	
<u>NRES 419</u>	<u>Env and Plant Ecosystems</u>	
<u>PLPA 200</u>	<u>Plants, Pathogens, and People</u>	
<u>Statistics Option - Select one of the following:</u>		<u>3-4</u>
<u>ACE 262</u>	<u>Applied Statistical Methods and Data Analytics I</u>	
<u>CPSC 241</u>	<u>Intro to Applied Statistics</u>	
<u>ECON 202</u>	<u>Economic Statistics I</u>	

<u>STAT 107</u>	<u>Data Science Discovery</u>	
<u>MATH 234</u>	<u>Calculus for Business I (or equivalent)</u>	<u>4</u>
<u>CHEM 102</u> <u>& CHEM 103</u>	<u>General Chemistry I</u> <u>and General Chemistry Lab I</u>	<u>4</u>
<u>PHYS 101</u>	<u>College Physics: Mech & Heat</u>	<u>5</u>
<u>Select one of the following:</u>		<u>4-5</u>
<u>CHEM 104</u> <u>& CHEM 105</u>	<u>General Chemistry II</u> <u>and General Chemistry Lab II</u>	
<u>OR</u>		
<u>PHYS 102</u>	<u>College Physics: E&M & Modern</u>	
<u>ECON 102</u>	<u>Microeconomic Principles</u>	<u>3 or 4</u>
<u>or ACE 100</u>	<u>Introduction to Applied Microeconomics</u>	
<u>Major Core</u>		
<u>CS 105</u>	<u>Intro Computing: Non-Tech</u>	<u>3</u>
<u>ETMA 100</u>	<u>Technical Systems in Agr</u>	<u>3</u>
<u>ETMA 339</u>	<u>Optimization in Engineering Technology and Management</u>	<u>3</u>
<u>ETMA 421</u>	<u>Industrial and Agricultural Safety-Injury Prevention</u>	<u>3</u>
<u>or ETMA 422</u>	<u>Industrial and Agricultural Occupational Illness Prevention</u>	
<u>ETMA 430</u>	<u>Project Management</u>	<u>2</u>
<u>ETMA 439</u>	<u>Capstone Experience</u>	<u>4</u>
<u>Business Electives</u>		<u>6</u>
<u>A total of six hours from the Business Electives list, which do not satisfy any other requirements.</u>		
<u>ACCY 200</u>	<u>Fundamentals of Accounting</u>	<u>3</u>
<u>ACCY 201</u>	<u>Accounting and Accountancy I</u>	<u>3</u>
<u>ACCY 202</u>	<u>Accounting and Accountancy II</u>	<u>3</u>
<u>ACE 210</u>	<u>Environmental Economics & Policy</u>	<u>3</u>
<u>ACE 221</u>	<u>Negotiation</u>	<u>2</u>
<u>ACE 240</u>	<u>Personal Financial Planning</u>	<u>3</u>
<u>ACE 310</u>	<u>Natural Resource Economics</u>	<u>3</u>
<u>ACE 345</u>	<u>Small Business Finance</u>	<u>3</u>

<u>ACE 346</u>	<u>Tax Policy and Finan Planning</u>	<u>3</u>
<u>ACE 432</u>	<u>Advanced Farm Management</u>	<u>3 or 4</u>
<u>ACE 435</u>	<u>Global Agribusiness Management</u>	<u>3</u>
<u>BADM 300</u>	<u>The Legal Environment of Bus</u>	<u>3</u>
<u>BADM 310</u>	<u>Mgmt and Organizational Beh</u>	<u>3</u>
<u>BADM 311</u>	<u>Leading Individuals and Teams</u>	<u>3</u>
<u>BADM 312</u>	<u>Designing and Managing Orgs</u>	<u>3</u>
<u>BADM 313</u>	<u>Strategic Human Resource Management</u>	<u>3</u>
<u>BADM 314</u>	<u>Leading Negotiations</u>	<u>3</u>
<u>BADM 320</u>	<u>Principles of Marketing</u>	<u>3</u>
<u>FIN 230</u>	<u>Introduction to Insurance</u>	<u>3</u>
<u>LER 290</u>	<u>Introduction to Employment Law</u>	<u>3</u>
<u>LEAD 260</u>	<u>Foundations of Leadership</u>	<u>3</u>
<u>LEAD 340</u>	<u>Leadership Ethics & Society: Addressing Contemporary Challenges</u>	<u>3</u>
<u>LEAD 425</u>	<u>Leading Teams</u>	<u>3</u>
<u>SE 361</u>	<u>Emotional Intelligence Skills</u>	<u>3</u>
<u>SE 400</u>	<u>Engineering Law</u>	<u>3 or 4</u>
<u>TE 230</u>	<u>Design Thinking/Need-Finding</u>	<u>3</u>
<u>TE 450</u>	<u>Startups: Incorporation, Funding, Contracts, & Intellectual Property</u>	<u>3</u>

Digital & Precision Agriculture Concentration Core

<u>Introductory-Related Courses</u>		<u>8</u>
<u>CPSC 112</u>	Introduction to Crop Sciences	
<u>NRES 201</u>	Introductory Soils	
<u>ETMA Electives. A minimum of 11 hours at the advanced level are required.</u>		<u>20</u>
<u>ETMA 103</u>	Agricultural Machinery and Technology	2
<u>ETMA 262</u>	Agricultural Machine Systems Management	3
<u>ETMA 363</u>	Fluid Power Systems	2
<u>ETMA 435</u>	Elec Computer Ctrl Sys	3
<u>ETMA 467</u>	Precision Agric Technology	3

Select an additional 7 hours from the list below for a total of 20 hours:

<u>ETMA 130</u>	Basics of CAD
<u>ETMA 132</u>	Basics of Project Management
<u>ETMA 233</u>	Metallurgy & Welding Processes
<u>ETMA 234</u>	Wiring, Motors and Control Sys
<u>ETMA 295</u>	Undergrad Research or Thesis
<u>ETMA 352</u>	Land and Water Mgt Systems
<u>ETMA 381</u>	Grain Drying & Storage Systems
<u>ETMA 396</u>	UG Honors Research or Thesis
<u>ETMA 425</u>	Managing Industrial and Agricultural Safety Risks
<u>ETMA 464</u>	Heavy Equipment Powertrains
<u>ETMA 486</u>	Grain Bioprocessing Coproducts
<u>ETMA 496</u>	Independent Study

Concentration Electives

18

~~Select 18 hours from the list below with a minimum of 12 hours at the advanced level.~~

Select 18 hours from the lists below with a minimum of 12 hours at the advanced level.

Select one of the following:

<u>ACE 210</u>	Environmental Economics & Policy
<u>ACE 222</u>	Agricultural Marketing
<u>ACE 231</u>	Food and Agribusiness Mgt
<u>ACE 232</u>	Farm Management
<u>ACE 427</u>	Commodity Price Analysis
<u>ACE 428</u>	Commodity Futures and Options
<u>ACE 432</u>	Advanced Farm Management
<u>ACE 435</u>	Global Agribusiness Management

Select one of the following:

<u>GGIS 379</u>	Introduction to Geographic Information Systems
or <u>GGIS 380</u>	Geographic Information Systems II

OR

GGIS 477 Introduction to Remote Sensing

or GGIS 478 Techniques of Remote Sensing

OR

NRES 454 GIS in Natural Resource Mgmt
& NRES 455 and Advanced GIS for Environmental Management

Select one of the following:

NRES 438 Soil Nutrient Cycling

NRES 471 Pedology

NRES 474 Soil and Water Conservation

NRES 475 Environmental Microbiology

NRES 488 Soil Fertility and Fertilizers

Select one of the following:

CPSC 304 Plant Pathology

CPSC 370 Applied Entomology

Select one of the following:

~~CPSC 212~~ ~~Introduction to Plant Protection~~

~~CPSC 270~~ ~~Applied Entomology~~

One of:

CPSC 408 Integrated Pest Management

CPSC 412 Principles of Crop Production

CPSC 418 Crop Growth and Management

CPSC 426 Weed Mgt in Agronomic Crops

CPSC 473 Mgmt of Field Crop Insects

Total Hours

126

Program Relationships

Corresponding

Program(s):

Corresponding Program(s)

Engineering Technology and Management for Agricultural Systems, BS

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.

Are the learning outcomes for the program listed in the Academic Catalog?

Yes

Student Learning Outcomes

The Engineering Technology and Management for Agricultural Systems (formerly Technical Systems Management) program is designed to prepare graduates for careers in management, marketing, operations, maintenance, and application of agricultural and biological engineering technologies within the realms of agriculture, food, energy, water, and the environment. Graduates are expected to understand problems and concerns in engineering technologies from production to processing through distribution and their social and cultural implications. Specific program learning objectives are:

Objective 1: Provide academic and technical knowledge and experiences needed for success in an increasingly technological agricultural industry and world.

Objective 2: Enhance students' abilities to formulate questions and find solutions both individually and as a part of a team.

Objective 3: Improve students' abilities to communication both written and oral forms.

Objective 4: Enhance the use and understanding of mathematics and calculation for analysis in technology and business.

Objective 5: Provide opportunities to learn and enhance professional and ethical values and leadership skills.

Objective 6: Understand their role in society and the social and cultural implications of practice in their profession.

Objective 7: Recognize the need for and develop the abilities to engage in life-long learning.

Objective 8: Understand the global nature of agriculture and business.

Did you make any revisions to the learning outcomes you copied and pasted from

the current academic catalog?

Yes

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

Describe here:

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

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

Program

Description and

Requirements

Attach Documents

Delivery Method

This program is
available:

On Campus - Students are required to be on campus, they may take some online courses.

Enrollment

Describe how this revision or phase down/elimination will impact enrollment and degrees awarded. If this is an elimination/phase down proposal include the plans for the students left in the program.

This revision won't impact enrollment or degrees awarded.

Budget

Are there
budgetary
implications for this
revision?

No

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?

~~There will be no budgetary obligations due to this curriculum revision. The curriculum revision will be carried out with existing resources.~~

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

No

Attach letters of
support

Faculty Resources

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

There will be no impact on faculty resources.

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.

Current library resources, including collections and services, will not be impacted by the revision of this program. The current library resources are sufficient.

EP Documentation

EP Control Number EP.26.002

Attach Rollback/
Approval Notices

Non-EP Documentation

U Program Review
Comments

Rollback

DMI Documentation

Attach Final

Approval Notices

Banner/Codebook

Name

Digital and Precision Agriculture

Program Code: 6004

Minor	Conc	6004	Degree	BS
Code	Code		Code	Major
				Code
6028				

Senate Approval

Date

Senate Conference

Approval Date

BOT Approval Date

IBHE Approval Date

HLC Approval Date

DOE Approval Date

Effective Date:

Program Reviewer
Comments

Melissa Steinkoenig (menewell) (03/05/25 12:54 pm): Gen Ed Table good

Brooke Newell (bsnewell) (03/24/25 3:31 pm): Rollback: Per request from Brianna G on email thread with Brianna G and Kent R.

Program Change Request

EP26.002

Admin Approval_Section1_#B10

Date Submitted: 05/06/25 9:12 am

Viewing: **6005 : Engineering Technology & Management for Agricultural Systems: Energy & the Environment, BS**

Last approved: 03/16/22 1:57 pm

Last edit: 08/21/25 11:36 am

Changes proposed by: Brianna Gregg

Catalog Pages Using Engineering Technology & Management for Agricultural Systems: Energy & the Environment, BS
this Program

Proposal Type:
Concentration (ex. Dietetics)

This proposal is for
a:
Revision

In Workflow

1. U Program Review
2. Gen Ed Review
3. 1741-ABE
Committee Chair
4. 1741-ABE Head
5. KL Committee Chair
6. KL Dean
7. University Librarian
8. COTE Programs
9. Provost
10. Senate EPC
11. Senate
12. U Senate Conf
13. Board of Trustees
14. IBHE
15. HLC
16. Catalog Editor
17. DMI

Approval Path

1. 03/05/25 11:34 am
Donna Butler
(dbutler): Approved
for U Program
Review
2. 03/05/25 12:55 pm
Melissa Steinkoenig
(menewell):
Approved for Gen
Ed Review
3. 03/07/25 10:32 am
Kent Rausch
(krausch): Approved
for 1741-ABE
Committee Chair
4. 03/07/25 12:38 pm

- Ronaldo Maghirang
(ronaldom):
Approved for 1741-
ABE Head
5. 03/07/25 2:30 pm
Brianna Gregg
(bjgray2): Approved
for KL Committee
Chair
6. 03/13/25 2:02 pm
Anna Ball (aball):
Approved for KL
Dean
7. 03/18/25 11:23 am
Claire Stewart
(clairest): Approved
for University
Librarian
8. 03/18/25 11:37 am
Suzanne Lee
(suzannel):
Approved for COTE
Programs
9. 03/24/25 3:32 pm
Brooke Newell
(bsnewell): Rollback
to Initiator
10. 05/06/25 4:32 pm
Donna Butler
(dbutler): Approved
for U Program
Review
11. 05/08/25 3:36 pm
Melissa Steinkoenig
(menewell):
Approved for Gen
Ed Review
12. 05/08/25 3:49 pm
Kent Rausch
(krausch): Approved
for 1741-ABE
Committee Chair

13. 05/08/25 4:21 pm
Ronaldo Maghirang
(ronaldom):
Approved for 1741-
ABE Head
14. 05/12/25 8:52 am
Brianna Gregg
(bjgray2): Approved
for KL Committee
Chair
15. 05/12/25 9:10 am
Anna Ball (aball):
Approved for KL
Dean
16. 05/12/25 2:45 pm
Tom Teper (tteper):
Approved for
University Librarian
17. 05/12/25 3:12 pm
Suzanne Lee
(suzannel):
Approved for COTE
Programs
18. 08/13/25 6:39 pm
Brooke Newell
(bsnewell):
Approved for
Provost

History

1. Jun 28, 2021 by
Anne Marie Boone
(aboone)
2. Mar 16, 2022 by
Heather Crump
(hcrump)

Administration Details

Official Program Name	Engineering Technology & Management for Agricultural Systems: Energy & the Environment, BS

Diploma Title

Sponsor College Agr, Consumer, & Env Sciences

Sponsor Agricultural & Biological Engr

Department

Sponsor Name Kent Rausch

Sponsor Email krausch@illinois.edu

College Contact Brianna Gregg ~~Anna Ball~~

College Contact
Email

bjgray2@illinois.edu ~~aball@illinois.edu~~

College Budget

Officer

College Budget

Officer Email

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

Does this program have inter-departmental administration?

No

Effective Catalog Term

Effective Catalog Term Fall 2025

Effective Catalog 2025-2026

Proposal Title

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

Revise the Concentration in Energy & the Environment in the Bachelor of Science in Engineering Technology and Management for Agricultural Systems in the College of Agricultural, Consumer and Environmental Sciences

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

This Energy & the Environment (Key 1012) concentration proposal is related to the BS proposal (Key 73) and the following concentrations:

Agricultural Production & Processing (Key 1009)

Construction Management (Key 1010)

Digital & Precision Agriculture (Key 1011)

Program Justification

Provide a brief description, using a numbered item list, of the proposed changes to the program.

1. ETMA 464 is being added to the ETMA Electives "select from" list. ETMA 464 course content covers vehicle emissions and emissions reduction in depth, and a central theme to the course is vehicle efficiency (and therefore energy consumption). It is appropriate to provide students the opportunity to learn about the current power sources for heavy-duty equipment. These vehicles have operational challenges that limit the availability of alternative energy utilization in their spaces, which would also be useful information to the ETMA's Energy & the Environment students.
2. ACCY 211, ACCY 212 AGCM 270, LEAD 230, LEAD 380, and NRES 426 were removed from the POS.
3. ALEC 115 was added as an option to complete the communication option.
4. RHET 105 was removed from specifically being noted in the program of study.
5. The formatting of the program of study (POS) and additional text was modified (e.g., graduation requirements, university requirements, and general education requirements) to adhere to the campus General Education Template. With this reformation, the major coursework was added into this CIM-P record for the concentration.
6. We gave titles (e.g., Advanced Composition Option) to "Select ____ of the following:" requirement options.
7. We adjusted hours on electives and gen eds students must take on sample sequence.
8. We added ACE 221 and LEAD 425 to the Business Electives.
9. We changed the names of various components of the program, such as ETMA Required, ETMA Electives, Concentration Electives, etc.
10. We removed UP 136 and UP 466.
11. FIN 221, BADM 322, BADM 323, BADM 326, LEAD 140, LEAD 440, TE 250, TE 333, and TE 360 were removed from the Business electives.
12. We removed the Intro-Related Courses, ETMA Electives and Concentration Electives from the major table and only have them in the "Concentration Core" table. Additionally, we moved the Advanced hour ETMA electives requirement statement in the concentration to the subheading.

Did the program content change 25% or more in relation to the total credit hours, since the most recent university

accreditation visit? See the italicized text below for more details.

No

Provide the reasoning for why each change was necessary, using a corresponding numbered item list as it relates to the brief description numbered list above.

1. Addition of ETMA 464 increases breadth of courses to be taken as electives and flexibility of the Energy and the Environment concentration by adding a pertinent elective course as well as making the concentration more relevant to students' career objectives.
2. ACCY 211, ACCY 212 AGCM 270, LEAD 230, LEAD 380, and NRES 426 are no longer being offered. In the case of NRES 426, it's in the process of being deactivated.
3. ALEC 115 is a new course that focuses on the communication option requirements as they relate to food, agriculture, and the environment, making it a favorable course to recommend to students.
4. RHET 105 was removed because students should follow the campus guidelines for Composition I placement.
5. These modifications were made per the Office of the Provost General Education's initiative for transparency and accessibility in degree programs. Furthermore, adding the major coursework into this CIM-P record for the concentration increases transparency to students regarding the program requirements.
6. Titling these options makes it easier for students to make note of them on the sample sequence.
7. We adjusted hours on electives and gen eds students must take on sample sequence to meet the 126-hour total requirement needed to graduate.
8. These courses will make up for the loss of ACCY 211, ACCY 212 AGCM 270, LEAD 230, and LEAD 380. Furthermore, they will provide students with valuable business-related skills, including negotiation and leading teams, that will help them become more successful students and future employees.
9. We changed these titles because some of them were unclear, too similar to one another, or didn't align closely with the list of courses they were representing. These changes should help reduce confusion on the titled requirements of this program.
10. UP 136 is now restricted to only UP students and UP 466 isn't offered anymore, so we want to remove them from the program.
11. We're trying to reduce the number of options on the Business Electives, as it is a fairly extensive list, so we decided to remove these courses.

12. We moved these requirements to only be in the Concentration Core table because they are requirements related to the concentrations rather than the Major Core of the program. Each concentration has its unique set of courses that fulfill the Intro-Related Courses, ETMA Electives and Concentration Electives requirements, so we felt it was best to distinguish that by putting them in the Concentration Core table. The Advanced hour ETMA electives requirement statement was moved to the subheading for increased clarity.

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

Yes

Courses outside of the sponsoring department/interdisciplinary departments:

- ALEC 115 - Talk About Food, Ag, Env
- RHET 105 - Writing and Research
- ACE 221 - Negotiation
- LEAD 425 - Leading Teams
- UP 136 - Urban Sustainability
- UP 466 - Energy & the Built Environment
- FIN 221 - Corporate Finance
- BADM 322 - Marketing Research
- BADM 323 - Strategic Brand Communication
- BADM 326 - Pricing Analytics
- LEAD 140 - Interpersonal Intelligence
- LEAD 440 - Interpersonal Intelligence
- TE 250 - From Idea to Enterprise
- TE 333 - Creativity, Innovation, Vision
- TE 360 - Lect in Engrg Entrepreneurship
- NRES 426 - Renewable Energy Policy

Please attach any letters of support/acknowledgement for any

- [Letter of Support & Acknowledgement UP courses ETMAS Curriculum.pdf](#)
- [Letter of Acknowledgement RHET 105.pdf](#)
- [Letter of Support ALEC 115.pdf](#)

Instructional Resources. Consider faculty, students, and/or other impacted units as appropriate.

[Letter of Acknowledgement_ALEC 115 for CMN.pdf](#)
[Letter of Support_ACE 221_ETMAS Curriculum.pdf](#)
[Letter of Support_LEAD 425_ETMAS Curriculum.pdf](#)
[Letter of Acknowledgement_FIN 221_ETMAS Curriculum.pdf](#)
[Letter of Acknowledgement_LEAD 140 & 440_ETMAS Curriculum.pdf](#)
[Letter of Acknowledgement_TE courses_ETMAS Curriculum.pdf](#)
[Letter of Acknowledgement_BADM courses_ETMAS Curriculum.pdf](#)
[Letter of Support_UP & LA 466_ETMAS Curriculum.pdf](#)
[Letter of Acknowledgement_UP 136_ETMAS Curriculum_CM_EE.pdf](#)

Program Features

Academic Level Undergraduate

Is this program part of an ISBE approved licensure program?

No

Will specialized accreditation be sought for this program?

No

Additional concentration notes (e.g., estimated enrollment, advising plans, etc.)

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

No

Program of Study

Provide detailed information (course rubrics, numbers, and credit hours) of how a student could obtain 40 credit hours of upper-division coursework.

40 hours of advanced level or courses with two or more prerequisites course work within the degree program:

a) Specifically required upper-level courses for the program of study:

ETMA 339 (3 upper-level credit hours)

ETMA 421 or ETMA 422 (3 upper-level credit hours)

ETMA 430 (2 upper-level credit hours)

ETMA 439 (4 upper-level credit hours)

ETMA 352 (3 upper-level credit hours)

ETMA 438 (3 upper-level credit hours)

b) Choices (i.e., "Select one of the following:") of required upper-level courses for the program of study:

Advanced ETMA Communication Option - Select one of the following: (3 upper-level credit hours)

BADM 340

BTW 250 (prerequisites: Sophomore standing and completion of campus Composition I requirement)

BTW 261 (prerequisites: Sophomore standing and completion of campus Composition I requirement)

ECE 316

ESE 360

ETMA 311

NRES 419

Business Elective (6 upper-level hours)

ACCY 201, (prerequisites: 1) have completed either ECON 102 or ECON 103; AND 2) have completed or be concurrently enrolled in the remaining ECON 102 or ECON 103 course)

ACCY 202 (prerequisites: ECON 102, ECON 103, and ACCY 201)

ACE 310

ACE 345

ACE 346

ACE 432

ACE 435

BADM 300

BADM 310

BADM 311

BADM 312

BADM 313

BADM 314

BADM 320

BADM 322

BADM 323

BADM 326

LEAD 340

LEAD 425

SE 361

SE 400

TE 450

c) Elective upper-level courses for the program of study:

ETMA Electives (5 upper-level credit hours because students in this concentration are required to take ETMA 352 and 438 as two of their ETMA Electives)

Select an additional 14 hours from the list below for a total of 20 hours with a minimum of 11 hours at the advanced level to fulfill the ETMA Electives requirement:

Select from:

ETMA 130

ETMA 132

ETMA 232

ETMA 233

ETMA 234

ETMA 295

ETMA 371

ETMA 372

ETMA 396

ETMA 425

ETMA 435

(ETMA 464

ETMA 496

Concentration Electives (12 upper-level credit hours)

Select 18 hours from the list for your concentration, which do not satisfy any other requirements, with a minimum of **12 hours at the advanced level.**

At least one of:

ACE 210

ACE 310

ACE 406

ACE 410

ACE 411

At least one of:

NRES 219

NRES 370

NRES 419

NRES 420

NRES 425

NRES 429

NRES 438

NRES 439

NRES 471

NRES 474

NRES 477

NRES 488

At least one of:

UP 406

UP 446

UP 480

May select from the below list to achieve 18 hours:

AGCM 330

CEE 320

CEE 330

CPSC 215

CPSC 336

CPSC 415

CPSC 416

CPSC 431

CPSC 437

ESE 465

ESE 482

GLBL 201

Total upper-level credit hours = 50

Revised programs

[Sample Sequence_Engineering Technology and Management for
Agricultural Systems, Energy & the Environment, BS.docx](#)
[Side by Side_Engineering Technology & Management for Agricultural
Systems, Energy & the Environment, BS.xlsx](#)

Statement for
Programs of Study
Catalog

Graduation Requirements

Minimum hours required for graduation: 126 hours.

University Requirements

Minimum of 40 hours of upper-division coursework, generally at the 300 and 400 level. These hours can be drawn from all elements of the degree. Students should consult their academic advisor for additional guidance in fulfilling this requirement.

The university and residency requirements can be found in the Student Code (§ 3-801) and in the Academic Catalog.

General Education Requirements

Follows the campus General Education (Gen Ed) requirements. Some Gen Ed requirements may be met by courses required and/or electives in the program.

<u>Composition I</u>	<u>4-6</u>
<u>Advanced Composition</u>	<u>3</u>
<u>fulfilled by AGCM 220, BADM 340, BTW 250, BTW 261, ECE 316, ESE 360, ETMA 311, NRES 419, or PLPA 200</u>	
<u>Humanities & the Arts (6 hours)</u>	<u>6</u>
<u>Natural Sciences & Technology (6 hours)</u>	<u>6</u>
<u>fulfilled by CHEM 102, PHYS 101; and CHEM 104 or PHYS 102</u>	
<u>Social & Behavioral Sciences (6 hours)</u>	<u>6</u>
<u>fulfilled by ECON 102 or ACE 100 and one other courses approved as Social and Behavioral Sciences</u>	
<u>Cultural Studies: Non-Western Cultures (1 course)</u>	<u>3</u>
<u>Cultural Studies: US Minority Cultures (1 course)</u>	<u>3</u>
<u>Cultural Studies: Western/Comparative Cultures (1 course)</u>	<u>3</u>
<u>Quantitative Reasoning (2 courses, at least one course must be Quantitative Reasoning I)</u>	<u>6-8</u>
<u>fulfilled by MATH 234, PHYS 101; and CS 105; and ACE 262, CPSC 241, ECON 202, or STAT 107</u>	
<u>Language Requirement (Completion of the third semester or equivalent of a language other than English is required)</u>	<u>0-15</u>
<u>Department Foundation</u>	
<u>ACES 101</u>	<u>Contemporary Issues in ACES</u>
	<u>2</u>
<u>Communication Option:</u>	<u>3 or 6</u>

<u>CMN 101</u>	<u>Public Speaking</u>	
<u>ALEC 115</u>	<u>Let's Talk about Food, Agriculture, and the Environment</u>	
<u>CMN 111</u> <u>& CMN 112</u>	<u>Oral & Written Comm I</u> <u>and Oral & Written Comm II</u>	
<u>Advanced ETMA Communication Option - Select one of the following:</u>		<u>3-4</u>
<u>AGCM 220</u>	<u>Communicating Agriculture</u>	
<u>BADM 340</u>	<u>Ethical Dilemmas of Business</u>	
<u>BTW 250</u>	<u>Principles Bus Comm</u>	
<u>BTW 261</u>	<u>Principles Tech Comm</u>	
<u>ECE 316</u>	<u>Ethics and Engineering</u>	
<u>ESE 360</u>	<u>Environmental Writing</u>	
<u>ETMA 311</u>	<u>Humanity in the Food Web</u>	
<u>NRES 419</u>	<u>Env and Plant Ecosystems</u>	
<u>PLPA 200</u>	<u>Plants, Pathogens, and People</u>	
<u>Statistics Option - Select one of the following:</u>		<u>3-4</u>
<u>ACE 262</u>	<u>Applied Statistical Methods and Data Analytics I</u>	
<u>CPSC 241</u>	<u>Intro to Applied Statistics</u>	
<u>ECON 202</u>	<u>Economic Statistics I</u>	
<u>STAT 107</u>	<u>Data Science Discovery</u>	
<u>MATH 234</u>	<u>Calculus for Business I (or equivalent)</u>	<u>4</u>
<u>CHEM 102</u> <u>& CHEM 103</u>	<u>General Chemistry I</u> <u>and General Chemistry Lab I</u>	<u>4</u>
<u>PHYS 101</u>	<u>College Physics: Mech & Heat</u>	<u>5</u>
<u>Select one of the following:</u>		<u>4-5</u>
<u>CHEM 104</u> <u>& CHEM 105</u>	<u>General Chemistry II</u> <u>and General Chemistry Lab II</u>	
<u>OR</u>		
<u>PHYS 102</u>	<u>College Physics: E&M & Modern</u>	
<u>ECON 102</u> <u>or ACE 100</u>	<u>Microeconomic Principles</u> <u>Introduction to Applied Microeconomics</u>	<u>3 or 4</u>

<u>Major Core</u>		
<u>CS 105</u>	<u>Intro Computing: Non-Tech</u>	<u>3</u>
<u>ETMA 100</u>	<u>Technical Systems in Agr</u>	<u>3</u>
<u>ETMA 339</u>	<u>Optimization in Engineering Technology and Management</u>	<u>3</u>
<u>ETMA 421</u>	<u>Industrial and Agricultural Safety-Injury Prevention</u>	<u>3</u>
<u>or ETMA 422</u>	<u>Industrial and Agricultural Occupational Illness Prevention</u>	
<u>ETMA 430</u>	<u>Project Management</u>	<u>2</u>
<u>ETMA 439</u>	<u>Capstone Experience</u>	<u>4</u>
<u>Business Electives</u>		<u>6</u>
<u>A total of six hours from the Business Electives list, which do not satisfy any other requirements.</u>		
<u>ACCY 200</u>	<u>Fundamentals of Accounting</u>	<u>3</u>
<u>ACCY 201</u>	<u>Accounting and Accountancy I</u>	<u>3</u>
<u>ACCY 202</u>	<u>Accounting and Accountancy II</u>	<u>3</u>
<u>ACE 210</u>	<u>Environmental Economics & Policy</u>	<u>3</u>
<u>ACE 221</u>	<u>Negotiation</u>	<u>2</u>
<u>ACE 240</u>	<u>Personal Financial Planning</u>	<u>3</u>
<u>ACE 310</u>	<u>Natural Resource Economics</u>	<u>3</u>
<u>ACE 345</u>	<u>Small Business Finance</u>	<u>3</u>
<u>ACE 346</u>	<u>Tax Policy and Finan Planning</u>	<u>3</u>
<u>ACE 432</u>	<u>Advanced Farm Management</u>	<u>3 or 4</u>
<u>ACE 435</u>	<u>Global Agribusiness Management</u>	<u>3</u>
<u>BADM 300</u>	<u>The Legal Environment of Bus</u>	<u>3</u>
<u>BADM 310</u>	<u>Mgmt and Organizational Beh</u>	<u>3</u>
<u>BADM 311</u>	<u>Leading Individuals and Teams</u>	<u>3</u>
<u>BADM 312</u>	<u>Designing and Managing Orgs</u>	<u>3</u>
<u>BADM 313</u>	<u>Strategic Human Resource Management</u>	<u>3</u>
<u>BADM 314</u>	<u>Leading Negotiations</u>	<u>3</u>
<u>BADM 320</u>	<u>Principles of Marketing</u>	<u>3</u>
<u>FIN 230</u>	<u>Introduction to Insurance</u>	<u>3</u>

<u>LER 290</u>	<u>Introduction to Employment Law</u>	<u>3</u>
<u>LEAD 260</u>	<u>Foundations of Leadership</u>	<u>3</u>
<u>LEAD 340</u>	<u>Leadership Ethics & Society: Addressing Contemporary Challenges</u>	<u>3</u>
<u>LEAD 425</u>	<u>Leading Teams</u>	<u>3</u>
<u>SE 361</u>	<u>Emotional Intelligence Skills</u>	<u>3</u>
<u>SE 400</u>	<u>Engineering Law</u>	<u>3 or 4</u>
<u>TE 230</u>	<u>Design Thinking/Need-Finding</u>	<u>3</u>
<u>TE 450</u>	<u>Startups: Incorporation, Funding, Contracts, & Intellectual Property</u>	<u>3</u>

Energy & the Environment Concentration Core

Introductory-Related Courses

6-8

Select two courses from this list:

<u>ACES 102</u>	Intro Sustainable Food Systems
<u>CPSC 112</u>	Introduction to Crop Sciences
<u>ENVS 101</u>	Introduction to Energy Sources
<u>LEAD 260</u>	Foundations of Leadership
<u>NRES 102</u>	Introduction to NRES
<u>NRES 201</u>	Introductory Soils
<u>UP 136</u>	~~Urban Sustainability~~

ETMA Electives. A minimum of 11 hours at the advanced level are required.

20

<u>ETMA 352</u>	Land and Water Mgt Systems	3
<u>ETMA 438</u>	Renewable Energy Applications	3

Select an additional 14 hours from the list below for a total of 20 hours:

<u>ETMA 130</u>	Basics of CAD
<u>ETMA 132</u>	Basics of Project Management
<u>ETMA 232</u>	Materials and Construction Sys
<u>ETMA 233</u>	Metallurgy & Welding Processes
<u>ETMA 234</u>	Wiring, Motors and Control Sys
<u>ETMA 295</u>	Undergrad Research or Thesis
<u>ETMA 371</u>	Residential Housing Design

ETMA 372	Environ Control & HVAC Systems
ETMA 396	UG Honors Research or Thesis
ETMA 425	Managing Industrial and Agricultural Safety Risks
ETMA 435	Elec Computer Ctrl Sys
ETMA 464	Heavy Equipment Powertrains
ETMA 496	Independent Study

Concentration Electives

18

~~Select 18 hours from the list below with a minimum of 12 hours at the advanced level.~~

Select 18 hours from the lists below with a minimum of 12 hours at the advanced level.

Select one of the following:

ACE 210	Environmental Economics & Policy
ACE 310	Natural Resource Economics
ACE 406	Environmental Law
ACE 410	Energy Economics and Policy
ACE 411	Environment and Development

Select one of the following:

NRES 219	Applied Ecology
NRES 370	Environmental Sustainability
NRES 419	Env and Plant Ecosystems
NRES 420	Restoration Ecology
NRES 425	Natural Resources Law & Policy
NRES 426	Course NRES 426 Not Found
NRES 429	Aquatic Ecosystem Conservation
NRES 438	Soil Nutrient Cycling
NRES 439	Env and Sustainable Dev
NRES 471	Pedology
NRES 474	Soil and Water Conservation
NRES 477	Introduction to Remote Sensing
NRES 488	Soil Fertility and Fertilizers

At least one of:

UP 405

Course UP 405 Not Found

Select one of the following:

UP 406

Urban Ecology

UP 446

Sustainable Planning Seminar

UP 466

~~Energy & the Built Environment~~

UP 480

Sustainable Design Principles

May select from the below list to achieve 18 hours:

AGCM 330

Environmental Communications

CEE 320

Construction Engineering

CEE 330

Environmental Engineering

CPSC 215

The Prairie and Bioenergy

CPSC 336

Tomorrow's Environment

CPSC 415

Bioenergy Crops

CPSC 416

Native Plants, Pollinators, & Food Ecosystems

CPSC 431

Plants and Global Change

CPSC 437

Principles of Agroecology

ESE 465

Transportation & Sustainability

ESE 482

Challenges of Sustainability

GLBL 201

Energy Systems

Total Hours

126

Program Relationships

Corresponding

Program(s):

Corresponding Program(s)

Engineering Technology and Management for Agricultural Systems, BS

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.

Are the learning outcomes for the program listed in the Academic Catalog?

Yes

Student Learning Outcomes

The Engineering Technology and Management for Agricultural Systems (formerly Technical Systems Management) program is designed to prepare graduates for careers in management, marketing, operations, maintenance, and application of agricultural and biological engineering technologies within the realms of agriculture, food, energy, water, and the environment. Graduates are expected to understand problems and concerns in engineering technologies from production to processing through distribution and their social and cultural implications. Specific program learning objectives are:

Objective 1: Provide academic and technical knowledge and experiences needed for success in an increasingly technological agricultural industry and world.

Objective 2: Enhance students' abilities to formulate questions and find solutions both individually and as a part of a team.

Objective 3: Improve students' abilities to communication both written and oral forms.

Objective 4: Enhance the use and understanding of mathematics and calculation for analysis in technology and business.

Objective 5: Provide opportunities to learn and enhance professional and ethical values and leadership skills.

Objective 6: Understand their role in society and the social and cultural implications of practice in their profession.

Objective 7: Recognize the need for and develop the abilities to engage in life-long learning.

Objective 8: Understand the global nature of agriculture and business.

Did you make any revisions to the learning outcomes you copied and pasted from the current academic catalog?

Yes

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

Describe here:

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

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

Program

Description and

Requirements

Attach Documents

Delivery Method

This program is
available:

On Campus - Students are required to be on campus, they may take some online courses.

Enrollment

Describe how this revision or phase down/elimination will impact enrollment and degrees awarded. If this is an elimination/phase down proposal include the plans for the students left in the program.

The revision is not expected to impact enrollment or number of degrees awarded.

Budget

Are there
budgetary
implications for this
revision?

No

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?

~~There will be no budgetary obligations due to this curriculum revision for the revised TSM program. The curriculum revision will be carried out with existing resources.~~

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

No

Attach letters of
support

Faculty Resources

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

There will be no impact on faculty resources.

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.

Current library resources, including collections and services, will not be impacted by the revision of this program. The current library resources are sufficient.

EP Documentation

EP Control Number EP.26.002

Attach Rollback/
Approval Notices

Non-EP Documentation

U Program Review
Comments

Rollback
Documentation and
Attachment

DMI Documentation

Attach Final

Approval Notices

Banner/Codebook

Name

Energy and the Environment

Program Code: 6005

Minor	Conc	6005	Degree	BS
Code	Code		Code	Major
				Code
6028				

Senate Approval
Date

Senate Conference
Approval Date

BOT Approval Date

IBHE Approval Date

HLC Approval Date

DOE Approval Date

Effective Date:

Program Reviewer	Melissa Steinkoenig (menewell) (03/05/25 12:55 pm): Gen Ed Table good
Comments	Brooke Newell (bsnewell) (03/24/25 3:32 pm): Rollback: Per request from Brianna G on email thread with Brianna G and Kent R.

Date Submitted: 06/04/25 1:06 pm

Viewing: **5043 : Anthropology: Sociocultural & Linguistic Anthropology, BALAS**

Last approved: 04/24/25 9:53 am

Last edit: 08/21/25 11:20 am

Changes proposed by: Petra Jelinek

Catalog Pages Using this Program Anthropology: Sociocultural & Linguistic Anthropology, BALAS

Proposal Type:
Concentration (ex. Dietetics)

This proposal is for
a:
Revision

In Workflow

- 1. U Program Review
- 2. Gen Ed Review
- 3. 1241-ANTH Head
- 4. KV Dean
- 5. University Librarian
- 6. COTE Programs
- 7. Provost
- 8. Senate EPC
- 9. Senate
- 10. U Senate Conf
- 11. Board of Trustees
- 12. IBHE
- 13. HLC
- 14. Catalog Editor
- 15. DMI

Approval Path

- 1. 06/11/25 2:07 pm
Donna Butler
(dbutler): Approved for U Program Review
- 2. 07/17/25 12:30 pm
Melissa Steinkoenig
(menewell): Approved for Gen Ed Review
- 3. 07/17/25 2:54 pm
Brenda Farnell
(bfarnell): Approved for 1241-ANTH Head
- 4. 07/22/25 2:03 pm
Melissa Reedy
(murray): Approved for KV Dean

- 5. 07/23/25 11:16 am
Tom Teper (tteper):
Approved for
University Librarian
- 6. 07/23/25 12:48 pm
Suzanne Lee
(suzannel):
Approved for COTE
Programs
- 7. 08/13/25 6:39 pm
Brooke Newell
(bsnewell):
Approved for
Provost

History

- 1. Feb 6, 2019 by Deb
Forgacs (dforgacs)
- 2. Jun 10, 2019 by Deb
Forgacs (dforgacs)
- 3. Apr 24, 2025 by
Petra Jelinek
(jelinek)

Administration Details

Official Program Name	Anthropology: Sociocultural & Linguistic Anthropology, BALAS	
Diploma Title	Bachelor of Arts in Liberal Arts and Sciences	
Sponsor College	Liberal Arts & Sciences	
Sponsor Department	Anthropology	
Sponsor Name	Brenda Farnell, Department Head	
Sponsor Email	bfarnell@illinois.edu	
College Contact	Stephen R. Downie	College Contact Email
	sdownie@illinois.edu	
College Budget	Michael Wellens	

Officer

College Budget wellens@illinois.edu

Officer Email

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

Petra Jelinek, Director of Undergraduate Studies, jelinek@illinois.edu

Does this program have inter-departmental administration?

No

Effective Catalog Term

Effective Catalog Fall 2025
Term

Effective Catalog 2025-2026

Proposal Title

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

Revise the Concentration in Sociocultural and Linguistic Anthropology in the Bachelor of Arts in Liberal Arts and Sciences in Anthropology in the College of Liberal Arts and Sciences

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

Program Justification

Provide a brief description, using a numbered item list, of the proposed changes to the program.

-Under "Theoretical or Topical Areas" (12 credit hours) added ANTH 387, Anthropology of Crime as a choice among several.

Did the program content change 25% or more in relation to the total credit hours, since the most recent university accreditation visit? See the italicized text below for more details.

No

Provide the reasoning for why each change was necessary, using a corresponding numbered item list as it relates to the brief description numbered list above.

-To increase student flexibility and clarify that this course could be used to partially fulfill (3 credit hours out of 12) this requirement.

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

No

Program Features

Academic Level Undergraduate

Is this program part of an ISBE approved licensure program?

No

Will specialized accreditation be sought for this program?

No

Additional concentration notes (e.g., estimated enrollment, advising plans, etc.)

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

No

Program of Study

Provide detailed information (course rubrics, numbers, and credit hours) of how a student could obtain 40 credit hours of upper-division coursework.

40 hours of upper-division coursework can be achieved by the following:

12 credit hours of 300-400 level courses selected from 'Theoretical or Topical Areas'): ANTH 350, ANTH 351, ANTH 352, ANTH 353, ANTH 363, ANTH 364, ANTH 372, ANTH 374, ANTH 375, ANTH 379, ANTH 402/ASST 402/REL 409, ANTH 403/GLBL 403/GWS 403/ HIST 434/REL 403/ SAME 403, and ANTH 405.

9 additional upper-division credit hours in anthropology or closely related disciplines.

3 hours of research or service-learning course in anthropology: ANTH 411 (3-4 credit hours) or ANTH 471 (3-4 credit hours)

3-6 hours in either:

- Senior Capstone ANTH 498 (3 credit hours)
- Senior Honor's Thesis ANTH 494 (2-4 credit hours) and ANTH 495 (2-4 credit hours)
- Study Abroad ANTH 390 (2-4 credit hours), or
- Internship ANTH 390 (2-4 credit hours)

Up to 13 additional credit hours of upper division free electives need to reach 40 hours minimum are selected in consultation with the academic advisor.

Revised programs

[Side by Side Comparative Table of Proposed Changes Anthropology_SCL, BALAS_06_04_25.xlsx](#)
[Key566_Anthropology_Sociocultural & Linguistic Anthropology, BALAS Sample Sequence.docx](#)

Catalog Page Text - Overview Tab

Catalog Page Overview Text

A Major Plan of Study Form must be completed and submitted to the LAS Student Affairs Office before the end of the fifth semester (60-75 hours). Please see your adviser.

Departmental distinction: The department may award distinction, high distinction, or highest distinction to any Anthropology major whose overall and major grade point averages are 3.25 or higher; and who successfully completes 33 hours of anthropology courses, including 4-6 hours of ANTH 494 and ANTH 495 resulting in an Honors Thesis. The level of distinction is based on evaluation of the honors thesis. See the departmental academic advisor for details. All students must discuss their selection of anthropology courses and supporting course work with a departmental adviser.

Is the overview text above correct?

Yes

Statement for
Programs of Study
Catalog

Graduation Requirements

Minimum hours required for graduation: 120 hours.

Minimum hours required major and supporting course work: 45-48. Twelve hours of 300- and 400-level Anthropology courses must be taken on this campus.

University Requirements

Minimum of 40 hours of upper-division coursework, generally at the 300- or 400-level. These hours can be drawn from all elements of the degree. Students should consult their academic advisor for additional guidance in fulfilling this requirement.

The university and residency requirements can be found in the [Student Code](#) (§ 3-801) and in the [Academic Catalog](#).

General Education Requirements

Follows the [campus General Education \(Gen Ed\) requirements](#). Some Gen Ed requirements may be met by courses required and/or electives in the program.

Composition I	4-6
Advanced Composition	3
fulfilled by ANTH 270	
Humanities & the Arts (6 hours)	6
Natural Sciences & Technology (6 hours)	6
Social & Behavioral Sciences (6 hours)	6
fulfilled by ANTH 270 and any other course approved as Social & Behavioral Sciences	
Cultural Studies: Non-Western Cultures (1 course)	3
Cultural Studies: US Minority Cultures (1 course)	3
Cultural Studies: Western/Comparative Cultures (1 course)	3
Quantitative Reasoning (2 courses, at least one course must be Quantitative Reasoning I)	6-10
Language Requirement (Completion of the fourth semester or equivalent of a language other than English is required)	0-20

Orientation and Professional Development

LAS 101	Design Your First Year Experience	1
OR		
LAS 100 & LAS 101	Success in LAS for International Students and Design Your First Year Experience	3

OR		
LAS 102	Transfer Advantage	1
Total Hours		1 or 3
Major Core Requirements and Electives		
When a course is listed under two or more categories, the student may decide which of the requirements the course should fulfill; however, it may not be used to fulfill more than one of those requirements.		
Anthropology Core Courses		9
The following 2 courses are required:		
ANTH 230	Sociocultural Anthropology	
ANTH 270	Language in Culture	
Choose 1 additional core course from the 4 options listed below:		
ANTH 102	Human Origins and Culture	
ANTH 105	World Archaeology	
ANTH 220	Introduction to Archaeology	
ANTH 240	Biological Anthropology	
Sociocultural & Linguistic Anthropology Courses		
Regions of the World List 1 (select 1 course):		3
ANTH/AFRO 106	Hist Arch Americas	
ANTH/JS/PHIL/REL 108	Religion & Society in West I	
ANTH 112	Language, Race, and Ethnicity in the United States	
ANTH 160	Race and Contemporary Social Issues	
ANTH/AIS 165	Lang & Culture Native North Am	
ANTH 182	Latin American Cultures	
Regions of the World List 2 (select 2 courses):		6
ANTH 221	Archaeology of South Asia	
ANTH/LLS 259	Latina/o Anthropology	
ANTH/AFRO 261	Intro to the African Diaspora	
ANTH/GWS 262	Women's Lives	
ANTH 263	Body, Personhood, and Culture	

<u>ANTH 268</u>	Images of the Other	
<u>ANTH/GLBL/ SAME 272/ TURK 270</u>	Language and Culture in Turkey	
<u>ANTH/EALC 285</u>	Intro to Korea Through Film	
<u>ANTH 287/ EALC 288</u>	Contemporary East Asia	
<u>ANTH/AIS/HIST 288</u>	American Indians of Illinois	
Theoretical or Topical Areas (select 4 courses):		12
<u>ANTH 350</u>	Cultures of Law	
<u>ANTH 351</u>	Language and Race	
<u>ANTH 352</u>	Language and Gender	
<u>ANTH 353</u>	Language and Humor	
<u>ANTH 363</u>	Anth of Dance/Movement	
<u>ANTH 364</u>	Performing 'America'	
<u>ANTH 372</u>	Topics in Lang & Culture	
<u>ANTH 374</u>	Anth of Science and Technology	
<u>ANTH 375</u>	The Culture of Nature	
<u>ANTH 379</u>	Medical Anthropology	
<u>ANTH 387</u>	<u>Anthropology of Crime</u>	
ANTH/ <u>ASST 402/REL 409</u>	<u>Course ANTH 402 Not Found</u>	
<u>ANTH/REL/GWS/ GLBL/SAME 403/ HIST 434</u>	Women in Muslim Societies	
<u>ANTH 405</u>	Contemporary Central America	
Additional 300-/400-upper division Sociocultural & Linguistics Anthropology courses or courses in related fields that complement the student's sociocultural/linguistic focus. Meet with the departmental advisor to discuss the selection of courses.		9
Research and Service-Learning Coursework (choose one)		3
<u>ANTH 411</u>	Research Methods in Socio-Cultural Anthropology	

Senior Capstone Project

3-6

Choose one option below (Honors Thesis, Senior Capstone Seminar, Internship, or Study Abroad) in consultation with and approval of the departmental advisor:

Honors Thesis - 6 hours. Two consecutive semesters of research resulting in a written thesis.

[ANTH 494](#)

Honors Senior Thesis I

[ANTH 495](#)

Honors Senior Thesis II

Senior Capstone Seminar (Independent Research) - 3 hours

[ANTH 498](#)

Senior Capstone Seminar

Internship - 3 hours. A portfolio and report associated with an approved departmental internship.

[ANTH 390](#)

Individual Study

Study Abroad - 3 hours. A portfolio and report associated with an approved Study Abroad experience.

[ANTH 390](#)

Individual Study

Minimum Concentration Hours

45

Program Relationships

Corresponding

Program(s):

Corresponding Program(s)

Anthropology, BALAS

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.

Are the learning outcomes for the program listed in the Academic Catalog?

No

Student Learning Outcomes

Students who graduate with a BALAS degree in Anthropology will have:

- A broad knowledge of cultural, social, linguistic, archaeological, and biological facets of the human condition and the methods anthropologists use to study them.
- An understanding of the ethical and social dimensions of anthropological research and their impacts on society.
- The ability to conduct independent research through data collection, critical analysis, synthesis, and written presentation of findings.

Students who graduate with a concentration in sociocultural and linguistic anthropology will have:

- Knowledge of the theories and methods for understanding cultural and linguistic variation in human societies, and how power and politics contribute to understandings of self and society.
- An understanding of the ways of thinking about the world that demonstrate the diversity and the inter-connectedness of local, regional, and global processes.

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

Describe here:

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

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

Program

Description and

Requirements

Attach Documents

Delivery Method

This program is
available:

On Campus - Students are required to be on campus, they may take some online courses.

Enrollment

Describe how this revision or phase down/elimination will impact enrollment and degrees awarded. If this is an elimination/phase down proposal include the plans for the students left in the program.

This revision will not impact enrollment or degrees awarded.

Budget

Are there No
budgetary
implications for this
revision?

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 impact to unit.

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

No

Attach letters of
support

Faculty Resources

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

We anticipate that the revision will not have an impact on enrollment and degrees awarded.

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.

There are already resources/collection development processes in place that support this program. Current collections and services are adequate for the proposed program.

EP Documentation

EP Control Number EP.26.002

Attach Rollback/
Approval Notices

Non-EP Documentation

U Program Review
Comments

Rollback
Documentation and
Attachment

DMI Documentation

Attach Final
Approval Notices

Banner/Codebook
Name
 Sociocultural and Linguistic Anthropology

Program Code: 5043

Minor	Conc	5043	Degree	BALAS
Code	Code		Code	Major
				Code

 0340

Senate Approval
Date

Senate Conference
Approval Date

BOT Approval Date

IBHE Approval Date

HLC Approval Date

DOE Approval Date n/a

Effective Date:

Program Reviewer **Melissa Steinkoenig (menewell) (07/17/25 12:29 pm):** Gen Ed Table good
Comments

Date Submitted: 06/12/25 9:28 am

Viewing: **10KR0261BFA : Dance, BFA**

Last approved: 02/19/24 10:19 am

Last edit: 08/21/25 11:05 am

Changes proposed by: Nicole Turner

Catalog Pages Using Dance, BFA
this Program

Proposal Type:
Major (ex. Special Education)

This proposal is for
a:
Revision

In Workflow

- 1. U Program Review
- 2. Gen Ed Review
- 3. 1801-DANCE Head
- 4. KR Dean
- 5. University Librarian
- 6. COTE Programs
- 7. Provost
- 8. Senate EPC
- 9. Senate
- 10. U Senate Conf
- 11. Board of Trustees
- 12. IBHE
- 13. HLC
- 14. Catalog Editor
- 15. DMI

Approval Path

- 1. 06/24/25 2:28 pm
Donna Butler
(dbutler): Approved
for U Program
Review
- 2. 07/22/25 3:16 pm
Melissa Steinkoenig
(menewell):
Approved for Gen
Ed Review
- 3. 07/22/25 3:33 pm
Sara Hook
(sarahook):
Approved for 1801-
DANCE Head
- 4. 07/28/25 12:31 pm
Nicole Turner
(nicturn): Approved
for KR Dean

5. 07/28/25 12:41 pm
Tom Teper (tteper):
Approved for
University Librarian
6. 07/28/25 7:54 pm
Suzanne Lee
(suzannel):
Approved for COTE
Programs
7. 08/13/25 6:39 pm
Brooke Newell
(bsnewell):
Approved for
Provost

History

1. Mar 21, 2019 by
Deb Forgacs
(dforgacs)
2. Dec 5, 2019 by
Nicole Turner
(nicturn)
3. Apr 16, 2021 by
John Toenjes
(jtoenjes)
4. Mar 16, 2022 by
Nicole Turner
(nicturn)
5. Sep 27, 2022 by
Nicole Turner
(nicturn)
6. Apr 7, 2023 by
Nicole Turner
(nicturn)
7. Feb 19, 2024 by
Nicole Turner
(nicturn)

Administration Details

Name

Diploma Title Bachelor of Fine Arts in Dance

Sponsor College Fine & Applied Arts

Sponsor Dance

Department

Sponsor Name Prof. Rachel Rizzuto

Sponsor Email rizzuto3@illinois.edu

College Contact Dr. Nicole Turner

College Contact
Email

nicturn@illinois.edu

College Budget
Officer Greg Anderson

College Budget
Officer Email gnanders@illinois.edu

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

KR Dean (nicturn@illinois.edu)

Does this program have inter-departmental administration?

No

Effective Catalog Term

Effective Catalog
Term Fall 2025

Effective Catalog 2025-2026

Proposal Title

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

Revise the Bachelor of Fine Arts in Dance in the College of Fine and Applied Arts

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

Program Justification

Provide a brief description, using a numbered item list, of the proposed changes to the program.

1. Update DANC 240 credit hours (4 to 3) in Context section
2. Update Context total hours (21 to 20)
3. Update degree summary table
4. Update sample schedule - attached
5. Adding standard language of POS tables and using standard Gen ed template
6. Removing last three lines of degree summary of bottom table and creating new degree summary table

Did the program content change 25% or more in relation to the total credit hours, since the most recent university accreditation visit? See the italicized text below for more details.

No

Provide the reasoning for why each change was necessary, using a corresponding numbered item list as it relates to the brief description numbered list above.

1. DANC 240 was recently revised for FA 25 to align the credit hours with the contact hours (from 4 to 3). As a required course in the BFA, it leads to a program revision. The reduction of 1 major requirement hour leads to an increase of 1 free elective hour for BFA students.

2 and 3. Updating the total hours as a result of #1.

4. DANC 240 is changed from 4 to 3 and 1 additional free elective hour is added.

5 and 6. For consistency and clarity to students.

No change to program learning outcomes or degree hours.

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

No

Program Features

Academic Level Undergraduate

Does this major No
have transcribed
concentrations?

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

What are the minimum Total Credit Hours required for this program?
130

CIP Code 500301 - Dance, General.

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

Will specialized accreditation be sought for this program?

No

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

No

Program of Study

Provide detailed information (course rubrics, numbers, and credit hours) of how a student could obtain 40 credit hours of upper-division coursework.

DANC 360 - 2 hrs

DANC 460 - 4 hrs

DANC 370 - 1 hr

Creative Prac elective - 3 hrs

DANC 345 - 3 hrs

DANC 350 - 4 hrs

DANC 441 - 3 hrs

DANC 495 - 2 hrs

DANC 375 - 1 hr

DANC 498 - 2 hrs

DANC 499 - 2 hrs

14 electives

Revised programs [Dance BFA FA 25 Sample Schedule-2.docx](#)

Catalog Page Text - Overview Tab

Catalog Page Overview Text

The BFA program in Dance offers intense dance training, multicultural movement practices, and meaningful interactions with faculty that prepare students to enter the world of dance as professional dancers and informed citizens. Each year of the students' education has a theme that designates a gestalt of competencies designed to progress yearly through the curriculum. First-years ACTIVATE (through technique classes, repertory and a first semester performance experience); sophomores DELVE (taking multiple physical practice, context and creative practice classes and being reviewed by a faculty committee); juniors ARTICULATE (with one semester spent abroad or on campus taking multi-disciplinary coursework); and seniors LAUNCH (taking career seminar, connecting with an alumni mentor, and producing their own work).

The BFA curriculum offers coursework in the areas of technique, composition, performance, theory, media, career preparation, improvisation, music studies, pedagogy, history, movement sciences, and repertory. Electives may be taken in a range of techniques, choreographic laboratory, and independent studies.

Specific Program requirement areas are as follows:

4 credits in Foundations, 26 credits in Physical Practice, 7-8 8 credits in Creative Practice, 8 credits in Performance, 3 credits in Production, 20 ~~21~~ credits in Context, 5 credits in Synthesis, and 5–7 credits in Focused Electives.

Evaluation of majors is an ongoing process. Continued enrollment in the program is contingent upon satisfactory performance. A student is expected to maintain a minimum 2.75 grade point average in all dance coursework in order to remain in good standing in the department.

It is possible for transfer students to complete degree requirements in a three-year period contingent upon prior completion of general education requirements.

A total of 130 hours is required for this degree.

Is the overview text above correct?

Yes

Statement for
Programs of Study
Catalog

Graduation Requirements

Minimum hours required for graduation: 130 hours.

Dance coursework grade point average minimum: 2.75

minimum:

University Requirements

Minimum ~~hours for graduation is 130, to include a minimum~~ of 40 hours of upper-division coursework, ~~coursework~~

generally at the 300- ~~or and~~ 400-level. - These hours can be drawn from all elements of the degree. Students should consult their academic advisor for additional guidance in fulfilling this requirement. ~~degree.~~

The university and residency requirements can be found in the Student Code (§ 3-801) and in the Academic Catalog.

General Education Requirements

Follows the campus General Education (Gen Ed) requirements. Some Gen Ed requirements may be met by courses required and/or electives in the program.

General Education Requirements		
Composition I		4-6
Advanced Composition		3
~~Humanities & the Arts~~		~~6-8~~
~~Social & Behavioral Sciences~~		~~6-8~~
~~Cultural Studies: Non-Western Cultures~~		~~3-4~~
~~Cultural Studies: U.S. Minority Cultures~~		~~3-4~~
~~Cultural Studies: Western/Comparative Culture(s)~~		~~3-4~~
<u>Humanities & the Arts (6 hours)</u>		<u>6</u>
<u>Natural Sciences & Technology (6 hours)</u>		<u>6</u>
<u>Social & Behavioral Sciences (6 hours)</u>		<u>6</u>
<u>Cultural Studies: Non-Western Cultures (1 course)</u>		<u>3</u>
<u>Cultural Studies: U.S. Minority Cultures (1 course)</u>		<u>3</u>
<u>Cultural Studies: Western/Comparative Cultures (1 course)</u>		<u>3</u>
Quantitative Reasoning (2 courses, at least one course must be Quantitative Reasoning I)		6-10
~~Quantitative Reasoning~~		~~6-9~~
~~The Language Requirement may be satisfied by:~~		
~~-Successfully completing a third-semester college-level course in a language other than English;~~		
~~-Successful completion, in high school, of the third year of a language other than English; or~~		
~~-Demonstrating proficiency at the third-semester level in a language proficiency examination approved by the College of Liberal Arts and Sciences and the appropriate department.~~		
<u>Language Requirement (Completion of the third semester or equivalent of a language other than English is required)</u>		<u>0-15</u>
Foundation Courses		4
<u>FAA 101</u>	Arts at Illinois	1
<u>DANC 150</u>	The Green Room (variable & repeatable)	<u>3</u>

Physical Practice		26
<u>DANC 160</u>	Dancing Techniques I (variable & repeatable)	4
<u>DANC 245</u>	Mindful Movement (repeatable)	2
<u>DANC 256</u>	Choreographic Laboratory I	1
<u>DANC 260</u>	Dancing Techniques II (variable & repeatable)	5
<u>DANC 270</u>	Dancing in Community I & II (repeatable)	3
<u>DANC 360</u>	Dancing Techniques III (variable & repeatable)	2
<u>DANC 460</u>	Dancing Techniques IV (variable & repeatable)	4
Pick from the following Physical Practice electives:		5
<u>DANC 209</u>	Lyric Theatre Dance	
<u>DANC 212</u>	Musical Theater Dance	
<u>DANC 316</u>	Dancing Techniques Elective	
<u>DANC 456</u>	Choreographic Laboratory II	
<u>DANC 468</u>	Physical Practice Study Abroad	
<u>DANC 470</u>	Dancing in Community III & IV	
Creative Practice		7-8
<u>DANC 259</u>	Dance Improvisation I	2
<u>DANC 262</u>	Choreographic Process I	2
Choose from the following Creative Practice electives:		
<u>DANC 362</u>	Choreographic Process II (repeatable)	4
<u>DANC 465</u>	Screendance	3
Performance		8
<u>DANC 220</u>	Undergraduate Performance Practice (variable & repeatable)	4
<u>DANC 232</u>	Repertory Company (repeatable)	4
Production		3
Choose from the following:		
<u>DANC 131</u>	Production Practicum I	
<u>DANC 231</u>	Production Practicum II	
<u>DANC 330</u>	Dance Documentation	

<u>DANC 331</u>	Production Practicum III	
<u>DANC 431</u>	Production Practicum IV	
Context		20
<u>DANC 162</u>	Viewing Dance	1
<u>DANC 240</u>	Context	3
<u>DANC 345</u>	Dance Anatomy and Kinesiology	3
<u>DANC 350</u>	Teaching Dance	4
<u>DANC 370</u>	Articulate	1
<u>DANC 441</u>	Dance History Seminar	3
<u>DANC 495</u>	Senior Career Seminar (repeatable)	2
Course in School of Art + Design, School of Music, or Theatre Department		3
Synthesis		5
<u>DANC 375</u>	Thesis Think Tank	1
<u>DANC 498</u>	BFA Thesis Production	2
<u>DANC 499</u>	BFA Thesis Project	2
Focused Electives		5-7
Focused electives, chosen in consultation with an advisor. Additional courses in dance such as technique, mindful movement, performance, study abroad credit, collaborative performance, or coursework in performance/performance studies in the departments of Theater or Media & Cinema Studies or the Schools of Music or Art and Design.		
~~Free electives as needed to reach a minimum of 130 hours~~		
~~A minimum of 40 credits at the 300 or 400 course level are required~~		
~~Total Hours for the Bachelor of Fine Arts in Dance~~		~~130~~
<u>Summary of Credits for the Bachelor of Fine Arts in Dance</u>		
<u>General Education</u>		
<u>Foundation</u>		<u>4</u>
<u>Physical Practice</u>		<u>26</u>
<u>Creative Practice</u>		<u>7-8</u>
<u>Performance</u>		<u>8</u>
<u>Production</u>		<u>3</u>
<u>Context</u>		<u>20</u>

Synthesis

5

Focused Electives

5-7

A minimum of 40 credits at the 300 or 400 course level are required

Total Hours

130

~~Dance coursework grade point average minimum: 2.75~~

Corresponding
Degree

BFA Bachelor of Fine Arts

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.

Are the learning outcomes for the program listed in the Academic Catalog?

Yes

Student Learning Outcomes

Upon graduation, new alumni of the Bachelor of Fine Arts Program will be able to:

1. Dance with full mind-body awareness, energy, skill, musicality, passion and imagination in African-and European-informed movement practices.
2. Confidently teach a class that evinces deep physical and contextual understanding of a movement practice while paying attention to community building, safety, inclusiveness, and strategic educational engagement.
3. Communicate ideas about dance through physicality, written and oral platforms both in person and online, in publication or publicity that evidence clarity and consideration of multiple perspectives.
4. Utilize technology and various media both as a creative tool and as a means for increasing positive visibility for dance.
5. Articulate the socio-political, cultural, historical impact of Dance and its potential to contribute to global dialogue and inquiry.
6. Participate in and develop creative processes, conduct choreographic and performative research, and disseminate that research in theatrical events.
7. Utilize various approaches to the body and understand the context in which those approaches were founded.
8. Model good citizenship and community-building in their future environments.

The Undergraduate Director leads the assessment process. The director works with the department head and the Undergraduate Committee to accomplish the goals of the program. The Department of Dance holds two annual “retreat” style faculty meetings to study assessment processes and make evaluations for curricular change. Regular assessment reports based upon student surveys, as well as larger efforts such as the National Association of Schools of Dance assessment review, last completed in 2017, and Provost’s Academic Review, last completed in 2021, are reviewed and analyzed, and changes/updates are implemented.

Assessment Instruments include:

- Undergraduate and Graduate Exit Surveys
- Alumni Surveys
- Guest Artist Surveys
- Undergraduate and graduate student boards meet regularly with the Head and/or UG/G Directors to assess the program
- Townhalls: 1–2 departmental meetings each semester for information and resource sharing between students and faculty.
- UG Curricular Feedback Session: Annual spring forum for UG to provide feedback to the Head and UG Director about curriculum, performance, casting, or other issues.
- One-on-one evaluative meetings at midterm in every course between students and faculty each semester

Metrics include:

- BFA senior thesis project, in which faculty assess the achievement of the programmatic objectives
- Faculty observations of student performance on a regular basis to make sure students are progressing toward meeting objectives
- Regular review of alumni employment, entrance into graduate programs, performances mounted, and awards and honors received

The University of Illinois at Urbana-Champaign is accredited by the National Association of Schools of Dance, and regularly undergoes accreditation review.

Did you make any revisions to the learning outcomes you copied and pasted from the current academic catalog?

No

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

Describe here:

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

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

Program

Description and

Requirements

Attach Documents

Delivery Method

This program is
available:

On Campus - Students are required to be on campus, they may take some online courses.

Admission Requirements

Desired Effective

Admissions Term

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

No

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.

In addition to university admission requirements—application, high school transcript, and test scores (where applicable)—admission requirements for the BFA in dance include successful completion of an audition process, comprised of dance technique class, a solo performance, and interview with faculty. Transfer students must follow same audition process for admission.

Enrollment

Describe how this revision or phase down/elimination will impact enrollment and degrees awarded. If this is an elimination/phase down proposal include the plans for the students left in the program.

No impact.

Estimated Annual Number of Degrees Awarded

Year One Estimate

5th Year Estimate (or when fully implemented)

What is the matriculation term for this program?

Fall

Budget

Are there budgetary implications for this revision?

No

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?

Program revision does not alter current financial resources used to support the program.

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

No

Attach letters of
support

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

Fine & Applied Arts Differential Undergraduate Rate

Are you seeking a change in the tuition rate or differential for this program?

No

Faculty Resources

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

No impact.

Library Resources

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

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

EP Documentation

EP Control Number EP.26.002

Attach Rollback/
Approval Notices

Non-EP Documentation

U Program Review
Comments

Rollback
Documentation and
Attachment

Attach Final

Approval Notices

Banner/Codebook

Name

BFA:Dance -UIUC

Program Code: 10KR0261BFA

Minor	Conc	Degree	BFA
Code	Code	Code	Major
			Code

0261

Senate Approval

Date

Senate Conference

Approval Date

BOT Approval Date

IBHE Approval Date

HLC Approval Date

DOE Approval Date NA

Effective Date:

Program Reviewer	Melissa Steinkoenig (menewell) (07/22/25 3:16 pm): Gen Ed Table good
Comments	Brooke Newell (bsnewell) (08/06/25 8:29 am): Per discussion with Nicole T, updated sample sequence attachment, catalog page overview text, and POS table.

Program Change Request

Date Submitted: 04/09/25 2:23 pm

Viewing: **10KR0156BLA : Landscape Architecture, BLA**

Last approved: 02/03/25 1:35 pm

Last edit: 08/21/25 11:04 am

Changes proposed by: Nicole Turner

Catalog Pages Using
this Program Landscape Architecture, BLA

Proposal Type:
Major (ex. Special Education)

This proposal is for
a:
Revision

In Workflow

1. U Program Review
2. Gen Ed Review
3. 1569-LAARC
Committee Chair
4. 1569-LAARC Head
5. KR Dean
6. University Librarian
7. COTE Programs
8. Provost
9. Senate EPC

10. Senate
11. U Senate Conf
12. Board of Trustees
13. IBHE
14. HLC
15. Catalog Editor
16. DMI

Approval Path

1. 04/10/25 12:05 pm
Donna Butler
(dbutler): Approved
for U Program
Review
2. 04/10/25 3:12 pm
Melissa Steinkoenig
(menewell):
Approved for Gen
Ed Review
3. 04/10/25 3:15 pm
Lori Davis (drlori):
Approved for 1569-
LAARC Committee
Chair
4. 04/10/25 3:51 pm
David Hays (dlhays):

- Approved for 1569-
LAARC Head
5. 05/09/25 11:04 am
Nicole Turner
(nicturn): Approved
for KR Dean
6. 05/12/25 2:46 pm
Tom Teper (tteper):
Approved for
University Librarian
7. 05/12/25 3:12 pm
Suzanne Lee
(suzannel):
Approved for COTE
Programs
8. 05/13/25 1:06 pm
Brooke Newell
(bsnewell): Rollback
to KR Dean for
Provost
9. 06/17/25 3:46 pm
Nicole Turner
(nicturn): Approved
for KR Dean
10. 06/19/25 2:39 pm
Tom Teper (tteper):
Approved for
University Librarian
11. 06/19/25 11:38 pm
Suzanne Lee
(suzannel):
Approved for COTE
Programs
12. 08/13/25 6:39 pm
Brooke Newell
(bsnewell):
Approved for
Provost

History

1. Mar 21, 2019 by

- Deb Forgacs
(dforgacs)
2. May 7, 2019 by
Linda Robbennolt
(weasel)
3. Feb 26, 2020 by
Nicole Turner
(nicturn)
4. Mar 3, 2022 by Lori
Davis (drlori)
5. Apr 26, 2022 by Deb
Forgacs (dforgacs)
6. Nov 22, 2023 by
Nicole Turner
(nicturn)
7. Apr 5, 2024 by
Nicole Turner
(nicturn)
8. Feb 3, 2025 by
Nicole Turner
(nicturn)

Administration Details

Official Program Name	Landscape Architecture, BLA	
Diploma Title	Bachelor of Landscape Architecture	
Sponsor College	Fine & Applied Arts	
Sponsor Department	Landscape Architecture	
Sponsor Name	Lori Davis	
Sponsor Email	drlori@illinois.edu	
College Contact	Nicole Turner	College Contact Email
	nicturn@illinois.edu	
College Budget Officer	Gregory Anderson	
College Budget	gnanders@illinois.edu	

Officer Email

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

KR Dean

Does this program have inter-departmental administration?

No

Effective Catalog Term

Effective Catalog Term

Fall 2025

Effective Catalog

2025-2026

Proposal Title

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

Revise the Bachelor of Landscape Architecture in Landscape Architecture in the College of Fine and Applied Arts

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

Program Justification

Provide a brief description, using a numbered item list, of the proposed changes to the program.

1. Revise BLA curriculum Earth and Biology requirements to replace them with Life Science and Physical Science General Education category requirements
2. Revise the UP 101 requirement to replace with any UP 3-credit hour course
3. Revise the BLA math requirement (STAT 100 or MATH 115) to replace with "MATH 115, MATH 220, MATH 234, MATH 221, STAT 100 or any other QR1 with approval of advisor"

Did the program content change 25% or more in relation to the total credit hours, since the most recent university accreditation visit? See the italicized text below for more details.

No

Provide the reasoning for why each change was necessary, using a corresponding numbered item list as it relates to the brief description numbered list above.

1. The underlying rationale for requiring a biological science and an earth science is the importance of students learning the basics of the scientific method in these two areas of study. There are several courses that will meet this requirement. The structure of the BLA course schedule sometimes makes it challenging to have only two courses as options for completing this requirement. Landscape Architecture is accredited by LAAB and this change meets their accreditation standards. This updates both the Gen Ed table and the LA curriculum table.
2. A similar rationale exists for expanding the urban planning requirement options for the major. Many UP courses do not require UP 101 as a prerequisite and offer an equally relevant introduction to the field of Urban Planning. This updates the LA curriculum table.
3. Given the breadth of the field of Landscape Architecture, having a breadth of course options for our students is parallel to the students' ultimate practice of Landscape Architecture. During previous program changes, some of the math course work which met the major requirement were mistakenly removed and we would like to add them back in. Partly because the more advanced calculus courses will not be counted even though they subsume pre-calculus, for example. There are preferred math courses, which are listed explicitly, and then the justification for advisor to approve additional. This updates both the Gen Ed table and the LA curriculum table.

No changes to program credit hours or learning outcomes. Updated sample sequence attached.

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

Yes

Courses outside of the sponsoring department/interdisciplinary departments:

GGIS 103 - Earth's Physical Systems

- GEOL 100 - Planet Earth
- IB 103 - Introduction to Plant Biology
- IB 105 - Environmental Biology
- UP 101 - Introduction to City Planning
- MATH 115 - Preparation for Calculus
- MATH 220 - Calculus
- MATH 234 - Calculus for Business I
- MATH 221 - Calculus I
- STAT 100 - Statistics

Please attach any letters of support/acknowledgement for any Instructional Resources.

[Re_ Response Requested_ Remove GEOL 100 from BLA.pdf](#)
[Re_ Response Requested_ Remove IB 103 or 105 from BLA.pdf](#)
[RE_ Response Requested_ Remove GGIS 103 from BLA.pdf](#)
[RE_ Response Requested_ Add any UP to BLA.pdf](#)
[MATH Letter of Support KEY 134.pdf](#)
[STAT letter for BLA.pdf](#)

Consider faculty, students, and/or other impacted units as appropriate.

Program Features

Academic Level Undergraduate

Does this major have transcribed concentrations? No

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

What are the minimum Total Credit Hours required for this program?
124

CIP Code 040601 - Landscape Architecture.

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

Will specialized accreditation be sought for this program?
Yes

Describe the institution's plan for seeking specialized accreditation for this program.

The BLA is a LAAB-accredited program through the Landscape Architecture Accreditation Board (LAAB) which satisfies the education requirement under the licensure standard in the State of Illinois.

The Council of Landscape Architecture Registration Boards (CLARB) and the American Society of Landscape Architects (ASLA) Licensure & Government Affairs Committee provide oversight and resources for states, including the State of Illinois, to uphold these licensure standards in keeping with the stated objective/responsibility of the profession to protect life, safety, and welfare of the public and natural resources and systems.

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

Yes

If Yes, describe how it is aligned with or meets licensure, certification, and/or entitlement requirements.

YES, Landscape Architecture is a regulated profession in the United States, with U.S. jurisdictions requiring specific education, experience (in professional practice), and examination requirements to qualify for state-based licensure. Continuing education documentation is also required to maintain licensure over the years.

The State of Illinois regulates the practice of landscape architecture through its Title Act statute under the Illinois Department of Financial and Professional Regulation. The MLA program at the University of Illinois is an LAAB-accredited program through the Landscape Architecture Accreditation Board (LAAB) which satisfies the education requirement under the licensure standard in the State of Illinois.

The Council of Landscape Architecture Registration Boards (CLARB) and the American Society of Landscape Architects (ASLA) Licensure & Government Affairs Committee provide oversight and resources for states, including the State of Illinois, to uphold these licensure standards in keeping with the stated objective/responsibility of the profession to protect life, safety, and welfare of the public and natural resources and systems.

Program of Study

Provide detailed information (course rubrics, numbers, and credit hours) of how a student could obtain 40 credit hours of upper-division coursework.

[LA 314 - 4 hrs](#)

[LA 342 - 4 hrs](#)

[LA 343 - 4 hrs](#)

[LA 452 - 3 hrs](#)

[LA 335 - 5 hrs](#)

[LA 336 - 5 hrs](#)

[LA 437 - 5 hrs](#)

[LA 438- 5 hrs](#)

[LA 346 - 2 hrs](#)

[LA 352 - 4 hrs](#)

Revised programs [BLA FA 25 sample schedule 2.docx](#)

Catalog Page Text - Overview Tab

Catalog Page Overview Text

for the degree of Bachelor of Landscape Architecture
department website: <https://landarch.illinois.edu/>

department faculty: <https://landarch.illinois.edu/faculty/>

overview of college admissions & requirements: <http://catalog.illinois.edu/schools/faa/academic-units/>

college website: <https://faa.illinois.edu/>

email: ladept@illinois.edu

The department's administrative office, upper-level studios, faculty offices, and classrooms are located in Temple Hoyne Buell Hall. The department also has a studio is located in Mumford Hall.

Is the overview text above correct?

Yes

Statement for
Programs of Study
Catalog

Graduation Requirements

Minimum hours required for graduation: 124 hours.

University Requirements

Minimum of 40 hours of upper-division coursework, generally at the 300- or 400-level. These hours can be drawn from

all elements of the degree. Students should consult their academic advisor for additional guidance in fulfilling this requirement.

The university and residency requirements can be found in the [Student Code](#) (§ 3-801) and in the [Academic Catalog](#).

General Education Requirements

Follows the [campus General Education \(Gen Ed\) requirements](#). Some Gen Ed requirements may be met by courses required and/or electives in the unit.

Composition I	4-6
Advanced Composition	3
fulfilled by LA 314	
Humanities & the Arts (6 hours)	6
fulfilled by LA 314 and any other course approved as Humanities & the Arts	
Natural Sciences & Technology (6 hours)	6
fulfilled by any Life Science; and any Physical Science	
Social & Behavioral Sciences (6 hours)	6
Cultural Studies: Non-Western Cultures (1 course)	3
Cultural Studies: US Minority Cultures (1 course)	3
Cultural Studies: Western/Comparative Cultures (1 course)	3
fulfilled by LA 314	
Quantitative Reasoning (2 courses, at least one course must be Quantitative Reasoning I)	6-10
fulfilled by STAT 100 or MATH 115 or MATH 220 or MATH 221 or MATH 234 ; and any other course approved as Quantitative Reasoning I or II	
Language Requirement (Completion of the third semester or equivalent of a language other than English is required)	0-15

Landscape Architecture Curriculum

College Orientation	1
FAA 101 Arts at Illinois	
<u>Math, pick one from the following list</u>	<u>3</u> <u>min</u>
STAT 100 Statistics	
Earth	3-4
~~GGIS 103~~ ~~Earth's Physical Systems~~	
~~or GEOL 100~~ ~~Planet Earth~~	

Biology		3-4
~~IB 103~~	~~Introduction to Plant Biology~~	
~~or IB 105~~	~~Environmental Biology~~	
<u>MATH 115</u>	<u>Preparation for Calculus</u>	
<u>MATH 220</u>	<u>Calculus</u>	
<u>MATH 221</u>	<u>Calculus I</u>	
<u>MATH 234</u>	<u>Calculus for Business I</u>	
<u>or any other QR1 with approval of advisor</u>		
Physical Science		3
<u>Any Natural Science & Technology: Physical Sciences general education course</u>		
Life Science		3
<u>Any Natural Science & Technology: Life Sciences general education course</u>		
Construction, Plant Materials & Design, History, & Design Communications		29
<u>LA 101</u>	Introduction to Landscape Arch	2
<u>LA 241</u>	Landform Design & Construction	3
<u>LA 250</u>	Environmental Site Analysis	3
<u>LA 280</u>	Design Communications I	3
<u>LA 281</u>	Design Communications II	3
<u>LA 314</u>	History of World Landscapes	4
<u>LA 342</u>	Site Engineering	4
<u>LA 343</u>	Landscape Construction	4
<u>LA 452</u>	Planting Design	3
Design Studio Courses		30
<u>LA 233</u>	Foundation Design Studio	5
<u>LA 234</u>	Site Design Studio	5
<u>LA 335</u>	Community & Open Space Studio	5
<u>LA 336</u>	Design Workshop Studio I	5
<u>LA 437</u>	Regional Design Studio	5
<u>LA 438</u>	Design Workshop Studio II	5

Professional Preparation		2
<u>LA 346</u>	Professional Practice	
Urban & Regional Planning		3
~~UP 101~~	~~Introduction to City Planning~~	~~3~~
<u>Any UP course</u>		
Horticulture		4
<u>LA 352</u>	Woody Landscape Plants	
Focused Electives		18
Focused electives are required of all BLA students to graduate and must be approved by the BLA Advisor during an advising appointment. <u>Summary of Credits for the Bachelor of Landscape Architecture in Landscape Architecture</u>		
General Education		
Landscape Architecture Curriculum		78
Focused Electives		18
Free Electives		
Total Credit Hours Required		124
Corresponding Degree	BLA Bachelor of Landscape Architecture	

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.

Are the learning outcomes for the program listed in the Academic Catalog?

Yes

Student Learning Outcomes

Our stated learning objectives for BLA students are as follows (<http://catalog.illinois.edu/undergraduate/faa/landscape-architecture-bla/learning-outcomes/>):

- Knowledge & Reasoning. Acquire and apply broad and deep knowledge across academic disciplines and fields and use this knowledge to develop design proposals.
- Natural World. Use knowledge of natural resource opportunities and constraints that impact land use and design decisions and activities.
- Social Awareness. Develop and use an understanding of social and cultural influences on human behavior and the social, political, economic, and legal institutions that influence land-use and design decisions.
- Creative Inquiry and Discovery. Employ creative inquiry, a range of analytical skills, and general knowledge to develop design proposals, solve problems, generate new ideas, and produce creative work.
- Responsibility and Leadership. Develop and demonstrate a sense of responsibility to the land and the people for whom we design.

Sasaki Day is the single most important assessment tool that we have, and we conduct it as a faculty together with external design critics so that we can gain an objective perspective on how the students are doing, and thus how we as a program are doing. Students are invited to post work; faculty develop a short list of students to present on the day itself; selected students prepare 5-minute presentations of the problem, methodology, data, analysis, conceptualization and representation. The Sasaki Lecturer and members of the Resource Committee serve as reviewers and select the winning projects.

Course instructors administer desk critiques. For pin-ups and reviews, the instructors invite faculty from inside the department, faculty from other university units, practitioners, affiliates with specialized expertise, and MLA and PhD students.

The evaluation of student performance is the responsibility of individual faculty members in their respective courses. Department oversight of student performance is by means of monitoring grade point averages.

Progress Rule: In the curriculum, normal progress towards the degree is imperative. A student failing to complete any required course, in both landscape architecture and non-LA required courses, more than one semester later than the time designated in the curriculum may be denied registration in landscape architectural courses until the deficiency is corrected.

GPA Rule: Continuing students must have a minimum 2.0 all-university grade point average in order to remain as a student in good standing in the program.

Did you make any revisions to the learning outcomes you copied and pasted from the current academic catalog?

No

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

Describe here:

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

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

Program

Description and

Requirements

Attach Documents

Delivery Method

This program is
available:

On Campus - Students are required to be on campus, they may take some online courses.

Admission Requirements

Desired Effective

Admissions Term

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

No

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.

Office of Undergraduate Admissions determines the admissions criteria for the BLA.

Transfer Applicants: To be eligible for admission, they must have minimum 30 transferable hours and 2.50 GPA, and completed English composition, Pre-Calculus or Trigonometry, Physical Geography or Geology, Plant or Environmental Biology, Quantitative Reasoning 1, and 2 of the 3 campus-required units of foreign language. An introductory drawing or design course is strongly recommended.

Enrollment

Describe how this revision or phase down/elimination will impact enrollment and degrees awarded. If this is an elimination/phase down proposal include the plans for the students left in the program.

No impact.

Estimated Annual Number of Degrees Awarded

Year One Estimate

5th Year Estimate (or when fully implemented)

What is the matriculation term for this program?

Fall

Budget

Are there budgetary implications for this revision? No

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?

This program proposal does not require additional resources which need to be financially supported.

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

No

Attach letters of support

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

Undergraduate, College of Fine & Applied Arts rate

Are you seeking a change in the tuition rate or differential for this program?

No

Faculty Resources

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

No impact.

Library Resources

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

Library resources, collections, and services are sufficient to meet the needs of the program outlined in this proposal.

EP Documentation

EP Control Number EP.26.002

Attach Rollback/
Approval Notices

Non-EP Documentation

U Program Review
Comments

Rollback
Documentation and
Attachment

DMI Documentation

Attach Final
Approval Notices

Banner/Codebook
Name

BLA:Landscape Architecture -UIUC

Program Code: 10KR0156BLA

Minor Code	Conc Code	Degree Code	BLA Major Code
0156			

Senate Approval Date

Senate Conference Approval Date

BOT Approval Date

IBHE Approval Date

HLC Approval Date

DOE Approval Date NA

Effective Date:

Program Reviewer Comments

Melissa Steinkoenig (menewell) (04/10/25 3:12 pm): Gen Ed Table good

Brooke Newell (bsnewell) (05/13/25 1:06 pm): Rollback: Per email with Nicole T.

Brooke Newell (bsnewell) (07/31/25 7:52 am): Added MATH Letter of Support per discussion with Nicole T.

Program Change Request

Date Submitted: 02/10/25 12:57 pm

Viewing: **9860 : Public Health Minor, UG**

Last approved: 07/07/21 9:27 am

Last edit: 08/21/25 11:37 am

Changes proposed by: Kristi Carlson

Catalog Pages Using Public Health Minor
this Program

Proposal Type:
Minor (ex. European Union Studies)

This proposal is for
a:
Revision

In Workflow

1. U Program Review
2. 1581-HK
Committee Chair
3. 1581-HK Head
4. KY Committee Chair
5. KY Dean
6. University Librarian
7. COTE Programs
8. Provost
9. Senate EPC
10. Senate
11. U Senate Conf
12. Board of Trustees
13. IBHE
14. HLC
15. Catalog Editor
16. DMI

Approval Path

1. 02/10/25 4:40 pm
Donna Butler
(dbutler): Approved
for U Program
Review
2. 02/11/25 11:36 am
Kristi Carlson
(carlo1): Approved
for 1581-HK
Committee Chair
3. 02/11/25 2:15 pm
Kim Graber
(kgraber): Approved
for 1581-HK Head
4. 03/03/25 9:57 am
Robbin King
(rlking10): Rollback

- to 1581-HK
Committee Chair for
KY Committee Chair
5. 08/07/25 12:39 pm
Kristi Carlson
(carlso1): Approved
for 1581-HK
Committee Chair
6. 08/07/25 3:10 pm
Kim Graber
(kgraber): Approved
for 1581-HK Head
7. 08/11/25 2:45 pm
Robbin King
(rlking10):
Approved for KY
Committee Chair
8. 08/11/25 2:51 pm
Steve Petruzzello
(petruzze):
Approved for KY
Dean
9. 08/11/25 3:50 pm
Tom Teper (tteper):
Approved for
University Librarian
10. 08/11/25 3:53 pm
Suzanne Lee
(suzannel):
Approved for COTE
Programs
11. 08/13/25 6:40 pm
Brooke Newell
(bsnewell):
Approved for
Provost

History

1. Jul 7, 2021 by Kristi
Carlson (carlso1)

Administration Details

Official Program Name	Public Health Minor, UG		
Name			
Diploma Title			
Sponsor College	Applied Health Sciences		
Sponsor Department	Health and Kinesiology		
Sponsor Name	<u>Kristi Carlson</u> ~~Andiara Schwingel~~		
Sponsor Email	<u>carloso1@illinois.edu</u> ~~andiara@illinois.edu~~		
College Contact	<u>Steve Petruzzello</u> ~~Reginald Alston~~	College Contact Email	
	<u>petruzze@illinois.edu</u> ~~alston@illinois.edu~~		
College Budget Officer	<u>Suzanne Rinehart</u>		
College Budget Officer Email	<u>srinehar@illinois.edu</u>		

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

Kristi Carlson, carlso1@illinois.edu, will handle all edits.

Does this program have inter-departmental administration?
No

Effective Catalog Term

Effective Catalog Term	Fall 2025
Effective Catalog	2025-2026

Proposal Title

Proposal Title (either Establish/Revise/Eliminate the Degree Name in Program Name in the College of XXXX, i.e., Establish the Bachelor of Science in Entomology in the College of Liberal Arts and Sciences, include the Graduate College for Grad Programs)
Revise the Undergraduate Minor in Public Health in the College of Applied Health Sciences

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

Program Justification

Provide a brief description, using a numbered item list, of the proposed changes to the program.

1. Revised plan of study to reflect new HK rubric. With this revision, all courses previously labeled IHLT/REHB/CHLH/KIN have been changed to HK. Additional edits have been made throughout the proposal to update the department name and rubric as necessary.
2. This proposal seeks to revise the curriculum within the minor. Five courses (HK 300, HK 302, HK 401, HK 421, and HK 272) were removed as electives, while eight courses (HK 208, HK 412, HK 413, HK 419, HK 423, HK 424, HK 472, and HK 474) were added as electives. The minimum total hours for this minor remain unchanged.
3. Program description was revised.

Provide the reasoning for why each change was necessary, using a corresponding numbered item list as it relates to the brief description numbered list above.

1. There is a revised plan of study to reflect the new HK rubric. With this revision, all courses previously labeled as IHLT/REHB/CHLH/KIN have been changed to HK. Because multiple rubrics were funneling into one rubric through this transition, in some cases, courses have also been renumbered. Additional edits have been made throughout the proposal (Delivery Method, Enrollment) to address the recent department name change (from Kinesiology and Community Health to Health and Kinesiology) and rubric change.
2. Over the past year, members of the Minors and Certificates Committee have done an extensive review of the minors offered within the Department of Health and Kinesiology. Based on their findings, we are proposing to revise the curriculum in order to better prepare students for their future careers. The proposed electives will more closely align with our learning outcomes, while also providing students with more flexibility to craft the program that will best meet their needs.
3. Program description was revised to reduce redundancy.

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

No

Program Features

Academic Level Undergraduate

Is this minor?

A Comprehensive study in a single discipline

Is this program part of an ISBE approved licensure program?

No

Will specialized accreditation be sought for this program?

No

Other than certification via the students' degree audits, is there any additional planned mechanism to award/honor successful completion of the minor?

No

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

No

Program of Study

An undergraduate minor should consist of at least 16 - and no more than 21 hours - of course work, with at least 6 hour of 300- or 400- level courses. Except for clearly remedial offerings, prerequisite courses within the sponsoring unit count towards the total; prerequisite courses outside the sponsoring unit do not count toward this total. The unit sponsoring the minor and that unit's college may set educationally necessary prerequisites for eligibility for the minor within these constraints. Does this proposal meet these criteria?

Yes

Revised programs [Side by Side_Public Health Minor.xlsx](#)

Catalog Page Text - Overview Tab

Catalog Page Overview Text

The Public Health Minor is directed toward undergraduate students across campus, and within the College of Applied Health Sciences, who seek an introduction to the field and its disciplines, and for those who anticipate knowledge in public health will help them succeed in their careers. The COVID-19 pandemic has underscored the importance of public health to the successful functioning of society.

~~The Public Health Minor provides students an introduction to the public health field. Coursework offers students exposure to the concepts, core functions, and applications of public health in a variety of specializations including health promotion and education, epidemiology, and environmental health. Students must complete 13 hours of foundational/required courses and 6 hours of approved electives. Students can complete the program in-person, online, or using a combination of the two. More information about the Public Health Minor and how to apply can be found here (link to be created). The requirements for the Minor in Public Health include four required courses that will provide students with foundational knowledge. The requirements for~~
In addition, students will be exposed to the Public Health Minor include four required courses that will provide students with foundational knowledge concepts, core functions, and expose them to the concepts, core functions, and applications of public health in a variety of the the specific disciplines including health promotion and and education, epidemiology, and and environmental health. The requirements represent 13 credit hours of coursework, 7 of which are offered at an advanced level. In addition, students will complete 6 hours from a list of elective courses which will provide students with flexibility in crafting a program that will allow them to gain additional knowledge in a specific area of public health, if so desired. courses. More information about the Public Health Minor and how to apply can be found here: here (link to be created); https://hk.illinois.edu/academics/undergrad-programs/minors/#public-health. ~~This will allow students the opportunity to develop expertise in a specific area of interest.~~

Is the overview text above correct?

Yes

Statement for
Programs of Study
Catalog

Minimum required course work: Students must complete 13 hours of required coursework and a minimum of hours of elective coursework, including at least 6 hours of 300- or 400-level courses that are not used in any other major or

minor

Required courses:

<u>CHLH 101</u>	Course CHLH 101 Not Found	
<u>CHLH 274</u>	Course CHLH 274 Not Found	
<u>CHLH 410</u>	Course CHLH 410 Not Found	
<u>CHLH 469</u>	Course CHLH 469 Not Found	<u>3</u>

Foundational Courses (Required):

13

<u>HK 111</u>	<u>Introduction to Public Health</u>	<u>3</u>
<u>HK 207</u>	<u>Introduction to Epidemiology</u>	<u>3</u>
<u>HK 408</u>	<u>Environmental Health</u>	<u>3</u>
<u>HK 410</u>	<u>Public Health Practice</u>	<u>4</u>

Elective Courses:

6

<u>CHLH 100</u>	Course CHLH 100 Not Found	
<u>CHLH 210</u>	Course CHLH 210 Not Found	
<u>CHLH 250</u>	Course CHLH 250 Not Found	
<u>CHLH 304</u>	Course CHLH 304 Not Found	
<u>CHLH 330</u>	Course CHLH 330 Not Found	
<u>CHLH 415</u>	Course CHLH 415 Not Found	<u>3</u>
<u>CHLH 421</u>	Course CHLH 421 Not Found	<u>3</u>
<u>CHLH 441</u>	Course CHLH 441 Not Found	<u>3</u>
<u>CHLH 455</u>	Course CHLH 455 Not Found	
<u>CHLH 457</u>	Course CHLH 457 Not Found	
<u>CHLH 458</u>	Course CHLH 458 Not Found	
<u>IHLT 232</u>	Course IHLT 232 Not Found	
<u>IHLT 240</u>	Course IHLT 240 Not Found	
<u>HK 110</u>	<u>Contemporary Health</u>	<u>3</u>
<u>HK 206</u>	<u>Health Care Systems</u>	<u>3</u>
<u>HK 208</u>	<u>Introduction to Medical Ethics</u>	<u>3</u>
<u>HK 271</u>	<u>Health Equity in the United States</u>	<u>3</u>
<u>HK 305</u>	<u>Community Health Organizations</u>	<u>3</u>

<u>HK 412</u>	<u>Infectious Disease Epidemiology</u>	<u>3</u>
<u>HK 413</u>	<u>Chronic Disease Epidemiology</u>	<u>3</u>
<u>HK 414</u>	<u>International Health</u>	<u>3</u>
<u>HK 416</u>	<u>Applied Health Data Analysis</u>	<u>3</u>
<u>HK 417</u>	<u>Health Services Financing</u>	<u>3</u>
<u>HK 419</u>	<u>Artificial Intelligence in Public Health</u>	<u>3</u>
<u>HK 420</u>	<u>Community Health Assessment and Planning</u>	<u>3</u>
<u>HK 423</u>	<u>Social Marketing and Comm in Health Education & Promotion</u>	<u>3</u>
<u>HK 424</u>	<u>Emergency Preparedness, Planning, and Response</u>	<u>3</u>
<u>HK 472</u>	<u>Health and Kinesiology Study Abroad</u>	<u>3</u>
<u>HK 474</u>	<u>Public Health Nutrition</u>	<u>3</u>

Total Hours

19

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.

Are the learning outcomes for the program listed in the Academic Catalog?

Yes

Student Learning Outcomes

The coursework for the Public Health Minor will expose students to concepts, core functions, and applications of public health in a variety of specializations including health promotion and education, epidemiology, and environmental health. The learning objectives for students enrolled in the Public Health Minor include the following:

- (1) Demonstrate a basic understanding of public health including basic concepts and core functions of public health, the scope of applications, and the variety of service organizations (both public and private) that shape public health.
- (2) Demonstrate a basic understanding of epidemiology, including basic concepts and methods, patterns of disease occurrence, applications of epidemiology to health education, health services administration and planning, health policy, and environmental health.
- (3) Demonstrate an ability to apply knowledge of public health. Understand theory and practice of public health promotion as they relate to educational approaches in solving community health problems.
- (4) Demonstrate a basic understanding of environmental health that includes concepts and mechanisms used to prevent or control environmental conditions that may lead to infectious or other environmentally induced diseases. In addition, gain understanding of topics from a public health perspective such as air pollution, water supply management, waste management, radiation protection, food hygiene, occupational health and disaster management. ~~It is anticipated that these learning objectives will be met by all students pursuing the Public Health Minor as these are concepts covered in all four required courses. In addition to the ICES instructor evaluations, which will be conducted at the end of each semester, KCH plans to survey students in required courses annually to ensure course learning objectives are being met. The assessment results will be used to improve student learning and outcomes. Upon completion of the Public Health Minor, students will be invited to provide additional feedback through a more extensive survey that will address strengths and potential areas of concern. Findings will ultimately inform future directions of the Public Health Minor. Students enrolled in the Public Health Minor will be invited to be part of a College registry list for follow-up assessments related to the impact of the minor on their careers.~~

Did you make any revisions to the learning outcomes you copied and pasted from the current academic catalog?

No

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

Describe here:

It is anticipated that these learning objectives will be met by all students pursuing the Public Health Minor as each of these concepts is covered in at least one of the four required courses. In addition to the FLEX instructor evaluations, which will be conducted at the end of each semester, HK plans to survey students in required courses annually to ensure course learning objectives are being met. The assessment results will be used to improve student learning and outcomes. Upon completion of the Public Health Minor, students will be invited to provide additional feedback through a more extensive survey that will address strengths and potential areas of concern. Findings will ultimately inform future directions of the Public Health Minor. Students enrolled in the Public Health Minor will be invited to be part of a College registry list for follow-up assessments related to the impact of the minor on their careers.

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

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

Program

Description and

Requirements

Attach Documents

Delivery Method

This program is
available:

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

Describe the use of this delivery method:

HK ~~As previously described, KCH~~ conducted a survey of students/advisors from across campus to ascertain interest in the minor and preferences for areas of emphasis. Based on the results, there is strong interest in the proposed minor. In addition, the survey included questions related to how the minor should be offered. Findings show that approximately 42% preferred in-person classes, 30% preferred online, and 28% did not have a preference. The proposed minor will offer maximum flexibility and provide the opportunity for students to complete the program online, in-person, or using a combination of the two. Fortunately, the existing curriculum provides a rich variety of courses without the need for adding new courses.

Currently, HK ~~KCH~~ offers two required courses (HK 111: ~~(CHLH 101~~: Introduction to Public Health and HK 207: ~~CHLH 274~~: Introduction to Epidemiology) in both in-person and online formats during both the fall and spring semesters. These courses ~~CHLH 101 and CHLH 274~~ are also offered online in both winter and summer terms. HK ~~CHLH~~ 410: Public Health Practice and HK 408: ~~CHLH 469~~: Environmental Health are currently offered in-person only in both fall and spring semesters. To accommodate for those students who prefer to complete the program fully online, HK ~~KCH~~ will adjust these offerings to be online one semester and in-person the next. Faculty members who teach these courses have agreed to make this adjustment and have experience teaching these courses online due to Covid-19 remote learning.

The list of elective courses currently offered includes in-person and online (HK 110, HK 208, HK 271, HK 305) ~~(CHLH 100, CHLH 210, CHLH 330)~~ offerings. ~~The list of electives include IHLT 232 and IHLT 240, and IHLT is a program internal to KCH.~~ To increase online offerings, two courses currently offered as in-person (HK 206 ~~(CHLH 250~~ and HK 414) ~~CHLH 415)~~ will be adjusted so that one semester they are offered as in-person and the next online. Faculty members and teaching assistants teaching these courses have agreed to make this adjustment and have experience teaching these courses online due to Covid-19 remote learning. Although not all elective courses will be offered online, students will have multiple online opportunities to complete the 6 hours of electives required in the Public Health Minor.

Enrollment

Will the department limit enrollment to the minor?

No

Describe how the department will monitor the admission to/enrollment in the minor.

The Department of Health Kinesiology and Kinesiology Community Health will provide and coordinate two enrollment periods (fall and spring semesters) for the minor each academic year. Students will indicate their intent to declare a minor ~~apply online~~ by completing a specific date (tbd) and submit (a) an application including their intent to enroll in the Minor Declaration Form available on both the Department and College website. ~~minor, (b) a minor completion plan, and (c) any additional information they would like to be considered.~~ Once it is confirmed that a student meets ~~Initially,~~ the criteria outlined on the Minor Declaration Form, they ~~minor~~ will be admitted ~~open~~ to the minor. ~~all undergraduates.~~ The minor will be open to all undergraduates. ~~If the minor develops in popularity beyond the Department's capacity, the Department may implement additional requirements.~~ The Department of Community Health and Kinesiology has a faculty member ~~two undergraduate advisors~~ who oversees all minors within ~~will work with~~ the department, and who will be responsible for advising all ~~Director of Undergraduate Studies guiding~~ students enrolled in the minor programs. ~~minor.~~

Are there any prerequisites for the proposed minor?

No

Describe how this revision or phase down/elimination will impact enrollment and degrees awarded. If this is an elimination/phase down proposal include the plans for the students left in the program.

This revision will have no/minimal impact on enrollment or degrees awarded.

Budget

Are there budgetary implications for this revision? No

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?

~~There are no foreseen budgetary implications to the proposed minor that will require additional financial support other than paying a small stipend to those faculty who will convert an in-person course into an online format. This will easily pay for itself because of the additional IUs the minor is projected to generate. At present, the number of faculty in the Department of Kinesiology and Community Health is sufficient to handle anticipated demand. If a new section of a course is required due to demand, it will be added, and it is anticipated that it will pay for itself because of the additional IUs. Currently, the required courses in the proposed minor are not at capacity and instructors can handle more students without the need for additional financial resources. It is anticipated that approximately 60 students (15 incoming students per year) will be enrolled in the minor when it is at full capacity.~~

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

No

Attach letters of support

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 proposal was shared with the Library’s Applied Health Sciences subject specialist who indicated that the Library already acquires material for this area, including online and print books and journals, as well as relevant databases. The current proposal has no impact on library resources and services.

EP Documentation

EP Control Number EP.26.002

Attach Rollback/
Approval Notices

Non-EP Documentation

U Program Review
Comments

Rollback
Documentation and
Attachment

Attach Final

Approval Notices

Banner/Codebook

Name

Public Health

Program Code: 9860

Minor 9860

Conc

Degree

Code

Code

Code

Major

Code

Senate Approval

Date

Senate Conference

Approval Date

BOT Approval Date

IBHE Approval Date

HLC Approval Date

DOE Approval Date

Effective Date:

Program Reviewer
Comments

Jacob Fredericks (jfred) (02/19/25 3:20 pm): This seems like a great program revision, some small comments: In Delivery Method, I do not see where the survey was previously described, so perhaps remove “As previously described.” In Program Regulation and Assessment you mention a plan to survey students completing the minor, is the same thing? In Enrollment, do you have any admission data on the minor, such as student enrollment? Can you update the enrollment period process, in this document it notes “tbd” for when students apply. I could not find this date on the AHS/HK website.

Shannon Mejia (stmejia) (02/24/25 12:58 pm): This looks like a well-reasoned proposal. I do not have any additional comments.

Ian Mertes (imertes) (02/28/25 1:10 pm): I do not have any comments to add.

Steve Petruzzello (petruzze) (02/28/25 4:19 pm): In the subsection of Program Justification section “Provide a brief description. . .”, in response #2 the list of courses removed as electives is not consistent with the side-by-side table: Health Behavior Theory is not listed in the original list of electives. In the subsection of Program Justification section “Provide the reasoning . . .”, in response #1 there is a glossing over of the fact that the proposed revisions to the minor will allow the student to complete the minor in person, online, or some combination of both, as indicated later in the proposal. There should be some justification provided for this change.

How many of the courses - required and elective - are available to students take as online courses? If all of the required and enough of the electives are not available online when this is approved, then this is giving false information. Please verify that these will all be available by the stated start date. In response #3, If the justification for revising the description was to reduce redundancy, it should also be to provide consistency. The first sentence of the Catalog Page Overview Text reads “The Public Health Minor” while the first sentence of the revised text reads “the Minor in Public Health”. These should be the same. Also related to #3, given the description in the Catalog Page Overview Text reads “. . . students will be exposed to the concepts, core functions, and applications of public health in a variety of the specific disciplines including health promotion and education, epidemiology, and environmental health.” why not have specialization areas in the minor much like was done in the KIN minor? As it is, the list of electives is a mish-mash of courses spattered across the field of Public Health. If that is the intent and the student can explore these various area in whatever manner they wish, perhaps some statement to that effect is warranted. In the Learning Outcomes section, how are students meeting all of the learning outcomes listed in the 4 required courses? For example, how do each of the 4 required courses cover service organizations? Do each of the 4 courses deal with environmental health concepts to satisfy learning outcome #4? In the Enrollment section, why does it state that students “will apply”? The link on the College website takes the student interested in the minor to a Minor Declaration Form, not an application. Further, there not a location (nor guidance) on a minor completion plan or section for additional information. This should be checked and modified as needed. Also, the following appears “Community Health has two undergraduate advisors who will work with the Director of Undergraduate Studies guiding students in the minor.” This will need to be changed pending the revision to the major from Community Health to Public Health. Also, academic advisors in the department do not advise students in the minor programs, so this should be modified as well.

Steve Petruzzello (petruzze) (02/28/25 4:30 pm): In the Financial Resources section, it isn’t clear why this was deleted. It seems like a good bit of info to provide.

Meaghan McKenna (meaghanm) (03/02/25 9:30 pm): No additional comments to add.

Justin Aronoff (jaronoff) (03/03/25 12:15 am): I have no additional comments

Robbin King (rlking10) (03/03/25 9:57 am): Rollback: Rolling back: Please address committee comments/concerns and re-submit.

Wesley Wilson (wjwilson) (03/03/25 2:41 pm): No additional comments.

Kristi Carlson (carlso1) (08/07/25 12:55 pm): Proposal has been revised to address all comments/suggestions. An email outlining each revision has been sent to the College Ed Pol committee.

Date Submitted: 02/10/25 1:00 pm

Viewing: **6007 : Health Administration Minor, UG**

Last approved: 07/07/21 9:27 am

Last edit: 08/21/25 11:37 am

Changes proposed by: Kristi Carlson

Catalog Pages Using
this Program

[Health Administration Minor](#)

Proposal Type:
Minor (ex. European Union Studies)

This proposal is for
a:
[Revision](#)

In Workflow

- 1. U Program Review
- 2. 1581-HK
Committee Chair
- 3. 1581-HK Head
- 4. KY Committee Chair
- 5. KY Dean
- 6. University Librarian
- 7. COTE Programs
- 8. Provost
- 9. Senate EPC
- 10. Senate
- 11. U Senate Conf
- 12. Board of Trustees
- 13. IBHE
- 14. HLC
- 15. Catalog Editor
- 16. DMI

Approval Path

- 1. 02/10/25 4:39 pm
Donna Butler
(dbutler): Approved
for U Program
Review
- 2. 02/11/25 11:36 am
Kristi Carlson
(carlso1): Approved
for 1581-HK
Committee Chair
- 3. 02/11/25 2:14 pm
Kim Graber
(kgraber): Approved
for 1581-HK Head
- 4. 03/04/25 12:21 pm
Robbin King
(rlking10): Rollback

- to 1581-HK
Committee Chair for
KY Committee Chair
5. 08/06/25 5:22 pm
Kristi Carlson
(carlo1): Approved
for 1581-HK
Committee Chair
6. 08/06/25 6:02 pm
Kristi Carlson
(carlo1): Rollback
to 1581-HK
Committee Chair for
1581-HK Head
7. 08/07/25 12:38 pm
Kristi Carlson
(carlo1): Approved
for 1581-HK
Committee Chair
8. 08/07/25 3:10 pm
Kim Graber
(kgraber): Approved
for 1581-HK Head
9. 08/11/25 2:45 pm
Robbin King
(rlking10):
Approved for KY
Committee Chair
10. 08/11/25 2:51 pm
Steve Petruzzello
(petruzze):
Approved for KY
Dean
11. 08/11/25 3:49 pm
Tom Teper (tteper):
Approved for
University Librarian
12. 08/11/25 3:53 pm
Suzanne Lee
(suzannel):
Approved for COTE
Programs

13. 08/12/25 12:40 pm
Brooke Newell
(bsnewell): Rollback
to 1581-HK
Committee Chair for
Provost
14. 08/13/25 1:17 pm
Kristi Carlson
(carlso1): Approved
for 1581-HK
Committee Chair
15. 08/13/25 8:10 pm
Kim Graber
(kgraber): Approved
for 1581-HK Head
16. 08/15/25 1:23 pm
Robbin King
(rlking10):
Approved for KY
Committee Chair
17. 08/15/25 1:51 pm
Steve Petruzzello
(petruzze):
Approved for KY
Dean
18. 08/18/25 9:38 am
Tom Teper (tteper):
Approved for
University Librarian
19. 08/18/25 3:14 pm
Suzanne Lee
(suzannel):
Approved for COTE
Programs
20. 08/20/25 2:43 pm
Brooke Newell
(bsnewell):
Approved for
Provost

History

Administration Details

Official Program Name	Health Administration Minor, UG	
Diploma Title		
Sponsor College	Applied Health Sciences	
Sponsor Department	Health and Kinesiology	
Sponsor Name	<u>Kristi Carlson</u> ~~Andiara Schwingel~~	
Sponsor Email	<u>carlo1@illinois.edu</u> ~~andiara@illinois.edu~~	
College Contact	<u>Steve Petruzzello</u> ~~Reginald Alston~~	College Contact Email
	<u>petruzze@illinois.edu</u> ~~alston@illinois.edu~~	
College Budget Officer	<u>Suzanne Rinehart</u>	
College Budget Officer Email	<u>srinehar@illinois.edu</u>	

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

Kristi Carlson, carlo1@illinois.edu, will handle all edits.

Does this program have inter-departmental administration?

No

Effective Catalog Term

Effective Catalog Term	Fall 2025
Effective Catalog	2025-2026

Proposal Title

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

Revise the Undergraduate Minor in Health Administration in the College of Applied Health Sciences

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

Program Justification

Provide a brief description, using a numbered item list, of the proposed changes to the program.

1. Revised plan of study to reflect new HK rubric. With this revision, all courses previously labeled IHLT/REHB/CHLH/KIN have been changed to HK.
2. This proposal seeks to revise the curriculum within the minor. One course, CHLH 470/HK 403, was removed as an elective, and five new courses (HK 202, HK 419, HK 422, HK 424, and HK 472) were added as electives.
3. Total hours changed from a range of 17-18 to a minimum total hours of 17. No change in total hours required for the minor.
4. Revised enrollment information.
5. Information on financial resources was removed.

Provide the reasoning for why each change was necessary, using a corresponding numbered item list as it relates to the brief description numbered list above.

1. There is a revised plan of study to reflect the new HK rubric. With this revision, all courses previously labeled as IHLT/REHB/CHLH/KIN have been changed to HK. Because multiple rubrics were funneling into one rubric through this transition, in some cases, courses have also been renumbered.

2. Over the past year, members of the Minors and Certificates Committee have done an extensive review of the minors offered within the Department of Health and Kinesiology. Based on their findings, we are proposing to revise the curriculum in order to better prepare students for their future careers. By adding additional electives, students have more flexibility to craft the program that will best meet their needs.

3. To improve clarity, total hours changed from a range of 17-18 to a minimum total hours of 17.

4. Enrollment information was revised as the information that had been provided previously did not match the actual process for declaring a minor. Additionally, since we have begun offering this minor, it has been determined that it is not necessary to cap enrollment at any predetermined number at this time.

5. Information on financial resources was removed. The information provided had been automatically populated from a previous proposal, and is no longer needed since the minor is already established and enrolling students. The department is able to financially support this 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? If Yes is selected, indicate the appropriate courses and attach the letter of support/acknowledgement.

No

Program Features

Academic Level Undergraduate

Is this minor?

A Comprehensive study in a single discipline

Is this program part of an ISBE approved licensure program?

No

Will specialized accreditation be sought for this program?

No

Other than certification via the students' degree audits, is there any additional planned mechanism to award/honor successful completion of the minor?

No

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

No

Program of Study

An undergraduate minor should consist of at least 16 - and no more than 21 hours - of course work, with at least 6 hour of 300- or 400- level courses. Except for clearly remedial offerings, prerequisite courses within the sponsoring unit count towards the total; prerequisite courses outside the sponsoring unit do not count toward this total. The unit sponsoring the minor and that unit's college may set educationally necessary prerequisites for eligibility for the minor within these constraints. Does this proposal meet these criteria?

Yes

Revised programs [Side by Side Health Administration Minor.xlsx](#)

Catalog Page Text - Overview Tab

Catalog Page Overview Text

The Health Administration Minor is directed toward undergraduate students across campus, and within the College of Applied Health Sciences, who seek to understand the business side of health care. The field of health administration is growing quickly. Expertise in health administration can help students enter into an occupation that has excellent job prospects with a high median salary. Health administration is a dynamic field given the constant changes in healthcare, insurance, policy, and technology.

The requirements for the Health Administration Minor include three required courses that will provide students with foundational knowledge. In addition, students will be exposed to health care systems, hospital and insurance administration, and management principles relative to health care institutions. The requirements represent 9 credit hours of coursework, 6 of which are offered at an advanced level. In addition, students will need to complete at least 8 ~~8-9~~ credit hours from a list of elective courses. This will enable students to acquire greater knowledge in a specific area of interest.

The Health Administration Minor prepares students to understand the business side of health care. Coursework offers students exposure to health care systems, hospital and insurance administration, and management principles relative to health care institutions. Students must complete 9 hours of foundational/required courses and a minimum ~~8-9 hours~~ of 8 hours of approved electives. More information about the Health Administration Minor and how to apply can be found here (link to be created).

Is the overview text above correct?

Yes

Statement for
Programs of Study
Catalog

Minimum required course work: Students must complete 9 hours of required coursework and a minimum of 8 hours of approved elective coursework, including at least 6 hours of 300- or 400-level courses that are not used in any other major or minor

Foundational Courses (Required):

CHLH 250	Course CHLH 250 Not Found
CHLH 455	Course CHLH 455 Not Found
CHLH 458	Course CHLH 458 Not Found
Electives	~~choose at least 8-9 hours from:~~ 8
CHLH 210	Course CHLH 210 Not Found
IHLT 240	Course IHLT 240 Not Found

<u>CHLH 260</u>	<u>Course CHLH 260 Not Found</u>	
<u>CHLH 365</u>	<u>Course CHLH 365 Not Found</u>	<u>3</u>
<u>REHB 402</u>	<u>Course REHB 402 Not Found</u>	
<u>CHLH 421</u>	<u>Course CHLH 421 Not Found</u>	<u>3</u>
<u>CHLH 456</u>	<u>Course CHLH 456 Not Found</u>	<u>3</u>
<u>CHLH 457</u>	<u>Course CHLH 457 Not Found</u>	
<u>CHLH 470</u>	<u>Course CHLH 470 Not Found</u>	<u>3</u>
Total Hours		17-18
<u>HK 206</u>	<u>Health Care Systems</u>	<u>3</u>
<u>HK 417</u>	<u>Health Services Financing</u>	<u>3</u>
<u>HK 421</u>	<u>Health Administration</u>	<u>3</u>
<u>Electives Courses:</u>		<u>Minimum of 8</u>
<u>HK 202</u>	<u>Health Careers & Professionalism</u>	<u>1</u>
<u>HK 208</u>	<u>Introduction to Medical Ethics</u>	<u>3</u>
<u>HK 272</u>	<u>Aging and Health Policy</u>	<u>3</u>
<u>HK 305</u>	<u>Community Health Organizations</u>	<u>3</u>
<u>HK 361</u>	<u>Civic Engagement in Wellness</u>	<u>3</u>
<u>HK 416</u>	<u>Applied Health Data Analysis</u>	<u>3</u>
<u>HK 418</u>	<u>Organization of Health Care</u>	<u>3</u>
<u>HK 419</u>	<u>Artificial Intelligence in Public Health</u>	<u>3</u>
<u>HK 420</u>	<u>Community Health Assessment and Planning</u>	<u>3</u>
<u>HK 422</u>	<u>Community Health Workers</u>	<u>3</u>
<u>HK 424</u>	<u>Emergency Preparedness, Planning, and Response</u>	<u>3</u>
<u>HK 472</u>	<u>Health and Kinesiology Study Abroad</u>	<u>3</u>
<u>HK 480</u>	<u>Medical Aspects of Disability</u>	<u>4</u>
<u>Total Hours (Minimum Required)</u>		<u>17</u>

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.

Are the learning outcomes for the program listed in the Academic Catalog?

Yes

Student Learning Outcomes

The coursework for the Health Administration Minor will expose students to health care systems, hospital and insurance administration, and management principles relative to health care institutions. The learning objectives for students enrolled in the Health Administration Minors include the following:

- (1) Demonstrate a basic understanding of major issues confronting health care systems from a macro perspective. Identification and analysis of the functions, major participants and trends in health care systems in the United States and abroad.
- (2) Demonstrate a basic understanding of major topics and emerging trends in health financing, including sources of revenue, public and private financing organizations, reimbursement and sources of revenue to health providers, and capital financing in the health care industry.
- (3) Demonstrate an ability to examine management principles relative to health care institutions with emphasis on goal setting, decision making, system analysis, organizational structure, conflict resolution, and leadership theories.

It is anticipated that these learning objectives will be met by all students pursuing the Health Administration Minor as these are concepts covered in all three required courses. In addition to the ICES instructor evaluations, which will be conducted at the end of each semester, HK ~~KCH~~ plans to survey students in required courses annually to ensure course learning objectives are being met. The assessment results will be used to improve student learning and outcomes. Upon completion of the Health Administration Minor, students will be invited to provide additional feedback through a more extensive survey that will address strengths and potential areas of concern. Findings will ultimately inform future directions of the Health Administration Minor. Students enrolled in the Health Administration Minor will be invited to be part of a College registry list for follow-up assessments related to the impact of the minor on their career.

Did you make any revisions to the learning outcomes you copied and pasted from the current academic catalog?

No

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

Describe here:

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

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

Program

Description and

Requirements

Attach Documents

Delivery Method

This program is
available:

On Campus - Students are required to be on campus, they may take some online courses.

Enrollment

Will the department limit enrollment to the minor?

No

Describe how the department will monitor the admission to/enrollment in the minor.

The Department of Health Kinesiology and Kinesiology Community Health will provide and coordinate two enrollment periods (fall and spring semesters) for the minor each academic year. Students will indicate their intent to declare a minor ~~apply online~~ by completing a specific date (tbd) and submit (a) an application including their intent to enroll in the Minor Declaration Form available on both the Department and College website. ~~minor, (b) a minor completion plan, and (c) any additional information they would like to be considered. Initially, the minor will be open to all undergraduates. Once it is confirmed that a student meets ~~When fully implemented, we will be able to accommodate 40 students in the~~ criteria outlined on the Minor Declaration Form, they will be admitted to the ~~HA~~ minor. The ~~Initially, the~~ minor will be open to all undergraduates. ~~If the number of applicants exceeds this cap, GPA will be taken into account to select the strongest applicants. The Department of~~ Community Health and Kinesiology has a faculty member ~~two undergraduate advisors~~ who oversees all minors within ~~will work with the~~ department, and who will be responsible for advising all ~~Director of Undergraduate Studies~~ guiding students enrolled in the minor programs. ~~minor.~~~~

Are there any prerequisites for the proposed minor?

No

Describe how this revision or phase down/elimination will impact enrollment and degrees awarded. If this is an elimination/phase down proposal include the plans for the students left in the program.

This revision will have no/minimal impact on enrollment or degrees awarded.

Budget

Are there budgetary implications for this revision? No

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?

~~There are no foreseen budgetary implications to the proposed minor that will require additional financial support. At present, the number of faculty in the Department of Kinesiology and Community Health is sufficient to handle anticipated demand. If a new section of a course is required due to demand, it will be added, and it is anticipated that it will pay for itself because of the additional IUs. Currently, the required courses in the proposed minor are not at capacity and instructors can handle more students without the need for additional financial resources. It is anticipated that approximately 40 students (10 incoming students per year) will be enrolled in the minor when it is at full capacity.~~

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

No

Attach letters of support

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 proposal was shared with the Library’s Applied Health Sciences subject specialist who indicated that the Library already acquires material for this area, including online and print books and journals, as well as relevant databases. The current proposal has no impact on library resources and services.

EP Documentation

EP Control Number EP.26.002

Attach Rollback/
Approval Notices

Non-EP Documentation

U Program Review
Comments

Rollback
Documentation and
Attachment

DMI Documentation

Attach Final
Approval Notices

Banner/Codebook
Name
 Health Administration

Program Code: 6007

Minor	6007	Conc	Degree	
Code		Code	Code	Major
				Code

Senate Approval
Date

Senate Conference
Approval Date

BOT Approval Date

IBHE Approval Date

HLC Approval Date

DOE Approval Date

Effective Date:

Program Reviewer

Comments

Shannon Mejia (stmejia) (02/24/25 12:55 pm): The proposed revisions are well-reasoned, consistent with similar proposals, and the proposed changes are, in my view, well explained. - Shannon

Jacob Fredericks (jfred) (02/25/25 1:31 pm): 1. In enrollment, can the application process include the specific date of the enrollment period instead of “tbd”, or modify this language for clarity. 2. The answer to will the department limit enrollment to the minor seems to be “Yes” based on the 40 student maximum, and GPA used in the enrollment process.

Ian Mertes (imertes) (02/28/25 1:12 pm): I do not have any comments to add.

Meaghan McKenna (meaghanm) (03/02/25 9:15 pm): No additional comments to add.

Justin Aronoff (jaronoff) (03/03/25 12:20 am): I have no additional concerns.

Wesley Wilson (wjwilson) (03/03/25 2:44 pm): No additional comments or concerns.

Steve Petruzzello (petruzze) (03/04/25 11:50 am): In the Enrollment section, why does it state that students “will apply”? The link on the College website takes the student interested in the minor to a Minor Declaration Form, not an application. Further, there not a location (nor guidance) on a minor completion plan or section for additional information. This should be checked and modified as needed. In the Financial Resources section, it isn’t clear why this was deleted. It seems like a good bit of info to provide.

Robbin King (rlking10) (03/04/25 12:21 pm): Rollback: Rolling back: Please review committee comments, edit as needed, and re-submit.

Kristi Carlson (carlso1) (08/06/25 5:21 pm): Enrollment information was modified to address all comments. The information provided is now an accurate description of the process to declare a minor.

Kristi Carlson (carlso1) (08/06/25 6:02 pm): Rollback: Minor revision

Brooke Newell (bsnewell) (08/12/25 12:40 pm): Rollback: Rolled back per request in email conversation with Kristi Carlson, Steve P, and Robbin K.

Kristi Carlson (carlso1) (08/13/25 1:16 pm): To improve clarity, total hours changed from a range of 17-18 to a minimum total hours of 17.

Program Change Request

Date Submitted: 04/22/25 2:39 pm

Viewing: **5195 : College Teaching – Minor, GR**

Last approved: 04/06/19 3:08 pm

Last edit: 09/10/25 12:37 pm

Changes proposed by: Laura Ketchum

Catalog Pages Using
this Program

[College Teaching Graduate Minor](#)

Proposal Type:
Minor (ex. European Union Studies)

This proposal is for
a:
[Revision](#)

In Workflow

1. U Program Review

2. 1760-EPOL
Committee Chair

3. 1760-EPOL Head

4. KN Committee
Chair

5. KN Dean

6. University Librarian

7. Grad_College

8. COTE Programs

9. Provost

10. Senate EPC

11. Senate

12. U Senate Conf

13. Board of Trustees

14. IBHE

15. HLC

16. Catalog Editor

17. DMI

Approval Path

1. 04/24/25 1:13 pm
Donna Butler
(dbutler): Approved
for U Program
Review

2. 04/29/25 12:59 pm
Liv Thorstensson
Davila (livtd):
Approved for 1760-
EPOL Committee
Chair

3. 04/29/25 1:09 pm
Laura Ketchum
(ketchum):
Approved for 1760-

EPOL Head

4. 05/15/25 11:09 am
Kary Zarate
(kzarat2): Approved
for KN Committee
Chair
5. 05/27/25 11:07 am
Karla Moller
(kjmoller):
Approved for KN
Dean
6. 05/30/25 1:14 pm
Tom Teper (tteper):
Approved for
University Librarian
7. 07/16/25 10:46 am
Allison McKinney
(agrindly): Approved
for Grad_College
8. 07/16/25 1:20 pm
Suzanne Lee
(suzannel):
Approved for COTE
Programs
9. 07/21/25 1:38 pm
Brooke Newell
(bsnewell): Rollback
to KN Dean for
Provost
10. 07/30/25 2:14 pm
Lori Fuller
(harvey1): Approved
for KN Dean
11. 07/30/25 2:16 pm
Tom Teper (tteper):
Approved for
University Librarian
12. 08/26/25 9:41 am
Allison McKinney
(agrindly): Approved
for Grad_College
13. 08/26/25 4:03 pm

Suzanne Lee
(suzannel):
Approved for COTE
Programs
14. 08/27/25 2:15 pm
Brooke Newell
(bsnewell):
Approved for
Provost

History

1. Apr 6, 2019 by Deb
Forgacs (dforgacs)

Administration Details

Official Program Name	College Teaching – Minor, GR		
Diploma Title			
Sponsor College	Education		
Sponsor Department	Education Policy, Organization and Leadership		
Sponsor Name	Yoon Pak		
Sponsor Email	yoonpak@illinois.edu		
College Contact	Lori Fuller	College Contact	
	harvey1@illinois.edu	Email	
College Budget Officer	Amanda Brown		
College Budget Officer Email	acbrown1@illinois.edu		

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

[Laura Ketchum ketchum@illinois.edu](#)

Does this program have inter-departmental administration?

No

Effective Catalog Term

Effective Catalog Term	Fall 2025
Effective Catalog	2025-2026

Proposal Title

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

Revise the Graduate Minor in College Teaching in the College of Education and the Graduate College

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

No

Program Justification

Provide a brief description, using a numbered item list, of the proposed changes to the program.

1. Revising the course numbers in the College Teaching minor from EOL to the updated primary EPOL crosslist.

EOL 572 to EPOL 563
EOL 585 to EPOL 554
EOL 573 to EPOL 558
EOL 574 to EPOL 562
EOL 582 to EPOL 564
EOL 586 to EPOL 561

2. The response to the prompt, "Is this program part of an ISBE approved licensure program?" is being revised to "No".

3. The footnotes at the bottom of the Program of Study table were removed.

Provide the reasoning for why each change was necessary, using a corresponding numbered item list as it relates to the brief description numbered list above.

1. When we first created the EPOL rubric in Fall 2020, the Graduate College suggested we keep all "old" EPS, HRD, EOL rubrics as cross lists active for 3 years to avoid student course enrollment duplication. We have deactivated the cross list courses with the rubrics of EPS, HRD, EOL. This revision updates all the courses to the EPOL rubric.

2. The response to the prompt, "Is this program part of an ISBE approved licensure program?" is being revised to "No" since the minor is not a state educator licensure program. For several decades in the past, the national accrediting agency in the field of education reviewed/ approved all education degree programs (as well as licensure programs). During those years, the CoTE office was charged with preparing for/maintaining accreditation for all education-related degree programs campus-wide, not just those that involved state licensure. During that era, it would have been logical for program changes in any education-related degree program to be routed through CoTE, not just those that were licensure-related. That particular accrediting agency has since dissolved and its replacement focuses only on programs leading to licensure. The response was changed because we can attest that the minor in college teaching is not now, and never has been, an ISBE-approved licensure program.

3. The footnotes were removed for increased accessibility

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

No

Program Features

Academic Level Graduate

Is this minor?

A Comprehensive study in a single discipline

Is this program part of an ISBE approved licensure program?

No ~~Yes~~

Will specialized accreditation be sought for this program?

No

Other than certification via the students' degree audits, is there any additional planned mechanism to award/honor successful completion of the minor?

No

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

No

Program of Study

An undergraduate minor should consist of at least 16 - and no more than 21 hours - of course work, with at least 6 hour of 300- or 400- level courses. Except for clearly remedial offerings, prerequisite courses within the sponsoring unit count towards the total; prerequisite courses outside the sponsoring unit do not count toward this total. The unit sponsoring the minor and that unit's college may set educationally necessary prerequisites for eligibility for the minor within these constraints. Does this proposal meet these criteria?

Yes

Revised programs [College Teaching minor revision proposal side by side 2-21-25.xlsx](#)

Catalog Page Text - Overview Tab

Catalog Page Overview Text

head of the department: Yoon Pak

directors of graduate studies: Liv Davila, Jon Hale

graduate admissions information: Linda Stimson (on campus) and Jena Pfoff (online/off-campus)

overview of admissions & requirements: College of Education

overview of grad college admissions & requirements: <https://grad.illinois.edu/admissions/apply>

department website: <https://education.illinois.edu/epol>

program website: College of Education Programs

department faculty: Education Policy, Organization & Leadership Faculty

college website: <http://education.illinois.edu/>

department office: 142 Education Building, 1310 South Sixth Street, Champaign, IL 61820

phone: (217) 244-3542

email: gradservices@education.illinois.edu

Is the overview text above correct?

Yes

Statement for
Programs of Study
Catalog

Core Courses

8

EPOL 554

College Teaching

EPOL 563

The College Student

Select one (1) of the following:

4

EPOL 558

The Community College

EPOL 561

Changing College Curriculum

EPOL 562

Diversity in Higher Education

EPOL 564

College Student Development

Total Hours

12

EOL 572

Course EOL 572 Not Found

4

EOL 585

Course EOL 585 Not Found

4

Select one of the following:

4

EOL 573	Course EOL 573 Not Found
EOL 574	Course EOL 574 Not Found
EOL 582	Course EOL 582 Not Found
EOL 586	Course EOL 586 Not Found

Total Hours 0

1

~~For additional details and requirements refer to the department's Web site, the College of Education Graduate Programs Handbook, and the Graduate College Handbook.~~

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.

Are the learning outcomes for the program listed in the Academic Catalog?

No

Student Learning Outcomes

Students in the College Teaching minor will be able to:

- develop a theoretical and practical understanding of the social, political, and economic issues encompassing the development and future challenges of higher-education and postsecondary institutions.
- examine the characteristics and development of college students and their interaction with the college environment.
- evaluate teaching and learning approaches in postsecondary settings

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

Describe here:

Since this is a graduate minor, students only need to complete three courses and might not progress through the courses in the same order. So, to capture these learning outcomes, we have built our assessment through the two required courses, offered each fall, and an exit survey, to be sent out after the minor is earned. Additionally, we will examine course syllabi and discuss the learning outcomes as part of our annual assessment review.

• Learning Outcome #1: develop a theoretical and practical understanding of the social, political, and economic issues encompassing the development and future challenges of higher-education and postsecondary institutions.

o Exit Survey

o Course syllabi reviews

o Program faculty discussions

• Learning Outcome #2: examine the characteristics and development of college students and their interaction with the college environment.

o Student assignments:

 EPOL 563: The College Student

• What is your College Story?

• Analytical Paper Theory to Practice

o Exit Survey

o Course syllabi reviews

o Program faculty discussions

• Learning Outcome #3: evaluate teaching and learning approaches in postsecondary settings

o Student assignments:

 EPOL 554: College Teaching

• Instructional Strategy Research Review

• Course Assessment Plan

o Exit Survey

o Course syllabi reviews

o Program faculty discussions

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.

For each outcome, program faculty will consider the holistic assessment data across the multiple tools. Students should earn high grades across the assignments ($\geq$ A- average). The exit survey will have specific questions that align with each outcome, and at least 80% of student responses should indicate positive confirmation of achieving those outcomes. Course syllabi reviews should reflect the inclusion of these outcomes across the majority of courses, including electives. Program faculty discussions should indicate that faculty feel most students ($\geq$ 80%) excel in achievement for each outcome.

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

The college teaching minor coordinator will review the results annually and collaborate with relevant faculty to discuss possible changes to courses or instruction.

Program

College Teaching minor revision proposal side by side 2-21-25.xlsx

Description and

Requirements

Attach Documents

Delivery Method

This program is
available:

On Campus - Students are required to be on campus, they may take some online courses.

Enrollment

Will the department limit enrollment to the minor?

No

Describe how the department will monitor the admission to/enrollment in the minor.

Admissions and enrollments are monitored by the faculty through graduate petition process.

Are there any prerequisites for the proposed minor?

No

Describe how this revision or phase down/elimination will impact enrollment and degrees awarded. If this is an elimination/phase down proposal include the plans for the students left in the program.

This revision may increase enrollment slightly as students will be able to view available coursework.

Budget

Are there
budgetary
implications for this
revision?

No

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 financial impact to updates.

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

No

Attach letters of
support

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.

These changes will have no impact on the Library resources, collections, and services.

EP Documentation

EP Control Number EP.26.002

Attach Rollback/
Approval Notices

Non-EP Documentation

U Program Review
Comments

Rollback
Documentation and
Attachment

DMI Documentation

Attach Final
Approval Notices

Banner/Codebook

Name

College Teaching

Program Code: 5195

Minor 5195

Conc

Degree

Code

Code

Code

Major

Code

Senate Approval

Date

Senate Conference

Approval Date

BOT Approval Date

IBHE Approval Date

HLC Approval Date

DOE Approval Date

Effective Date:

Program Reviewer

Comments

Deb Forgacs (dforgacs) (01/05/22 4:29 pm): Rollback: requested.

Donna Butler (dbutler) (04/24/25 1:13 pm): The Catalog Page text pasted to this proposal is the Contact Information tab and not the Overview tab of the Catalog page so no changes will be made to the existing Catalog Page Overview text.

Allison McKinney (agrindly) (07/16/25 10:46 am): Administratively approved.

Brooke Newell (bsnewell) (07/21/25 1:38 pm): Rollback: Rolled back to KN Dean per discussion and request from Lori Fuller. Email sent to Laura Ketchum, Yoon Pak, Lori Fuller and Mary Lowry.

Program Change Request

Date Submitted: 07/10/25 12:25 pm

Viewing: **10KV1008BALA : African American Studies, BALAS**

Last approved: 12/12/22 1:58 pm

Last edit: 09/10/25 12:30 pm

Changes proposed by: Melissa Reedy

Catalog Pages Using African American Studies, BALAS
this Program

Proposal Type:
Major (ex. Special Education)

This proposal is for
a:
Revision

In Workflow

1. U Program Review
2. Gen Ed Review
3. 1303-AFAM Head
4. KV Dean
5. University Librarian
6. COTE Programs
7. Provost
8. Senate EPC
9. Senate
10. U Senate Conf
11. Board of Trustees
12. IBHE
13. HLC
14. Catalog Editor
15. DMI

Approval Path

1. 07/18/25 11:48 am
Brianna Vargas-Gonzalez (bv4):
Approved for U
Program Review
2. 07/22/25 3:31 pm
Melissa Steinkoenig (menewell):
Approved for Gen
Ed Review
3. 08/04/25 11:54 am
Candice Jenkins (cmjenki): Approved
for 1303-AFAM
Head
4. 08/06/25 3:32 pm
Melissa Reedy (murray): Approved
for KV Dean

5. 08/06/25 4:34 pm
Tom Teper (tteper):
Approved for
University Librarian
6. 08/06/25 4:46 pm
Suzanne Lee
(suzannel):
Approved for COTE
Programs
7. 08/12/25 2:52 pm
Brooke Newell
(bsnewell): Rollback
to KV Dean for
Provost
8. 08/21/25 12:39 pm
Melissa Reedy
(murray): Approved
for KV Dean
9. 08/21/25 1:57 pm
Tom Teper (tteper):
Approved for
University Librarian
10. 08/21/25 5:37 pm
Suzanne Lee
(suzannel):
Approved for COTE
Programs
11. 08/27/25 2:14 pm
Brooke Newell
(bsnewell):
Approved for
Provost

History

1. Dec 12, 2022 by
Deb Forgacs
(dforgacs)

Administration Details

Name		
Diploma Title	Bachelor of Arts in Liberal Arts and Sciences	
Sponsor College	Liberal Arts & Sciences	
Sponsor Department	African <u>American</u> Studies	
Sponsor Name	<u>Candice Jenkins</u>	
Sponsor Email	<u>cmjenki@illinois.edu</u>	
College Contact	<u>Stephen R. Downie</u>	College Contact Email
	<u>sdownie@illinois.edu</u>	
College Budget Officer	<u>Michael Wellens</u>	
College Budget Officer Email	<u>wellens@illinois.edu</u>	

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

Melissa Reedy, murray@illinois.edu (LAS Assistant Director for Course & Curricular Development)

Does this program have inter-departmental administration?

No

Effective Catalog Term

Effective Catalog Term	Fall 2025
Effective Catalog	2025-2026

Proposal Title

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

Revise the Bachelor of Arts in Liberal Arts and Sciences in African American Studies in the College of Liberal Arts and Sciences

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

Program Justification

Provide a brief description, using a numbered item list, of the proposed changes to the program.

Correction to the department to replace department 1461 with 1303. This program was migrated into CIM under the incorrect department, but should have been under 1303 as it is in codebook.-Brianna V. CMSS

(1) The formatting of the POS and additional text (including graduation requirements, university requirements, and general education requirements) has been modified to adhere to the campus General Education Template.

(2) A course list once maintained in the Department's advising office is being added to the program of study. In instances where a course is listed under more than one list the statement "When a course is listed under two or more categories, the student may decide which of the requirements the course should fulfill. It may not be used to fulfill more than one of those requirements." has been added.

(3) The following courses have been added to Theory and Methods Requirement of the POS, under Theory: AFRO 224, AFRO 411, AFRO 415, AFRO 474.

The following courses have been added to Theory and Methods Requirement of the POS, under Methods: AFRO 201, AFRO 411, AFRO 460.

(4) The requirements under the Thematic Areas has been updated to state 21 hours are required and reference to the list in the department's advising office has been removed.

(5) The internal list of courses has been added to each of the Thematic Areas.

The following courses were added under the Comparative Race, Racialized Communities and Identities: AFRO 101, AFRO 103, AFRO 199, AFRO 215, AFRO 234, AFRO 275, AFRO 276, AFRO 281, AFRO 287, AFRO 290, AFRO 298, AFRO 310, AFRO 312, AFRO 372, AFRO 378, AFRO 383, AFRO 398, AFRO 407, AFRO 410, AFRO 411, AFRO 415, AFRO 435, AFRO 460, AFRO 465, AFRO 466, AFRO 474, AFRO 498.

The following courses were added under the Cultural Production and Cultural Movements: AFRO 101, AFRO 103, AFRO 105, AFRO 132, AFRO 211, AFRO 212, AFRO 224, AFRO 226, AFRO 227, AFRO 231, AFRO 259, AFRO 260, AFRO 261, AFRO 298, AFRO 340, AFRO 342, AFRO 345, AFRO 372, AFRO 373, AFRO 381, AFRO 382, AFRO 398, AFRO 400, AFRO 415, AFRO 435, AFRO 465, AFRO 481, AFRO 482, AFRO 498.

The following courses were added under the Political Economy, Public Policy and Contemporary Issues: AFRO 101, AFRO 103, AFRO 199, AFRO 201, AFRO 221, AFRO 226, AFRO 243, AFRO 275, AFRO 276, AFRO 290, AFRO 298, AFRO 310, AFRO 315, AFRO 342, AFRO 345, AFRO 372, AFRO 380, AFRO 398, AFRO 410, AFRO 415, AFRO 421, AFRO 460, AFRO 465, AFRO 498.

The following courses were added under the Global Interconnections: Black Transnationalism and African Diaspora: AFRO 103, AFRO 106, AFRO 215, AFRO 243, AFRO 261, AFRO 378, AFRO 400.

The following courses were added under Black Women, Gender and Sexuality Studies: AFRO 103, AFRO 226, AFRO 287, AFRO 342, AFRO 380, AFRO 381, AFRO 382, AFRO 383, AFRO 415, AFRO 421, AFRO 435, AFRO 465.

Did the program content change 25% or more in relation to the total credit hours, since the most recent university accreditation visit? See the italicized text below for more details.

No

Provide the reasoning for why each change was necessary, using a corresponding numbered item list as it relates to the brief description numbered list above.

- (1) Per Office of the Provost General Education initiative for transparency and accessibility.
- (2) To be more transparent and clear to students the course list and a statement about courses in more the one category have been added.
- (3) The internal list of courses in the Theory and Methods section are now in the program of study.
- (4) There are five defined categories in the Thematic Areas and students are required to take one course from each (15 hours) and two additional courses (6 hours) from one of those five areas. This requirement remains the same, but the defined 21 hours is now written out.
- (5) The internal list of courses in the Thematic Areas section are now in the program of study.

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

Yes

Courses outside of the sponsoring department/interdisciplinary departments:

AAS 215 - US Citizenship Comparatively
ANTH 106 - Hist Arch Americas
DANC 340 - Dancing Black Popular Culture
ENGL 259 - Early African American Lit
ENGL 260 - Modern African American Lit
GWS 380 - Black Women Hist & Cultures
HIST 275 - Afro-American History to 1877
HIST 276 - African American Hist, 1877-
HIST 281 - Constructing Race in America
HIST 287 - African-American Women

HIST 407 - Slavery & Race in Latin Am
JOUR 482 - Immersion Journalism
LA 221 - History of the Prison
LLS 435 - Commodifying Difference
LLS 465 - Race, Sex, and Deviance
MACS 211 - Intro to African-American Film
PS 201 - US Racial & Ethnic Politics
PS 315 - African American Politics
PSYC 312 - Psychology of Race & Ethnicity
REL 234 - Black Religious Imaginations
THEA 263 - Intro African American Theat
EPOL 310 - Race and Cultural Diversity
EPOL 410 - Racial and Ethnic Families

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

[SupportLetter_AAS215.pdf](#)
[SupportLetter_REL234.pdf](#)
[SupportLetter_PS201_PS315.pdf](#)
[SupportLetter_HIST275_HIST276_HIST281_HIST287_HIST407.pdf](#)
[SupportLetter_GWS380.pdf](#)
[SupportLetter_ANTH106.pdf](#)
[SupportLetter_EPOL310_EPOL410.pdf](#)
[SupportLetter_DANC340.pdf](#)
[SupportLetter_MACS211.pdf](#)
[SupportLetter_ENGL259_ENGL260.pdf](#)
[SupportLetter_PSYC312.pdf](#)
[SupportLetter_JOUR482.pdf](#)
[SupportLetter_LLS435_LLS465.pdf](#)
[SupportLetter_THEA263.pdf](#)
[SupportLetter_LA221.pdf](#)

Program Features

Academic Level	Undergraduate
Does this major have transcripted concentrations?	No
What is the longest/maximum time to completion of this program?	4 years
What are the minimum Total Credit Hours required for this program?	120
CIP Code	050201 - African-American/Black Studies.

Is this program part of an ISBE approved licensure program?

No

Will specialized accreditation be sought for this program?

No

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

No

Program of Study

Provide detailed information (course rubrics, numbers, and credit hours) of how a student could obtain 40 credit hours of upper-division coursework.

To fulfill the 40 upper division credit hours students will take:

Level 3 and 4 LOTE (8-10 hours)

AFRO 490 (3 hours)

AFRO 495 (3 hours)

In each required category of Theory and Methods, Thematic Areas, and Cognate or Supporting Coursework students must take 36 hours. The choice of courses in these required coursework include many 300/400 level courses:

Theory: AFRO 411, AFRO 415, AFRO 474, AFRO 490 (3 hours)

Methods: AFRO 411, AFRO 460, AFRO 495 (3 hours)

Thematic A: AFRO 310, AFRO 312, AFRO 372, AFRO 378, AFRO 383, AFRO 398, AFRO 407, AFRO 410, AFRO 411, AFRO 415, AFRO 435, AFRO 460, AFRO 465, AFRO 466, AFRO 474, AFRO 498. (3 hours)

Thematic B: AFRO 340, AFRO 342, AFRO 345, AFRO 372, AFRO 373, AFRO 381, AFRO 382, AFRO 398, AFRO 400, AFRO 415, AFRO 435, AFRO 465, AFRO 481, AFRO 482, AFRO 498. (3 hours)

Thematic C: AFRO 310, AFRO 315, AFRO 342, AFRO 345, AFRO 372, AFRO 380, AFRO 398, AFRO 410, AFRO 415, AFRO 421, AFRO 460, AFRO 465, AFRO 498 (3 hours)

Thematic D: AFRO 378, AFRO 400 (3 hours)

Thematic E: AFRO 342, AFRO 380, AFRO 381, AFRO 382, AFRO 383, AFRO 415, AFRO 421, AFRO 435, AFRO 465 (3 hours)

Cognate or Supporting Coursework (9 hours)

If a student did not take an upper division course in each of these areas they can fulfill this requirement with free electives, of which there are 30 hours in the sample sequence.

Revised programs

[AfricanAmericanBALAS_SampleSequence.docx](#)

[AfricanAmericanStudies_POS_June2025ProposedChanges.xlsx](#)

Catalog Page Text - Overview Tab

Catalog Page Overview Text

African American Studies is a field that systematically explores the life and culture of African American peoples and their African Diaspora relationships, patterns, and ties. Those who major in African American Studies will learn about the historical, political, ideological, legal, social, artistic, and economic issues affecting African Americans. They will learn about the dignity-affirming struggles of African American people to have their humanity acknowledged, valued, and understood.

The major in African American Studies (AFRO) is to provide students with a transdisciplinary perspective on the origin, role and policy implications of race in the United States and world political economy, society and culture, over time. AFRO students will learn diverse concepts, theories and methodologies for analyzing the experiences and perspectives and the cultural and intellectual production of African Americans and African descended people, largely though not exclusively in the United States. An African American studies major will be encouraged to achieve excellence in developing vital creative and critical competencies, including oral and written communication, and computer and statistical skills. Students majoring in AFRO will also be encouraged to join a new generation of leadership grounded in African American studies knowledge and committed to public engagement to meet the continuing challenges of a diverse democratic society, as well as to foster national discourse to produce public policy aimed at achieving social justice.

This program is designed to serve undergraduate students primarily interested in the social sciences and humanities, though all students are welcome and encouraged to enroll in the program. This program prepares students for graduate study and research in traditional disciplines and interdisciplinary fields and for careers in the private or public sectors such as teaching, social work, human resources, criminal justice, management and administration, city planning, marketing, policy-making, medicine and law.

Is the overview text above correct?

Yes

Statement for
Programs of Study
Catalog

Graduation Requirements

Minimum hours required for graduation: 120 hours

graduation:

~~General education: Students must complete the Campus General Education requirements including the campus general education language requirement.~~ **Minimum required major and supporting course work:** Equates to 48 hours. Twelve hours of 300- and 400-level African American Studies courses must be taken on this campus.

University Requirements

Students should consult their academic advisor for additional guidance in fulfilling this requirement. The university and residency requirements can be found in the Student Code (§3-801) and in the Academic Catalog.

General Education Requirements

Follows the campus General Education (Gen Ed) requirements. Some Gen Ed requirements may be met by courses required and/or electives in the program.

<u>Composition I</u>	<u>4-6</u>	
<u>Advanced Composition</u>	<u>3</u>	
<u>Humanities & the Arts (6 hours)</u>	<u>6</u>	
<u>Natural Sciences & Technology (6 hours)</u>	<u>6</u>	
<u>Social & Behavioral Sciences (6 hours)</u>	<u>6</u>	
<u>fulfilled by AFRO 100 and one additional Social & Behavioral Science course</u>		
<u>Cultural Studies: Non-Western Cultures (1 course)</u>	<u>3</u>	
<u>Cultural Studies: US Minority Cultures (1 course)</u>	<u>3</u>	
<u>fulfilled by AFRO 100</u>		
<u>Cultural Studies: Western/Comparative Cultures (1 course)</u>	<u>3</u>	
<u>Quantitative Reasoning (2 courses, at least one course must be Quantitative Reasoning I)</u>	<u>6-10</u>	
<u>Language Requirement (Completion of the fourth semester or equivalent of a language other than English is required)</u>	<u>0-20</u>	
<u>Orientation and Professional Development</u>		
<u>LAS 101</u>	<u>Design Your First Year Experience</u>	<u>1</u>
<u>OR</u>		
<u>LAS 100</u>	<u>Success in LAS for International Students</u>	<u>3</u>
<u>& LAS 101</u>	<u>and Design Your First Year Experience</u>	
<u>OR</u>		
<u>LAS 102</u>	<u>Transfer Advantage</u>	<u>1</u>
<u>Total Hours</u>		<u>1 or 3</u>

Major Core Requirements and Electives

When a course is listed under two or more categories, the student may decide which of the requirements the course should fulfill. It may not be used to fulfill more than one of those requirements

I. Core Course Requirements

12

AFRO 100

Intro to African American St

3

<u>AFRO 220</u>	Intro to Research Methods AfAm	3
<u>AFRO 490</u>	Theory in African American St	3
<u>AFRO 495</u>	Senior Thesis Seminar	3
II. Theory and Methods Requirement		6
~~At least one theory and one methods course beyond the core. The courses must be selected from a list maintained in the Department's advising office.~~		~~6~~
<u>At least one Theory and one Methods course beyond the core.</u>		
Theory		
~~Students must take at least one course each from the following five areas. At least 6 of the remaining hours must be taken from only one of any of the five areas. A list of courses is maintained in the Department's advising office.~~		~~21~~
~~A. Comparative Race, Racialized Communities and Identities~~		
~~B. Cultural Production and Cultural Movements~~		
~~C. Political Economy, Public Policy and Contemporary Issues~~		
~~D. Global Interconnections: Black Transnationalism and the African Diaspora~~		
~~E. Black Women, Gender and Sexuality Studies~~		
<u>AFRO 224</u>	<u>Humanist Persp of Afro-Am Exp</u>	<u>3</u>
<u>AFRO 411</u>	<u>African American Psychology</u>	<u>3</u>
<u>AFRO 415</u>	<u>Africana Feminisms</u>	<u>3</u>
<u>AFRO 474</u>	<u>The Black Liberation Movement, 1955-Present</u>	<u>3</u>
Methods		
<u>AFRO 201</u>	<u>US Racial & Ethnic Politics</u>	<u>3</u>
<u>AFRO 411</u>	<u>African American Psychology</u>	<u>3</u>
<u>AFRO 460</u>	<u>Slavery in the United States</u>	<u>3</u>
<u>III. Thematic Areas</u>		<u>21</u>
<u>Students must take 21 hours of Thematic Area coursework. At least one course must be taken from each of the following five areas, and the remaining 6 hours must be taken from only one of any of the five areas.</u>		
<u>A. Comparative Race, Racialized Communities and Identities</u>		
<u>AFRO 101</u>	<u>Black America, 1619-Present</u>	<u>3</u>
<u>AFRO 103</u>	<u>Black Women in the Diaspora</u>	<u>3</u>

<u>AFRO 199</u>	<u>Undergraduate Open Seminar</u>	<u>1</u> <u>to</u> <u>5</u>
<u>AFRO 215</u>	<u>US Citizenship Comparatively</u>	<u>3</u>
<u>AFRO 234</u>	<u>Black Religious Imaginations</u>	<u>3</u>
<u>AFRO 275</u>	<u>Afro-American History to 1877</u>	<u>3</u>
<u>AFRO 276</u>	<u>African American History Since 1877</u>	<u>3</u>
<u>AFRO 281</u>	<u>Constructing Race in America</u>	<u>3</u>
<u>AFRO 287</u>	<u>African-American Women</u>	<u>3</u>
<u>AFRO 290</u>	<u>Af Am Urban Hist Since 1917</u>	<u>3</u>
<u>AFRO 298</u>	<u>Spec Topics African-Am Studies</u>	<u>3</u>
<u>AFRO 310</u>	<u>Race and Cultural Diversity</u>	<u>4</u>
<u>AFRO 312</u>	<u>Psychology of Race & Ethnicity</u>	<u>3</u>
<u>AFRO 372</u>	<u>Class Politics & Blk Community</u>	<u>3</u>
<u>AFRO 378</u>	<u>Race and Revolutions</u>	<u>3</u>
<u>AFRO 383</u>	<u>Hist of Blk Women's Activism</u>	<u>3</u>
<u>AFRO 398</u>	<u>Spec Topics Afro-Am Studies</u>	<u>3</u>
<u>AFRO 407</u>	<u>Slavery & Race in Latin Am</u>	<u>3</u>
<u>AFRO 410</u>	<u>Hate Crimes</u>	<u>3</u>
<u>AFRO 411</u>	<u>African American Psychology</u>	<u>3</u>
<u>AFRO 415</u>	<u>Africana Feminisms</u>	<u>3</u>
<u>AFRO 435</u>	<u>Commodifying Difference</u>	<u>3</u>
<u>AFRO 460</u>	<u>Slavery in the United States</u>	<u>3</u>
<u>AFRO 465</u>	<u>Race, Sex, and Deviance</u>	<u>3</u>
<u>AFRO 466</u>	<u>Race, Science, and Medicine</u>	<u>3</u>
<u>AFRO 474</u>	<u>The Black Liberation Movement, 1955-Present</u>	<u>3</u>
<u>AFRO 498</u>	<u>Spec Topics African Am Studies</u>	<u>3</u>
<u>B. Cultural Production and Cultural Movements</u>		
<u>AFRO 101</u>	<u>Black America, 1619-Present</u>	<u>3</u>
<u>AFRO 103</u>	<u>Black Women in the Diaspora</u>	<u>3</u>

<u>AFRO 105</u>	<u>Black Literature in America</u>	<u>3</u>
<u>AFRO 132</u>	<u>African American Music</u>	<u>3</u>
<u>AFRO 211</u>	<u>Intro to African-American Film</u>	<u>3</u>
<u>AFRO 212</u>	<u>Introduction to African American Theatre</u>	<u>3</u>
<u>AFRO 224</u>	<u>Humanist Persp of Afro-Am Exp</u>	<u>3</u>
<u>AFRO 226</u>	<u>Black Women Contemp US Society</u>	<u>3</u>
<u>AFRO 227</u>	<u>Studies in Black Television</u>	<u>3</u>
<u>AFRO 231</u>	<u>Lang Diff Dis: American Persp</u>	<u>3</u>
<u>AFRO 259</u>	<u>Early African American Literature and Culture</u>	<u>3</u>
<u>AFRO 260</u>	<u>Modern African American Literature and Culture</u>	<u>3</u>
<u>AFRO 261</u>	<u>Intro to the African Diaspora</u>	<u>3</u>
<u>AFRO 298</u>	<u>Spec Topics African-Am Studies</u>	<u>3</u>
<u>AFRO 340</u>	<u>Dancing Black Popular Culture</u>	<u>3</u>
<u>AFRO 342</u>	<u>Black Men and Masculinities</u>	<u>3</u>
<u>AFRO 345</u>	<u>Becoming Malcolm X and Martin Luther King Jr.</u>	<u>3</u>
<u>AFRO 372</u>	<u>Class Politics & Blk Community</u>	<u>3</u>
<u>AFRO 373</u>	<u>AfAm Cultr Politic Mid20C</u>	<u>3</u>
<u>AFRO 381</u>	<u>Black Women and Film</u>	<u>3</u>
<u>AFRO 382</u>	<u>African Amer Families in Film</u>	<u>3</u>
<u>AFRO 398</u>	<u>Spec Topics Afro-Am Studies</u>	<u>3</u>
<u>AFRO 400</u>	<u>African Diasporic Thought in the Caribbean</u>	<u>3</u>
<u>AFRO 415</u>	<u>Africana Feminisms</u>	<u>3</u>
<u>AFRO 435</u>	<u>Commodifying Difference</u>	<u>3</u>
<u>AFRO 465</u>	<u>Race, Sex, and Deviance</u>	<u>3</u>
<u>AFRO 481</u>	<u>Urban Communities & Public Pol</u>	<u>3</u>
<u>AFRO 482</u>	<u>Immersion Journalism</u>	<u>4</u>
<u>AFRO 498</u>	<u>Spec Topics African Am Studies</u>	<u>3</u>
<u>C. Political Economy, Public Policy and Contemporary Issues</u>		
<u>AFRO 101</u>	<u>Black America, 1619-Present</u>	<u>3</u>

<u>AFRO 103</u>	<u>Black Women in the Diaspora</u>	<u>3</u>
<u>AFRO 199</u>	<u>Undergraduate Open Seminar</u>	<u>1</u> <u>to</u> <u>5</u>
<u>AFRO 201</u>	<u>US Racial & Ethnic Politics</u>	<u>3</u>
<u>AFRO 221</u>	<u>History of the Prison</u>	<u>3</u>
<u>AFRO 226</u>	<u>Black Women Contemp US Society</u>	<u>3</u>
<u>AFRO 243</u>	<u>Pan Africanism</u>	<u>3</u>
<u>AFRO 275</u>	<u>Afro-American History to 1877</u>	<u>3</u>
<u>AFRO 276</u>	<u>African American History Since 1877</u>	<u>3</u>
<u>AFRO 290</u>	<u>Af Am Urban Hist Since 1917</u>	<u>3</u>
<u>AFRO 298</u>	<u>Spec Topics African-Am Studies</u>	<u>3</u>
<u>AFRO 310</u>	<u>Race and Cultural Diversity</u>	<u>4</u>
<u>AFRO 315</u>	<u>African American Politics</u>	<u>3</u>
<u>AFRO 342</u>	<u>Black Men and Masculinities</u>	<u>3</u>
<u>AFRO 345</u>	<u>Becoming Malcolm X and Martin Luther King Jr.</u>	<u>3</u>
<u>AFRO 372</u>	<u>Class Politics & Blk Community</u>	<u>3</u>
<u>AFRO 380</u>	<u>Black Women Hist & Cultures</u>	<u>3</u>
<u>AFRO 398</u>	<u>Spec Topics Afro-Am Studies</u>	<u>3</u>
<u>AFRO 410</u>	<u>Hate Crimes</u>	<u>3</u>
<u>AFRO 415</u>	<u>Africana Feminisms</u>	<u>3</u>
<u>AFRO 421</u>	<u>Racial and Ethnic Families</u>	<u>3</u>
<u>AFRO 460</u>	<u>Slavery in the United States</u>	<u>3</u>
<u>AFRO 465</u>	<u>Race, Sex, and Deviance</u>	<u>3</u>
<u>AFRO 498</u>	<u>Spec Topics African Am Studies</u>	<u>3</u>
<u>D. Global Interconnections: Black Transnationalism and the African Diaspora</u>		
<u>AFRO 103</u>	<u>Black Women in the Diaspora</u>	<u>3</u>
<u>AFRO 106</u>	<u>Hist Arch Americas</u>	<u>3</u>
<u>AFRO 215</u>	<u>US Citizenship Comparatively</u>	<u>3</u>
<u>AFRO 243</u>	<u>Pan Africanism</u>	<u>3</u>

<u>AFRO 261</u>	<u>Intro to the African Diaspora</u>	<u>3</u>
<u>AFRO 378</u>	<u>Race and Revolutions</u>	<u>3</u>
<u>AFRO 400</u>	<u>African Diasporic Thought in the Caribbean</u>	<u>3</u>
<u>E. Black Women, Gender and Sexuality Studies</u>		
<u>AFRO 103</u>	<u>Black Women in the Diaspora</u>	<u>3</u>
<u>AFRO 226</u>	<u>Black Women Contemp US Society</u>	<u>3</u>
<u>AFRO 287</u>	<u>African-American Women</u>	<u>3</u>
<u>AFRO 342</u>	<u>Black Men and Masculinities</u>	<u>3</u>
<u>AFRO 380</u>	<u>Black Women Hist & Cultures</u>	<u>3</u>
<u>AFRO 381</u>	<u>Black Women and Film</u>	<u>3</u>
<u>AFRO 382</u>	<u>African Amer Families in Film</u>	<u>3</u>
<u>AFRO 383</u>	<u>Hist of Blk Women's Activism</u>	<u>3</u>
<u>AFRO 415</u>	<u>Africana Feminisms</u>	<u>3</u>
<u>AFRO 421</u>	<u>Racial and Ethnic Families</u>	<u>3</u>
<u>AFRO 435</u>	<u>Commodifying Difference</u>	<u>3</u>
<u>AFRO 465</u>	<u>Race, Sex, and Deviance</u>	<u>3</u>
<u>IV. Cognate or Supporting Coursework</u>		<u>9</u>

Students must complete 9 hours of supporting coursework. Supporting coursework courses consists of a set of courses which are logically grouped, and which reflect or support a student's interests outside of the African American Studies major. Supporting coursework courses must be approved by the Department's undergraduate advisor.

Total Hours	48

~~Minimum hours required for graduation: 120 hours~~

Corresponding Degree	BALAS Bachelor of Arts in Liberal Arts and Sciences

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.

Are the learning outcomes for the program listed in the Academic Catalog?

Yes

Student Learning Outcomes

Upon completion of the major in African American Studies, students will be able to:

DESCRIBE the main stages in the historical development of the African American experience that reflects both continuity and change, and the different component parts of the human experience.

ASSESS the historical development of peoples of African descent in broad global context, emphasizing historical, contemporary, and future implications.

ANALYZE the experiences of Black people using the perspectives, data, and interpretations from two or more disciplinary fields (e.g., historical studies, cultural studies, social studies).

EVALUATE successes and failures as people have used their values to initiate efforts to achieve social justice for African Americans and people of diverse social backgrounds.

DESIGN a strategies and tactics that provide a solution to a major civic or social challenge facing Black communities in various parts of the world, illustrating how "Academic Excellence and Social Responsibility" in Black Studies have contributed to this process.

Did you make any revisions to the learning outcomes you copied and pasted from the current academic catalog?

No

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

Describe here:

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

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

Program

Description and

Requirements

Attach Documents

Delivery Method

This program is
available:

On Campus - Students are required to be on campus, they may take some online courses.

Admission Requirements

Desired Effective Fall 2025
Admissions Term

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

No

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

Enrollment

Describe how this revision or phase down/elimination will impact enrollment and degrees awarded. If this is an elimination/phase down proposal include the plans for the students left in the program.

There will be no impact on enrollment nor degrees awarded with this revision.

Estimated Annual Number of Degrees Awarded

Year One Estimate	5th Year Estimate (or when fully implemented)

What is the
matriculation term
for this program?

Fall

Budget

Are there No
budgetary
implications for this
revision?

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

No

Additional Budget

Financial Resources

How does the unit intend to financially support this proposal?

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

No

Attach letters of
support

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

Undergraduate Base Tuition

Are you seeking a change in the tuition rate or differential for this program?

No

Faculty Resources

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

There will be no impact on faculty resources, class size, teaching loads, or student-faculty ratios.

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 proposal team consulted with (Atoma Batoma) and, based upon their input, determined that the Library's resources, collections, and services are sufficient to meet the needs of the program outlined in this proposal.

EP Documentation

EP Control Number EP.26.002

Attach Rollback/

Approval Notices

Non-EP Documentation

U Program Review

Comments

Rollback

Documentation and

Attachment

DMI Documentation

Attach Final

Approval Notices

Banner/Codebook

Name

BALAS: African Amer St -UIUC

Program Code: 10KV1008BALA

Minor	Conc	Degree	BALAS
Code	Code	Code	Major
			Code

1008

Senate Approval

Date

Senate Conference

Approval Date

BOT Approval Date

IBHE Approval Date

HLC Approval Date

DOE Approval Date

Effective Date:

Program Review
Comments

Melissa Steinkoenig (menewell) (07/22/25 3:31 pm): Gen Ed Table good
Brooke Newell (bsnewell) (08/12/25 2:52 pm): Rollback: Per TEAMS discussion with Melissa R.

Program Change Request

Date Submitted: 08/08/25 1:49 pm

Viewing: **6281 : Hip Hop Culture and the Arts Minor, UG**

Last approved: 08/04/25 10:30 am

Last edit: 09/10/25 12:42 pm

Changes proposed by: Nicole Turner

Catalog Pages Using [Hip Hop Culture and the Arts Minor](#)
this Program

Proposal Type:
Minor (ex. European Union Studies)

This proposal is for
a:

[Revision](#)

In Workflow

1. U Program Review
2. 1644-F_A_A Head
3. KR Dean
4. University Librarian
5. COTE Programs
6. Provost
7. Senate EPC
8. Senate
9. U Senate Conf
10. Board of Trustees
11. IBHE
12. HLC
13. Catalog Editor
14. DMI

Approval Path

1. 08/14/25 4:43 pm
Brianna Vargas-Gonzalez (bv4):
Approved for U
Program Review
2. 08/29/25 2:28 pm
Nicole Turner
(nicturn): Approved
for 1644-F_A_A
Head
3. 08/29/25 2:31 pm
Nicole Turner
(nicturn): Approved
for KR Dean
4. 08/29/25 6:18 pm
Tom Teper (tteper):
Approved for
University Librarian
5. 09/02/25 9:27 am
Suzanne Lee

(suzannel):
Approved for COTE
Programs
6. 09/03/25 4:07 pm
Brooke Newell
(bsnewell):
Approved for
Provost

History

1. Aug 4, 2025 by
Nicole Turner
(nicturn)

Administration Details

Official Program Name Hip Hop Culture and the Arts Minor, UG

Diploma Title

Sponsor College Fine & Applied Arts

Sponsor Department Fine and Applied Arts

Sponsor Name Dr. Adam Kruse

Sponsor Email akruse@illinois.edu

College Contact Dr. Nicole Turner

College Contact
Email

nicturn@illinois.edu

College Budget Officer Greg Anderson

College Budget Officer Email gnanders@illinois.edu

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

KR Dean

Does this program have inter-departmental administration?

No

Effective Catalog Term

Effective Catalog Spring 2026
Term

Effective Catalog 2025-2026

Proposal Title

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

Revise the Undergraduate Minor in Hip Hop Culture and the Arts in the College of Fine and Applied Arts

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

Program Justification

Provide a brief description, using a numbered item list, of the proposed changes to the program.

- 1-Add GWS 462 to list of courses impacted by another unit
- 2- Add GWS 462 to Cultural Studies elective list

Provide the reasoning for why each change was necessary, using a corresponding numbered item list as it relates to the brief description numbered list above.

1 and 2- FAA has now received the letter from GWS approving this addition and an admin revision is requested to allow the addition of this course for the cultural studies category. Letter attached. No change to total hours or learning outcomes.

Approved by FAA Curriculum Committee on 8.29.25, with Nicole Turner approving on their behalf

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

Yes

Courses outside of the sponsoring department/interdisciplinary departments:

GWS 462 - Hip Hop Feminism

Please attach any [GWS462-LetterOfSupport-HipHopMinor.pdf](#)
letters of support/
acknowledgement
for any
Instructional
Resources.
Consider faculty,
students, and/or
other impacted
units as
appropriate.

Program Features

Academic Level Undergraduate

Is this minor?

An interdisciplinary study focusing on a single theme

Is this program part of an ISBE approved licensure program?

No

Will specialized accreditation be sought for this program?

No

Other than certification via the students' degree audits, is there any additional planned mechanism to award/honor successful completion of the minor?

No

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

No

Program of Study

An undergraduate minor should consist of at least 16 - and no more than 21 hours - of course work, with at least 6 hour of 300- or 400- level courses. Except for clearly remedial offerings, prerequisite courses within the sponsoring unit count towards the total; prerequisite courses outside the sponsoring unit do not count toward this total. The unit sponsoring the minor and that unit's college may set educationally necessary prerequisites for eligibility for the minor within these constraints. Does this proposal meet these criteria?

Yes

Revised programs

Catalog Page Text - Overview Tab

Catalog Page Overview Text

The Undergraduate Minor in Hip Hop Culture and the Arts is an interdisciplinary program housed in the College of Fine Applied Arts. Students completing this program will explore fundamental content in Hip Hop history, generate original creative work, engage with critical cultural considerations, develop introductory skills with relevant digital media, and participate in youth programming in the Champaign-Urbana community.

Is the overview text above correct?

Yes

Statement for
Programs of Study
Catalog

Required Core Studies		6
<u>AFRO 228</u>	Hip Hop Music: History and Culture	3
<u>FAA 481</u>	Hip Hop Ambassadors	3
Creative Studies		minimum of 2 hours from this category
<u>ARTD 217</u>	Graphic Design for Non-Majors	3
<u>ARTS 220</u>	Introduction to Fashion	3
<u>ARTS 221</u>	Fashion Illustration	3
<u>ARTS 241</u>	Image Practice	3

<u>ARTS 245</u>	Beginning Illustration	3
<u>ARTS 320</u>	Fashion and Textiles Design	3
<u>ARTS 420</u>	Making Fashion: Apparel Design in Context	3
<u>ARTS 446</u>	Topics in Performance Art	3
<u>DANC 116</u>	Dance I (Hip Hop section)	2
<u>DANC 216</u>	Dance II (Hip Hop section)	2
<u>DANC 330</u>	Dance Documentation	1
<u>DANC 340</u>	Dancing Black Popular Culture	3
<u>DANC 424</u>	Collaborative Performance	1
<u>FAA 481</u>	Hip Hop Ambassadors	4
<u>MUS 127</u>	Beatmaking I	3
<u>MUS 128</u>	DJing I	3
<u>MUS 129</u>	Emceeing I	3
<u>MUS 327</u>	Beatmaking II	3
<u>MUS 328</u>	DJing II	3
<u>MUS 329</u>	Emceeing II	3
<u>MUS 425</u>	Hip Hop Studio	2
<u>MUS 446</u>	Songwriting	2
<u>MUSC 457</u>	Hip-Hop Collective	1
<u>UP 427</u>	Digital Storytelling	3
Cultural Studies		minimum of 3 hours from this category
<u>AFRO 132</u>	African American Music	3
<u>ARTE 480</u>	Popular Visual Culture	3
<u>ARTH 260</u>	Graffiti and Murals	3
<u>EALC 230</u>	Popular Cultures of Contemporary East Asia	3
<u>EALC 369</u>	Hanguk Hip Hop	3
<u>FAA 201</u>	Black Arts Today	3
<u>FAA 480</u>	Advanced Studies in Hip Hop	3 or 4
<u>GWS 462</u>	<u>Hip Hop Feminism</u>	<u>3</u>

LLS 240	Latina/o Popular Culture	3
MACS 320	Popular Culture	3
MUS 132	Popular Music Studies	3
MUS 411	Genre Studies in Musicology	3
MUS 418	Regional Studies in Musicology	3
THEA 263	Introduction to African American Theatre	3
UP 160	Race, Social Justice, and Cities	3
UP 330	The Modern American City	3
UP 473	Housing & Urban Policy	4

Digital Media Studies

minimum of 3 hours from this category

ART 160	The Image World: Photography for Non-Majors	3
MACS 140	Smartphone Cinema	3
MACS 150	Introduction to Digital Media Production	4
THEA 151	Introduction to Digital Audio Workstations	3

If needed, select from any additional or repeatable courses above to complete the 16 minimum hours required for the minor

Other courses may be approved in selection with and approved by minor advisor

At least six hours of coursework for the minor should be advanced (300-level or 400-level courses) and must be distinct from credit earned for your major or another minor.

Total Hours	16

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.

Are the learning outcomes for the program listed in the Academic Catalog?

Yes

Student Learning Outcomes

- a. Foundations: Students will demonstrate understandings of the history and evolution of Hip Hop culture.
- b. Creativity: Students will generate original work in at least one artistic practice relevant to Hip Hop culture.
- c. Culture: Students will engage with Hip Hop scholarship that relates critical cultural understandings to inform their own work as emerging artists, scholars, and professionals.
- d. Digital Media: Students will develop skillsets and understandings around digital media to engage globally and locally in contemporary Hip Hop culture.

Did you make any revisions to the learning outcomes you copied and pasted from the current academic catalog?

No

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

Describe here:

Once we identify students pursuing the minor, we will send online questionnaires every year to students inquiring about their experiences in courses in the minor and their preferences for new and/or revised options moving forward. We will include both rating scales and open-ended response items to invite more student feedback.

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.

Prior to implementation and during, we anticipate working with frequent guest artists, educators, and scholars representing various corners and intersections of the music industry, Hip Hop culture, and academia. One of the roles we anticipate these guests serving in would be as advisors and consultants for this minor. Outside informal feedback from a variety of perspectives will be valuable to informing the establishment and ongoing evolution of this program.

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

When the minor has graduates, we will send annual surveys asking for updates to graduates' career trajectories and their reflections on their experiences with the minor. We will use these data to build a connected network of students and graduates and to inform any potential revisions and evolutions to the minor moving forward.

Program

Description and

Requirements

Attach Documents

Delivery Method

This program is
available:

On Campus - Students are required to be on campus, they may take some online courses.

Enrollment

Will the department limit enrollment to the minor?

No

Describe how the department will monitor the admission to/enrollment in the minor.

The minor will be open.

Are there any prerequisites for the proposed minor?

No

Describe how this revision or phase down/elimination will impact enrollment and degrees awarded. If this is an elimination/phase down proposal include the plans for the students left in the program.

No impact.

Budget

Are there
budgetary
implications for this
revision?

No

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?

The Director of Curriculum for the Hip Hop Innovation Center (currently Dr. Adam Kruse, Associate Professor of Music Education) will provide the administrative duties to execute this minor.

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

No

Attach letters of support

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 Library’s resources, collections, and services are sufficient to meet the needs of the program outlined in this proposal.

EP Documentation

EP Control Number EP.26.002

Attach Rollback/
Approval Notices

Non-EP Documentation

U Program Review
Comments

Rollback
Documentation and
Attachment

DMI Documentation

Attach Final
Approval Notices

Banner/Codebook
Name
 Hip Hop Culture and the Arts

Program Code: 6281

Minor Code	6281	Conc Code	Degree Code	Major Code

Senate Approval Date

Senate Conference Approval Date

BOT Approval Date

IBHE Approval Date

HLC Approval Date

DOE Approval Date n/a

Effective Date:

Program Reviewer
Comments

Program Change Request

Date Submitted: 06/11/25 5:14 am

Viewing: **10KR0168BME : Music Education, BME**

Last approved: 04/07/25 8:30 am

Last edit: 09/10/25 12:49 pm

Changes proposed by: Nicole Turner

Catalog Pages Using
this Program

[Music Education, BME](#)

Proposal Type:
Major (ex. Special Education)

This proposal is for
a:
Revision

In Workflow

1. U Program Review
2. Gen Ed Review
3. 1495-MUSIC
Committee Chair
4. 1495-MUSIC Head
5. KR Dean
6. University Librarian
7. COTE Programs
8. Provost
9. Senate EPC
10. Senate
11. U Senate Conf
12. Board of Trustees
13. IBHE
14. HLC
15. Catalog Editor
16. DMI

Approval Path

1. 06/24/25 2:25 pm
Donna Butler
(dbutler): Approved
for U Program
Review
2. 07/18/25 11:20 am
Melissa Steinkoenig
(menewell):
Approved for Gen
Ed Review
3. 08/13/25 4:31 pm
Gayle Magee
(gsmagee):
Approved for 1495-
MUSIC Committee
Chair
4. 08/20/25 1:57 pm

- Linda Moorhouse
(moorhouz):
Approved for 1495-
MUSIC Head
5. 09/02/25 12:58 pm
Nicole Turner
(nicturn): Approved
for KR Dean
6. 09/02/25 1:30 pm
Tom Teper (tteper):
Approved for
University Librarian
7. 09/02/25 3:44 pm
Suzanne Lee
(suzannel):
Approved for COTE
Programs
8. 09/03/25 4:06 pm
Brooke Newell
(bsnewell):
Approved for
Provost

History

1. Mar 21, 2019 by
Deb Forgacs
(dforgacs)
2. Apr 5, 2019 by Deb
Forgacs (dforgacs)
3. Apr 6, 2019 by Deb
Forgacs (dforgacs)
4. Apr 7, 2025 by
Nicole Turner
(nicturn)

Administration Details

Official Program Name	Music Education, BME
Diploma Title	Bachelor of Music Education

Sponsor College	Fine & Applied Arts	
Sponsor Department	Music	
Sponsor Name	Megan Eagen-Jones	
Sponsor Email	eagen@illinois.edu	
College Contact	Dr. Nicole Turner	College Contact Email
	nicturn@illinois.edu	
College Budget Officer	Greg Anderson	
College Budget Officer Email	gnanders@illinois.edu	

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

~~Sponsor will edit proposal if rolled back.~~

Does this program have inter-departmental administration?

No

Effective Catalog Term

Effective Catalog Term	Fall 2025
Effective Catalog	2025-2026

Proposal Title

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

Revise the Bachelor of Music Education in Music Education in the College of Fine and Applied Arts

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

This BME proposal (key 524) is related to the BME Concentration in Choral Music (key 671), the BME Concentration in Instrumental Music (key 674), the BME Concentration in Technology (key 675), and the BME Concentration in General Music (key 673).

Program Justification

Provide a brief description, using a numbered item list, of the proposed changes to the program.

1. Add sentence regarding COTE/ISBE C- grade requirement
2. Revise School of Music professional education to 2.5 (previously 3.0)

Did the program content change 25% or more in relation to the total credit hours, since the most recent university accreditation visit? See the italicized text below for more details.

No

Provide the reasoning for why each change was necessary, using a corresponding numbered item list as it relates to the brief description numbered list above.

1. For years, text in the academic catalog has stated: "All music education students must earn a grade of C- or better in all music and education courses required for licensure." COTE and ISBE refer to this as the "C-Rule" and refer to the areas as "content and professional education." (See: <https://cote.illinois.edu/home/cote-policy-guide/III-state-mandates/grade-of-C--or-better>). The sentence previously in the academic catalog is added above the POS, with an addition of the word "professional" prior to "education courses" to clarify that the education courses to align with the header in the POS.
2. The School of Music, music education faculty have found some student exceptions in which they had wanted to recommend students with a professional education GPA (professional education, concentration specialization courses) between a 2.5 and 3.0 GPA and have voted to revise this requirement to a 2.5 GPA minimum instead of 3.0, to apply for all students effective FA 25 on.

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

No

Program Features

Academic Level Undergraduate

Does this major have transcribed concentrations? Yes

Concentrations

Concentrations(s)
Music Education: Choral Music, BME
Music Education: General Music, BME
Music Education: Instrumental Music, BME
Music Education: Technology, BME

Will you admit to the concentration directly? No

Is a concentration required for graduation? Yes

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

What are the minimum Total Credit Hours required for this program?
130

CIP Code 131312 - Music Teacher Education.

Is this program part of an ISBE approved licensure program?
Yes

Will specialized accreditation be sought for this program?

Yes

Describe the institution's plan for seeking specialized accreditation for this program.

The School of Music at the University of Illinois has been accredited by the National Association of Schools of Music (NASM) since 1933.

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

Yes

If Yes, describe how it is aligned with or meets licensure, certification, and/or entitlement requirements.

Teacher education is overseen by ISBE.

Program of Study

Provide detailed information (course rubrics, numbers, and credit hours) of how a student could obtain 40 credit hours of upper-division coursework.

40 advanced hours

MUS 201 [MUS 102 and MUS 108] (2)

MUS 202 [MUS 201 and MUS 207] (2)

MUS 207 [MUS 108 and MUS 107] (2)

MUS 208 [MUS 207, MUS 108, MUS 107] (2)

MUS 313 (3)

MUS 314 (3)

Ensemble-MUSC 400-level (6)

MUS 342 (3)

MUS 343 (3)

MUS 434 (3)

MUS 439 (3)

MUS 350 (5)

CI 473 (2)

EDPR 438 (4)

Revised programs [BME FA 25 sample sequence.docx](#)

Catalog Page Text - Overview Tab

Catalog Page Overview Text

Statement for

Graduation Requirements

Minimum hours required for graduation: 130 hours.

Students who wish to study voice or an instrument for credit are required to satisfy the instrumental or vocal qualifying audition designed for students outside the School of Music.

A minimum of twelve hours of 400-level courses in Music must be taken on the Urbana-Champaign campus.

In order to be recommended for licensure with the Illinois State Board of Education, candidates are required to maintain a UIUC cumulative grade-point average of 2.5. All music education students must earn a grade of C- or better in all music and professional education courses required for licensure.

The School of Music teacher education program requires a content area (music core, techniques courses, BME electives) GPA of 2.75, and professional education (professional education, concentration specialization courses) GPA of 2.5 ~~3.0~~ (A=4.0).

Candidates should consult their degree audit for a listing of courses used to compute these grade-point averages.

University Requirements

Minimum of 40 hours of upper-division coursework, generally at the 300- or 400-level. These hours can be drawn from all elements of the degree. Students should consult their academic advisor for additional guidance in fulfilling this requirement.

The university and residency requirements can be found in the Student Code (§ 3-801) and in the Academic Catalog.

General Education Requirements

Follows the campus General Education (Gen Ed) requirements. Some Gen Ed requirements may be met by courses required and/or electives in the program.

Composition I	4-6
Advanced Composition	3
fulfilled by <u>MUS 244</u> or <u>EPOL 202</u>	
Humanities & the Arts (6 hours)	6
fulfilled by <u>MUS 133</u> and <u>MUS 313</u> and <u>MUS 314</u>	
Natural Sciences & Technology (6 hours)	6
Social & Behavioral Sciences (6 hours)	6
fulfilled by <u>EPSY 201</u> and any other course approved as Social & Behavioral Sciences	
Cultural Studies: Non-Western Cultures (1 course)	3
fulfilled by <u>MUS 133</u>	
Cultural Studies: US Minority Cultures (1 course)	3
Cultural Studies: Western/Comparative Cultures (1 course)	3
Quantitative Reasoning (2 courses, at least one course must be Quantitative Reasoning I)	6-10

Language Requirement (Completion of the third semester or equivalent of a language other than English is required)		0-15
Orientation Requirements		
FAA 101	Arts at Illinois	1
MUS 100	First-year Seminar for Music Majors	0
Total Hours		1
Music Core		
Music Theory and Musicianship		
MUS 101	Music Theory and Practice I	2
MUS 102	Music Theory and Practice II	2
MUS 107	Musicianship I	2
MUS 108	Musicianship II	2
MUS 201	Music Theory and Practice III	2
MUS 202	Music Theory and Practice IV	2
MUS 207	Musicianship III	2
MUS 208	Musicianship IV	2
Musicology		
MUS 110	Introd Art Mus: Intl Perspect	3
MUS 133	Introduction to World Music	3
MUS 313	The History of Music I	3
MUS 314	The History of Music II	3
Keyboard		
All students must demonstrate keyboard competency when they audition, by proficiency examination when they matriculate, or by enrolling in MUS 172 or MUS 173		
MUS 172	Grp Instr Pno for Mus Major I	2
MUS 173	Grp Instr Pno for Mus Maj II	2
Performance Studies		
Applied Music Lessons (MUSC 400 -level courses)		12
Lesson enrollment in the applied major is normally expected during the first six semesters, two (2) semester hours each semester.		
Credits earned in applied music lessons beyond the requirement are generally considered elective		

Ensemble (MUSC 400 -level courses)		6
All music education majors are required to participate in an approved ensemble every semester in residence.		
MUSC 460 , MUSC 461 , MUSC 462 , MUSC 463 , MUSC 464 , MUSC 465 , MUSC 467 , MUSC 469 , MUSC 473 , MUSC 475 , MUSC 476 , MUSC 480 , MUSC 481 , MUSC 482 , MUSC 483		
Total Hours		50
Professional Education		
Music Education		
MUS 090	Seminar in Music Education	0
MUS 240	Orientation to Music Teaching and Learning K-HS	1
MUS 243	Introductory Music Ed Tech	2
MUS 244	Social Foundations of Music Ed	3 or 4
or EPOL 202	Foundations of Education-ACP	
MUS 342	Music in Childhood	3
MUS 343	Music in Adolescence	3
MUS 350	Music Teaching in Ensemble Settings	5
MUS 434	Assessment and Evaluation in Music Education	3
MUS 439	Differentiating Music Instruction	3
Conducting		
MUS 242	Elements of Conducting	2
or MUS 330	Advanced Choral Conducting I	
Education		
CI 473	Disciplinary Literacy	2
EPSY 201	Educational Psychology	3
Student Teaching		4-8

Student teaching coursework may be taken for 4-8 credits. Eight hours of student teaching apply toward graduation. Enrolling for at least 12 credits is needed to retain full-time status. You must register for both [EDPR 438](#) and [EDPR 442](#) during the semester of your student teaching. If public school licensure is not desired, the student selects alternative courses totaling 13 semester hours in consultation with the music education advisor, seven semester hours of which must be from the student's applied major, music theory, or music history.

EDPR 438	Educational Practice in Special Fields
EDPR 442	Educational Practice in Secondary Education

Total Hours	34-39

Required Concentration. Choose one below:

Choral Music
General Music
Instrumental Music
Technology

Total Hours:	13-14

Music Education Electives

Select credits to reach 130 from the following courses, if not taken to satisfy a requirement in one of the above sections:

MUS 106	Beginning Composition	2
MUS 174	Grp Instr Pno for Mus Maj III	2
MUS 175	Grp Instr Pno for Mus Maj IV	2
MUS 199	Undergraduate Open Seminar (Sections GT1-GT5, Group Guitar)	1
MUS 330	Advanced Choral Conducting I	2
MUS 331	Advanced Choral Conducting II	2
MUS 332	Advanced Wind Band Conducting and Rehearsal Strategies	3
MUS 333	Cond/Teach Strings-Grp Setting	3
MUS 336	Service Learning in Music Education	3
MUS 344	Instrumental Methods for Secondary Ensembles	2
MUS 346	Choral Methods for Secondary Ensembles	2
MUS 348	Choral Literature	1
MUS 404	Contemp Compos Techniques	2
MUS 407	Elect Music Techniques I	3

MUS 409	Elec Music Techniques II	2
MUS 433	Music Interdisciplinary Curriculum	2
MUS 435	Jazz Aural Skills I	2
MUS 437	Popular Music Pedagogy	2
MUS 440	Marching Band Procedures	2
MUS 444	Healthy Music Practices	2
MUS 446	Songwriting	2
MUS 447	Advanced Music Ed Technology	2
MUS 449	Teaching Young Singers	2
MUS 499	Proseminar in Music (Section ART, Audio Recording Techniques)	2
MUSC 449	World Music Performance Ensembles	1
THEA 399	Undergraduate Group Seminar (Section RS)	3
THEA 453	Introduction to Theatre Sound	3
THEA 454	Sound Design I	3

Summary of Credit for the Bachelor of Music Education in Music Education

General Education	
Orientation	1
Music Core	50
Professional Education	34-39
Concentration	13-14

Music Education electives to bring the total hours earned to 130
A minimum of 40 credits at the 300- or 400-level must be completed for this degree
8 of these hours are fulfilled by MUS 201 , MUS 202 , MUS 207 , and MUS 208 , each of which has at least 2 prerequisites and may count as advanced
A maximum of 8 hours of upper level coursework may be earned through ensembles, MUS 447 through MUS 498
MUSC 487 through MUSC 499 do not fulfill advanced hours

Total Hours	130

Corresponding Degree	BME Bachelor of Music Education

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.

Are the learning outcomes for the program listed in the Academic Catalog?

Yes

Student Learning Outcomes

1. The well prepared music teacher has in-depth understanding of content area knowledge that includes central concepts, methods of inquiry, structures of the discipline, and multiple forms of music literacy.
2. The well prepared music teacher plans and designs instruction based on content area knowledge; diverse styles, genres, and repertoires; diverse student characteristics; student performance data; curriculum goals; and the community context.
3. The well prepared music teacher differentiates instruction by using a variety of strategies that support critical and creative thinking, problem-solving, and continuous musical growth and learning.
4. The well prepared music teacher understands and uses appropriate formative and summative assessments for determining student needs, monitoring student progress, measuring student growth, and evaluating student outcomes.
5. The well prepared music teacher is an ethical and reflective practitioner who promotes a culture of professional inquiry.

Did you make any revisions to the learning outcomes you copied and pasted from the current academic catalog?

No

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

Describe here:

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

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

Program
Description and

Requirements

Attach Documents

Delivery Method

This program is
available:

On Campus - Students are required to be on campus, they may take some online courses.

Admission Requirements

Desired Effective Fall 2025

Admissions Term

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

No

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

Enrollment

Describe how this revision or phase down/elimination will impact enrollment and degrees awarded. If this is an elimination/phase down proposal include the plans for the students left in the program.

This revision will allow students who previously required college and school exceptions to graduate with a 2.5-2.99 GPA would now be allowed to graduate without petition.

Estimated Annual Number of Degrees Awarded

Year One Estimate

5th Year Estimate (or when fully
implemented)

What is the
matriculation term
for this program?

Fall

Budget

Are there No
budgetary
implications for this
revision?

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

No

Additional Budget ~~N/A~~
Information

Attach File(s)

Financial Resources

How does the unit intend to financially support this proposal?

~~N/A~~

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

No

Attach letters of
support

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

FAA Undergraduate Differential

Are you seeking a change in the tuition rate or differential for this program?

No

Faculty Resources

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

No impact.

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 Library’s resources, collections, and services are sufficient to meet the needs of the program outlined in this proposal.

EP Documentation

EP Control Number EP.26.002

Attach Rollback/
Approval Notices

Non-EP Documentation

U Program Review
Comments

Rollback
Documentation and
Attachment

DMI Documentation

Attach Final
Approval Notices

Banner/Codebook
Name
BME:Music Education -UIUC

Program Code: 10KR0168BME

Minor	Conc	Degree	BME
Code	Code	Code	Major
			Code
0168			

Senate Approval
Date

Senate Conference
Approval Date

BOT Approval Date

IBHE Approval Date

HLC Approval Date

DOE Approval Date n/a

Effective Date:

Program Reviewer **Melissa Steinkoenig (menewell) (07/18/25 11:20 am):** Gen Ed Table good
Comments

Program Change Request

Date Submitted: 06/11/25 5:01 am

Viewing: **10KR3930BME : Music Education: Choral Music, BME**

Last approved: 04/07/25 8:29 am

Last edit: 09/10/25 12:53 pm

Changes proposed by: Nicole Turner

Catalog Pages Using
this Program Music Education: Choral Music, BME

Proposal Type:
Concentration (ex. Dietetics)

This proposal is for
a:
Revision

In Workflow

1. U Program Review
2. Gen Ed Review
3. 1495-MUSIC Committee Chair
4. 1495-MUSIC Head
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Approval Path

1. 06/24/25 2:25 pm
Donna Butler
(dbutler): Approved
for U Program
Review
2. 07/18/25 11:21 am
Melissa Steinkoenig
(menewell):
Approved for Gen
Ed Review
3. 08/13/25 4:31 pm
Gayle Magee
(gsmagee):
Approved for 1495-
MUSIC Committee
Chair
4. 08/20/25 1:57 pm

Linda Moorhouse
(moorhouz):
Approved for 1495-
MUSIC Head

5. 09/02/25 12:58 pm
Nicole Turner
(nicturn): Approved
for KR Dean

6. 09/02/25 1:30 pm
Tom Teper (tteper):
Approved for
University Librarian

7. 09/02/25 3:45 pm
Suzanne Lee
(suzannel):
Approved for COTE
Programs

8. 09/03/25 4:06 pm
Brooke Newell
(bsnewell):
Approved for
Provost

History

1. Mar 21, 2019 by
Deb Forgacs
(dforgacs)
2. Apr 6, 2019 by Deb
Forgacs (dforgacs)
3. Apr 30, 2020 by
Linda Moorhouse
(moorhouz)
4. Apr 7, 2025 by
Nicole Turner
(nicturn)

Administration Details

Official Program Music Education: Choral Music, BME
Name

Diploma Title	Bachelor of Music Education	
Sponsor College	Fine & Applied Arts	
Sponsor Department	Music	
Sponsor Name	Megan Eagen-Jones	
Sponsor Email	eagen@illinois.edu	
College Contact	Nicole Turner	College Contact Email
	nicturn@illinois.edu	
College Budget Officer	Greg Anderson	
College Budget Officer Email	gnanders@illinois.edu	

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

~~Sponsor will edit proposal if rolled back.~~

Does this program have inter-departmental administration?

No

Effective Catalog Term

Effective Catalog Term	Fall 2025
Effective Catalog	2025-2026

Proposal Title

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

Revise the Concentration in Choral Music in the Bachelor of Music Education in Music Education in the College of Fine and Applied Arts

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

This BME Choral Music Concentration (671) is related to the Bachelor of Music Education (key 524), the BME Concentration in Instrumental Music (key 674), the BME Concentration in Technology (key 675), and the BME Concentration in General Music (key 673).

Program Justification

Provide a brief description, using a numbered item list, of the proposed changes to the program.

1. Add sentence regarding COTE/ISBE C- grade requirement
2. Revise School of Music professional education to 2.5 (previously 3.0)

Did the program content change 25% or more in relation to the total credit hours, since the most recent university accreditation visit? See the italicized text below for more details.

No

Provide the reasoning for why each change was necessary, using a corresponding numbered item list as it relates to the brief description numbered list above.

1. For years, text in the academic catalog has stated: "All music education students must earn a grade of C- or better in all music and education courses required for licensure." COTE and ISBE refer to this as the "C-Rule" and refer to the areas as "content and professional education." (See: <https://cote.illinois.edu/home/cote-policy-guide/III-state-mandates/grade-of-C--or-better>). The sentence previously in the academic catalog is added above the POS, with an addition of the word "professional" prior to "education courses" to clarify that the education courses to align with the header in the POS.
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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? If Yes is selected, indicate the appropriate courses and attach the letter of support/acknowledgement.

No

Program Features

Academic Level Undergraduate

Is this program part of an ISBE approved licensure program?

Yes

Will specialized accreditation be sought for this program?

Yes

Describe the institution's plan for seeking specialized accreditation for this program.

The School of Music at the University of Illinois has been accredited by the National Association of Schools of Music (NASM) since 1933.

Additional concentration notes (e.g., estimated enrollment, advising plans, etc.)

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

No

Program of Study

Provide detailed information (course rubrics, numbers, and credit hours) of how a student could obtain 40 credit hours of upper-division coursework.

40 advanced hours

MUS 201 [MUS 102 and MUS 108] (2)

MUS 202 [MUS 201 and MUS 207] (2)

MUS 207 [MUS 108 and MUS 107] (2)

MUS 208 [MUS 207, MUS 108, MUS 107] (2)

MUS 313 (3)

MUS 314 (3)

Ensemble-MUSC 400-level (6)

MUS 342 (3)

MUS 343 (3)

MUS 434 (3)

MUS 439 (3)

MUS 350 (5)

CI 473 (2)

EDPR 438 (4)

Revised programs [Music Educ Choral Music, BME sample sched-1.docx](#)

Catalog Page Text - Overview Tab

Catalog Page Overview Text

Statement for
Programs of Study
Catalog

Graduation Requirements

Minimum hours required for graduation: 130 hours.

Students who wish to study voice or an instrument for credit are required to satisfy the instrumental or vocal qualifying audition designed for students outside the School of Music.

A minimum of twelve hours of 400-level courses in Music must be taken on the Urbana-Champaign campus.

In order to be recommended for licensure with the Illinois State Board of Education, candidates are required to maintain a UIUC cumulative grade-point average of 2.5. [All music education students must earn a grade of C- or better in all music and professional education courses required for licensure.](#)

The School of Music teacher education program requires a content area (music core, techniques courses, BME electives) GPA of 2.75, and professional education (professional education, concentration specialization courses) GPA of [2.5](#) ~~3.0~~ (A=4.0).

Candidates should consult their degree audit for a listing of courses used to compute these grade-point averages.

University Requirements

Minimum of 40 hours of upper-division coursework, generally at the 300- or 400-level. These hours can be drawn from

all elements of the degree. Students should consult their academic advisor for additional guidance in fulfilling this requirement.

The university and residency requirements can be found in the [Student Code](#) (§ 3-801) and in the [Academic Catalog](#).

General Education Requirements

Follows the [campus General Education \(Gen Ed\) requirements](#). Some Gen Ed requirements may be met by courses required and/or electives in the program.

Composition I	4-6
Advanced Composition	3
fulfilled by MUS 244 or EPOL 202	
Humanities & the Arts (6 hours)	6
fulfilled by MUS 133 and MUS 313 and MUS 314	
Natural Sciences & Technology (6 hours)	6
Social & Behavioral Sciences (6 hours)	6
fulfilled by EPSY 201 and any other course approved as Social & Behavioral Sciences	
Cultural Studies: Non-Western Cultures (1 course)	3
fulfilled by MUS 133	
Cultural Studies: US Minority Cultures (1 course)	3
Cultural Studies: Western/Comparative Cultures (1 course)	3
Quantitative Reasoning (2 courses, at least one course must be Quantitative Reasoning I)	6-10
Language Requirement (Completion of the third semester or equivalent of a language other than English is required)	0-15

Orientation Requirements

FAA 101	Arts at Illinois	1
MUS 100	First-year Seminar for Music Majors	0
Total Hours		1

Music Core

Music Theory and Musicianship		
MUS 101	Music Theory and Practice I	2
MUS 102	Music Theory and Practice II	2
MUS 107	Musicianship I	2
MUS 108	Musicianship II	2
MUS 201	Music Theory and Practice III	2

MUS 202	Music Theory and Practice IV	2
MUS 207	Musicianship III	2
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Musicology		
MUS 110	Introd Art Mus: Intl Perspect	3
MUS 133	Introduction to World Music	3
MUS 313	The History of Music I	3
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Keyboard		
All students must demonstrate keyboard competency when they audition, by proficiency examination when they matriculate, or by enrolling in MUS 172 or MUS 173		
MUS 172	Grp Instr Pno for Mus Major I	2
MUS 173	Grp Instr Pno for Mus Maj II	2
Performance Studies		
Applied Music Lessons (MUSC 400 -level courses)		12
Lesson enrollment in the applied major is normally expected during the first six semesters, two (2) semester hours each semester.		
Credits earned in applied music lessons beyond the requirement are generally considered elective		
Ensemble (MUSC 400 -level courses)		6
All music education majors are required to participate in an approved ensemble every semester in residence. Approved ensembles are selected in consultation with an advisor.		
Total Hours		50
Professional Education		
Music Education		
MUS 090	Seminar in Music Education	0
MUS 240	Orientation to Music Teaching and Learning K-HS	1
MUS 243	Introductory Music Ed Tech	2
MUS 244	Social Foundations of Music Ed	3 or 4
or EPOL 202	Foundations of Education-ACP	
MUS 342	Music in Childhood	3

MUS 343	Music in Adolescence	3
MUS 350	Music Teaching in Ensemble Settings	5
MUS 434	Assessment and Evaluation in Music Education	3
MUS 439	Differentiating Music Instruction	3
Conducting		
MUS 242	Elements of Conducting	2
or MUS 330	Advanced Choral Conducting I	
Education		
CI 473	Disciplinary Literacy	2
EPSY 201	Educational Psychology	3
Student Teaching		4-8
Student teaching coursework may be taken for 4-8 credits. Eight hours of student teaching apply toward graduation. Enrolling for at least 12 credits is needed to retain full-time status. You must register for both EDPR 438 and EDPR 442 during the semester of your student teaching. If public school licensure is not desired, the student selects alternative courses totaling 13 semester hours in consultation with the music education advisor, seven semester hours of which must be from the student's applied major, music theory, or music history.		
EDPR 438	Educational Practice in Special Fields	
EDPR 442	Educational Practice in Secondary Education	
Total Hours		34-39
Choral Music Concentration		
Choral Music Specialized Coursework		14
Choral students take at least one diction course and secondary piano through MUS 174, or with advisor permission, applied lessons.		
Students in the choral concentration whose primary instrument is piano must have at least 4 credits of secondary voice.		
MUS 330	Advanced Choral Conducting I (required for choral students; credit is counted in the Professional Education category)	0
MUS 331	Advanced Choral Conducting II	2
MUS 121	Italian Diction	1
or MUS 122	German Diction	
or MUS 123	French Diction	

Italian, German, and French diction courses may require concurrent enrollment, or completion, of the first semester of the chosen language.

<u>MUS 346</u>	Choral Methods for Secondary Ensembles	2
<u>MUS 348</u>	Choral Literature (taken twice)	2

Choral Music Technique Courses: 7 credit minimum to be selected with advisor, from Lists A and B.

List A: Choose 3 credits from the list below:

<u>MUS 140</u>	String Instrument Class	2
<u>MUS 144</u>	Supp WW Inst: Clarinet	.5
<u>MUS 146</u>	Supp WW Inst: Flute	.5
<u>MUS 147</u>	Supp WW Inst: Oboe	.5
<u>MUS 148</u>	Supp WW Inst: Saxophone	.5
<u>MUS 149</u>	Supp WW Inst: Bassoon	.5
<u>MUS 151</u>	Supp Brass Inst: Trumpet	.5
<u>MUS 153</u>	Supp Brass Inst: Horn	.5
<u>MUS 154</u>	Supp Brass Inst: Trombone	.5
<u>MUS 155</u>	Supp Brass Inst: Euph/Tuba	.5
<u>MUS 158</u>	Supp Percussion Instruments	2
<u>MUS 199</u>	Undergraduate Open Seminar (Sections GT1-GT5, Group Guitar)	1

List B: Choose 4 credits from the list below:

<u>MUS 174</u>	Grp Instr Pno for Mus Maj III	2
<u>MUS 175</u>	Grp Instr Pno for Mus Maj IV	2
<u>MUSC 101</u>	Piano (Secondary Instrument)	2 to 4
<u>MUSC 105</u>	Voice (Secondary Instrument)	2 to 3
<u>MUSC 449</u>	World Music Performance Ensembles	1

Music Education Electives

Select credits to reach 130 from the following courses, if not taken to satisfy a requirement in one of the above sections:

<u>MUS 106</u>	Beginning Composition	2
<u>MUS 174</u>	Grp Instr Pno for Mus Maj III	2

<u>MUS 175</u>	Grp Instr Pno for Mus Maj IV	2
<u>MUS 199</u>	Undergraduate Open Seminar (Sections GT1-GT5, Group Guitar)	1
<u>MUS 330</u>	Advanced Choral Conducting I	2
<u>MUS 331</u>	Advanced Choral Conducting II	2
<u>MUS 332</u>	Advanced Wind Band Conducting and Rehearsal Strategies	3
<u>MUS 333</u>	Cond/Teach Strings-Grp Setting	3
<u>MUS 336</u>	Service Learning in Music Education	3
<u>MUS 344</u>	Instrumental Methods for Secondary Ensembles	2
<u>MUS 346</u>	Choral Methods for Secondary Ensembles	2
<u>MUS 348</u>	Choral Literature	1
<u>MUS 404</u>	Contemp Compos Techniques	2
<u>MUS 407</u>	Elect Music Techniques I	3
<u>MUS 409</u>	Elec Music Techniques II	2
<u>MUS 433</u>	Music Interdisciplinary Curriculum	2
<u>MUS 435</u>	Jazz Aural Skills I	2
<u>MUS 437</u>	Popular Music Pedagogy	2
<u>MUS 440</u>	Marching Band Procedures	2
<u>MUS 444</u>	Healthy Music Practices	2
<u>MUS 446</u>	Songwriting	2
<u>MUS 447</u>	Advanced Music Ed Technology	2
<u>MUS 449</u>	Teaching Young Singers	2
<u>MUS 499</u>	Proseminar in Music (Section ART, Audio Recording Techniques)	2
<u>MUSC 449</u>	World Music Performance Ensembles	1
<u>THEA 399</u>	Undergraduate Group Seminar (Section RS)	3
<u>THEA 453</u>	Introduction to Theatre Sound	3
<u>THEA 454</u>	Sound Design I	3

Summary of Credit for the Bachelor of Music Education in Music Education, concentration in Choral Music

General Education	
Orientation	1
Music Core	50

Professional Education	34-39
Choral Music Concentration	14
Music Education electives to bring the total hours earned to 130	
A minimum of 40 credits at the 300- or 400-level must be completed for this degree	
8 of these hours are fulfilled by MUS 201 , MUS 202 , MUS 207 , and MUS 208 , each of which has at least 2 prerequisites and may count as advanced	
A maximum of 8 hours of upper level coursework may be earned through ensembles, MUS 447 through MUS 498	
MUSC 487 through MUSC 499 do not fulfill advanced hours	

Total Hours

130

Program Relationships

Corresponding

Program(s):

Corresponding Program(s)

Music Education, BME

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.

Are the learning outcomes for the program listed in the Academic Catalog?

Yes ~~No~~

Student Learning Outcomes

1. The well prepared music teacher has in-depth understanding of content area knowledge that includes central concepts, methods of inquiry, structures of the discipline, and multiple forms of music literacy.
2. The well prepared music teacher plans and designs instruction based on content area knowledge; diverse styles, genres, and repertoires; diverse student characteristics; student performance data; curriculum goals; and the community context.
3. The well prepared music teacher differentiates instruction by using a variety of strategies that support critical and creative thinking, problem-solving, and continuous musical growth and learning.
4. The well prepared music teacher understands and uses appropriate formative and summative assessments for determining student needs, monitoring student progress, measuring student growth, and evaluating student outcomes.
5. The well prepared music teacher is an ethical and reflective practitioner who promotes a culture of professional inquiry.

Did you make any revisions to the learning outcomes you copied and pasted from the current academic catalog?

No

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

Describe here:

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

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

Program

Description and

Requirements

Attach Documents

Delivery Method

This program is
available:

On Campus - Students are required to be on campus, they may take some online courses.

Enrollment

Describe how this revision or phase down/elimination will impact enrollment and degrees awarded. If this is an elimination/phase down proposal include the plans for the students left in the program.

This revision will allow students who previously required college and school exceptions to graduate with a 2.5-2.99 GPA would now be allowed to graduate without petition.

Budget

Are there No
budgetary
implications for this
revision?

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

No

Additional Budget
Information

Attach File(s)

Financial Resources

How does the unit intend to financially support this proposal?

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

No

Attach letters of
support

Faculty Resources

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

No impact.

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 Library’s resources, collections, and services are sufficient to meet the needs of the program outlined in this proposal.

EP Documentation

EP Control Number EP.26.002

Attach Rollback/
Approval Notices

Non-EP Documentation

U Program Review
Comments

Rollback
Documentation and
Attachment

DMI Documentation

Attach Final
Approval Notices

Banner/Codebook
Name
BME:Mus Ed:Choral Music-UIUC

Program Code: 10KR3930BME

Minor	Conc	3930	Degree	BME
Code	Code		Code	Major
				Code
0168				

Senate Approval
Date

Senate Conference
Approval Date

BOT Approval Date

IBHE Approval Date

HLC Approval Date

DOE Approval Date n/a

Effective Date:

Program Reviewer **Melissa Steinkoenig (menewell) (07/18/25 11:21 am):** Gen Ed Table good (previously
Comments approved)

Date Submitted: 06/11/25 5:05 am

Viewing: **10KR3931BME : Music Education:
Instrumental Music, BME**

Last approved: 04/07/25 8:30 am

Last edit: 09/10/25 12:56 pm

Changes proposed by: Nicole Turner

Catalog Pages Using Music Education: Instrumental Music, BME
this Program

Proposal Type:
Concentration (ex. Dietetics)

This proposal is for
a:
Revision

In Workflow

- 1. U Program Review
- 2. Gen Ed Review
- 3. 1495-MUSIC
Committee Chair
- 4. 1495-MUSIC Head
- 5. KR Dean
- 6. University Librarian
- 7. COTE Programs
- 8. Provost
- 9. Senate EPC
- 10. Senate
- 11. U Senate Conf
- 12. Board of Trustees
- 13. IBHE
- 14. HLC
- 15. Catalog Editor
- 16. DMI

Approval Path

- 1. 06/24/25 2:25 pm
Donna Butler
(dbutler): Approved
for U Program
Review
- 2. 07/18/25 11:25 am
Melissa Steinkoenig
(menewell):
Approved for Gen
Ed Review
- 3. 08/13/25 4:31 pm
Gayle Magee
(gsmagee):
Approved for 1495-
MUSIC Committee
Chair
- 4. 08/20/25 1:57 pm

Linda Moorhouse
(moorhouz):
Approved for 1495-
MUSIC Head

5. 09/02/25 12:58 pm
Nicole Turner
(nicturn): Approved
for KR Dean

6. 09/02/25 1:30 pm
Tom Teper (tteper):
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Administration Details

Official Program Name	Music Education: Instrumental Music, BME
Diploma Title	Bachelor of Music Education
Sponsor College	Fine & Applied Arts

Sponsor	Music	
Department		
Sponsor Name	Megan Eagen-Jones	
Sponsor Email	eagen@illinois.edu	
College Contact	Dr. Nicole Turner	College Contact
	nicturn@illinois.edu	Email
College Budget Officer	Greg Anderson	
College Budget Officer Email	gnanders@illinois.edu	

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

~~Sponsor will edit proposal if rolled back.~~

Does this program have inter-departmental administration?

No

Effective Catalog Term

Effective Catalog Term	Fall 2025
Effective Catalog	2025-2026

Proposal Title

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

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No

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MUS 207 [MUS 108 and MUS 107] (2)

MUS 208 [MUS 207, MUS 108, MUS 107] (2)

MUS 313 (3)

MUS 314 (3)

Ensemble-MUSC 400-level (6)

MUS 342 (3)

MUS 343 (3)

MUS 434 (3)

MUS 439 (3)

CI 473 (2)

EDPR 438 (4)

MUS 332 or 333 (3)

MUS 344 (2)

Revised programs [Music Edu Instrumental Music, BME Sample Schedule.docx](#)

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Performance Studies		
Applied Music Lessons (MUSC 400 -level courses)		12
Lesson enrollment in the applied major is normally expected during the first six semesters, two (2) semester hours each semester.		
Credits earned in applied music lessons beyond the requirement are generally considered elective		
Ensemble (MUSC 400 -level courses)		6
All music education majors are required to participate in an approved ensemble every semester in residence. Approved ensembles are selected in consultation with an advisor.		
Total Hours		50
Professional Education		
Music Education		
MUS 090	Seminar in Music Education	0
MUS 240	Orientation to Music Teaching and Learning K-HS	1
MUS 243	Introductory Music Ed Tech	2
MUS 244	Social Foundations of Music Ed	3 or 4
or EPOL 202	Foundations of Education-ACP	

MUS 342	Music in Childhood	3
MUS 343	Music in Adolescence	3
MUS 350	Music Teaching in Ensemble Settings	5
MUS 434	Assessment and Evaluation in Music Education	3
MUS 439	Differentiating Music Instruction	3
Conducting		
MUS 242	Elements of Conducting	2
or MUS 330	Advanced Choral Conducting I	
Education		
CI 473	Disciplinary Literacy	2
EPSY 201	Educational Psychology	3
Student Teaching		4-8
Student teaching coursework may be taken for 4-8 credits. Eight hours of student teaching apply toward graduation. Enrolling for at least 12 credits is needed to retain full-time status. You must register for both EDPR 438 and EDPR 442 during the semester of your student teaching. If public school licensure is not desired, the student selects alternative courses totaling 13 semester hours in consultation with the music education advisor, seven semester hours of which must be from the student's applied major, music theory, or music history.		
EDPR 438	Educational Practice in Special Fields	
EDPR 442	Educational Practice in Secondary Education	
Total Hours		34-39
Instrumental Music Concentration		
Instrumental Music Specialized Coursework		5
MUS 332	Advanced Wind Band Conducting and Rehearsal Strategies	3
or MUS 333	Cond/Teach Strings-Grp Setting	
MUS 344	Instrumental Methods for Secondary Ensembles	2
Technique Courses: Choose a minimum of 8 credits, with advisor, from the list below:		8
MUS 140	String Instrument Class	2
MUS 144	Supp WW Inst: Clarinet	.5
MUS 146	Supp WW Inst: Flute	.5
MUS 147	Supp WW Inst: Oboe	.5

<u>MUS 148</u>	Supp WW Inst: Saxophone	.5
<u>MUS 149</u>	Supp WW Inst: Bassoon	.5
<u>MUS 151</u>	Supp Brass Inst: Trumpet	.5
<u>MUS 153</u>	Supp Brass Inst: Horn	.5
<u>MUS 154</u>	Supp Brass Inst: Trombone	.5
<u>MUS 155</u>	Supp Brass Inst: Euph/Tuba	.5
<u>MUS 158</u>	Supp Percussion Instruments	2

Music Education Electives

Select credits to reach 130 from the following courses, if not taken to satisfy a requirement in one of the above sections:

<u>MUS 106</u>	Beginning Composition	2
<u>MUS 174</u>	Grp Instr Pno for Mus Maj III	2
<u>MUS 175</u>	Grp Instr Pno for Mus Maj IV	2
<u>MUS 199</u>	Undergraduate Open Seminar (Sections GT1-GT5, Group Guitar)	1
<u>MUS 330</u>	Advanced Choral Conducting I	2
<u>MUS 331</u>	Advanced Choral Conducting II	2
<u>MUS 332</u>	Advanced Wind Band Conducting and Rehearsal Strategies	3
<u>MUS 333</u>	Cond/Teach Strings-Grp Setting	3
<u>MUS 336</u>	Service Learning in Music Education	3
<u>MUS 344</u>	Instrumental Methods for Secondary Ensembles	2
<u>MUS 346</u>	Choral Methods for Secondary Ensembles	2
<u>MUS 348</u>	Choral Literature	1
<u>MUS 404</u>	Contemp Compos Techniques	2
<u>MUS 407</u>	Elect Music Techniques I	3
<u>MUS 409</u>	Elec Music Techniques II	2
<u>MUS 433</u>	Music Interdisciplinary Curriculum	2
<u>MUS 435</u>	Jazz Aural Skills I	2
<u>MUS 437</u>	Popular Music Pedagogy	2
<u>MUS 440</u>	Marching Band Procedures	2
<u>MUS 444</u>	Healthy Music Practices	2

MUS 446	Songwriting	2
MUS 447	Advanced Music Ed Technology	2
MUS 449	Teaching Young Singers	2
MUS 499	Proseminar in Music (Section ART, Audio Recording Techniques)	2
MUSC 449	World Music Performance Ensembles	1
THEA 399	Undergraduate Group Seminar (Section RS)	3
THEA 453	Introduction to Theatre Sound	3
THEA 454	Sound Design I	3

Summary of Credit for the Bachelor of Music Education in Music Education, concentration in Instrumental Music

General Education	
Orientation	1
Music Core	50
Professional Education	34-39
Instrumental Music Concentration	13
Music Education electives to bring the total hours earned to 130	
A minimum of 40 credits at the 300- or 400-level must be completed for this degree	
8 of these hours are fulfilled by MUS 201 , MUS 202 , MUS 207 , and MUS 208 , each of which has at least 2 prerequisites and may count as advanced	
A maximum of 8 hours of upper level coursework may be earned through ensembles, MUS 447 through MUSC 487 through MUSC 499 do not fulfill advanced hours	
Total Hours	130

Program Relationships

Corresponding

Program(s):

Corresponding Program(s)

Music Education, BME

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.

Are the learning outcomes for the program listed in the Academic Catalog?

Yes ~~No~~

Student Learning Outcomes

1. The well prepared music teacher has in-depth understanding of content area knowledge that includes central concepts, methods of inquiry, structures of the discipline, and multiple forms of music literacy.
2. The well prepared music teacher plans and designs instruction based on content area knowledge; diverse styles, genres, and repertoires; diverse student characteristics; student performance data; curriculum goals; and the community context.
3. The well prepared music teacher differentiates instruction by using a variety of strategies that support critical and creative thinking, problem-solving, and continuous musical growth and learning.
4. The well prepared music teacher understands and uses appropriate formative and summative assessments for determining student needs, monitoring student progress, measuring student growth, and evaluating student outcomes.
5. The well prepared music teacher is an ethical and reflective practitioner who promotes a culture of professional inquiry.

Did you make any revisions to the learning outcomes you copied and pasted from the current academic catalog?

No

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

Describe here:

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

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

Program

Description and

Requirements

Attach Documents

Delivery Method

This program is
available:

On Campus - Students are required to be on campus, they may take some online courses.

Enrollment

Describe how this revision or phase down/elimination will impact enrollment and degrees awarded. If this is an elimination/phase down proposal include the plans for the students left in the program.

This revision will allow students who previously required college and school exceptions to graduate with a 2.5-2.99 GPA would now be allowed to graduate without petition.

Budget

Are there No
budgetary
implications for this
revision?

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?

N/A

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

No

Attach letters of
support

Faculty Resources

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

No impact.

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 Library’s resources, collections, and services are sufficient to meet the needs of the program outlined in this proposal.

EP Documentation

EP Control Number EP.26.002

Attach Rollback/
Approval Notices

Non-EP Documentation

U Program Review
Comments

Rollback
Documentation and
Attachment

DMI Documentation

Attach Final
Approval Notices

Banner/Codebook
Name

BME:MusEd:Instrmntl Music-UIUC

Program Code: 10KR3931BME

Minor	Conc	3931	Degree	BME
Code	Code		Code	Major
				Code

0168

Senate Approval

Date	
Senate Conference	
Approval Date	
BOT Approval Date	
IBHE Approval Date	
HLC Approval Date	
DOE Approval Date	n/a
Effective Date:	

Program Reviewer	Melissa Steinkoenig (menewell) (07/18/25 11:25 am): Gen Ed Table good (previously
Comments	approved)

Program Change Request

Date Submitted: 06/11/25 5:08 am

Viewing: **10KR5593BME : Music Education: Technology, BME**

Last approved: 04/07/25 8:30 am

Last edit: 09/10/25 12:59 pm

Changes proposed by: Nicole Turner

Catalog Pages Using Music Education: Technology, BME
this Program

Proposal Type:
Concentration (ex. Dietetics)

This proposal is for
a:
Revision

In Workflow

1. U Program Review
2. Gen Ed Review
3. 1495-MUSIC Committee Chair
4. 1495-MUSIC Head
5. KR Dean
6. University Librarian
7. COTE Programs
8. Provost
9. Senate EPC
10. Senate
11. U Senate Conf
12. Board of Trustees
13. IBHE
14. HLC
15. Catalog Editor
16. DMI

Approval Path

1. 06/24/25 2:25 pm
Donna Butler
(dbutler): Approved for U Program Review
2. 07/18/25 11:25 am
Melissa Steinkoenig
(menewell): Approved for Gen Ed Review
3. 08/13/25 4:31 pm
Gayle Magee
(gsmagee): Approved for 1495-MUSIC Committee Chair
4. 08/20/25 1:57 pm

Linda Moorhouse
(moorhouz):
Approved for 1495-
MUSIC Head

5. 09/02/25 12:59 pm
Nicole Turner
(nicturn): Approved
for KR Dean

6. 09/02/25 1:30 pm
Tom Teper (tteper):
Approved for
University Librarian

7. 09/02/25 3:45 pm
Suzanne Lee
(suzannel):
Approved for COTE
Programs

8. 09/03/25 4:07 pm
Brooke Newell
(bsnewell):
Approved for
Provost

History

1. Mar 21, 2019 by
Deb Forgacs
(dforgacs)
2. Apr 6, 2019 by Deb
Forgacs (dforgacs)
3. Jan 6, 2020 by Kathy
Martensen
(kmartens)
4. Jan 6, 2020 by Kathy
Martensen
(kmartens)
5. Apr 7, 2025 by
Nicole Turner
(nicturn)

Official Program Name	Music Education: Technology, BME	
Diploma Title	Bachelor of Music Education	
Sponsor College	Fine & Applied Arts	
Sponsor Department	Music	
Sponsor Name	Megan Eagen-Jones	
Sponsor Email	eagen@illinois.edu	
College Contact	Dr. Nicole Turner	College Contact Email
	nicturn@illinois.edu	
College Budget Officer	Greg Anderson	
College Budget Officer Email	gnanders@illinois.edu	

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

~~Sponsor will edit proposal if rolled back.~~

Does this program have inter-departmental administration?

No

Effective Catalog Term

Effective Catalog Term	Fall 2025
Effective Catalog	2025-2026

Proposal Title

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

Revise the Concentration in Technology in the Bachelor of Music Education in Music Education in the College of Fine and Applied Arts

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

This BME Technology Concentration (675) is related to the Bachelor of Music Education (key 524), the BME Concentration in Choral Music (key 671), the BME Concentration in Instrumental Music (key 674), and the BME Concentration in General Music (key 673)

Program Justification

Provide a brief description, using a numbered item list, of the proposed changes to the program.

1. Add sentence regarding COTE/ISBE C- grade requirement
2. Revise School of Music professional education to 2.5 (previously 3.0)

Did the program content change 25% or more in relation to the total credit hours, since the most recent university accreditation visit? See the italicized text below for more details.

No

Provide the reasoning for why each change was necessary, using a corresponding numbered item list as it relates to the brief description numbered list above.

1. For years, text in the academic catalog has stated: "All music education students must earn a grade of C- or better in all music and education courses required for licensure." COTE and ISBE refer to this as the "C-Rule" and refer to the areas as "content and professional education." (See: <https://cote.illinois.edu/home/cote-policy-guide/III-state-mandates/grade-of-C--or-better>). The sentence previously in the academic catalog is added above the POS, with an addition of the word "professional" prior to "education courses" to clarify that the education courses to align with the header in the POS.
2. The School of Music, music education faculty have found some student exceptions in which they had wanted to recommend students with a professional education GPA (professional education, concentration specialization courses) between a 2.5 and 3.0 GPA and have voted to revise this requirement to a 2.5 GPA minimum instead of 3.0, to apply for all students effective FA 25 on.

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

No

Program Features

Academic Level Undergraduate

Is this program part of an ISBE approved licensure program?

Yes

Will specialized accreditation be sought for this program?

Yes

Describe the institution's plan for seeking specialized accreditation for this program.

The School of Music at the University of Illinois has been accredited by the National Association of Schools of Music (NASM) since 1933.

Additional concentration notes (e.g., estimated enrollment, advising plans, etc.)

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

No

Program of Study

Provide detailed information (course rubrics, numbers, and credit hours) of how a student could obtain 40 credit hours of upper-division coursework.

40+ advanced hours

MUS 201 [MUS 102 and MUS 108] (2)

MUS 202 [MUS 201 and MUS 207] (2)

MUS 207 [MUS 108 and MUS 107] (2)

MUS 208 [MUS 207, MUS 108, MUS 107] (2)

MUS 313 (3)

MUS 314 (3)

Ensemble-MUSC 400-level (6)

MUS 342 (3)

MUS 343 (3)

MUS 434 (3)

MUS 439 (3)

CI 473 (2)

EDPR 438 (4)

MUS 437 (2)

MUS 447 (2)

Revised programs [Music Ed Tech, BME Sample Schedule.docx](#)

Catalog Page Text - Overview Tab

Catalog Page Overview Text

Statement for
Programs of Study
Catalog

Graduation Requirements

Minimum hours required for graduation: 130 hours.

Students who wish to study voice or an instrument for credit are required to satisfy the instrumental or vocal qualifying audition designed for students outside the School of Music.

A minimum of twelve hours of 400-level courses in Music must be taken on the Urbana-Champaign campus.

In order to be recommended for licensure with the Illinois State Board of Education, candidates are required to maintain a UIUC cumulative grade-point average of 2.5. [All music education students must earn a grade of C- or better in all music and professional education courses required for licensure.](#)

The School of Music teacher education program requires a content area (music core, techniques courses, BME electives) GPA of 2.75, and professional education (professional education, concentration specialization courses) GPA of ~~2.5~~ 3.0 (A=4.0).

Candidates should consult their degree audit for a listing of courses used to compute these grade-point averages.

University Requirements

Minimum of 40 hours of upper-division coursework, generally at the 300- or 400-level. These hours can be drawn from all elements of the degree. Students should consult their academic advisor for additional guidance in fulfilling this requirement.

The university and residency requirements can be found in the [Student Code](#) (§ 3-801) and in the [Academic Catalog](#).

General Education Requirements

Follows the [campus General Education \(Gen Ed\) requirements](#). Some Gen Ed requirements may be met by courses required and/or electives in the program.

Composition I	4-6
Advanced Composition	3
fulfilled by MUS 244 or EPOL 202	
Humanities & the Arts (6 hours)	6
fulfilled by MUS 133 and MUS 313 and MUS 314	
Natural Sciences & Technology (6 hours)	6
Social & Behavioral Sciences (6 hours)	6
fulfilled by EPSY 201 and any other course approved as Social & Behavioral Sciences	
Cultural Studies: Non-Western Cultures (1 course)	3
fulfilled by MUS 133	
Cultural Studies: US Minority Cultures (1 course)	3
Cultural Studies: Western/Comparative Cultures (1 course)	3
Quantitative Reasoning (2 courses, at least one course must be Quantitative Reasoning I)	6-10
Language Requirement (Completion of the third semester or equivalent of a language other than English is required)	0-15

Orientation Requirements

FAA 101	Arts at Illinois	1
MUS 100	First-year Seminar for Music Majors	0
Total Hours		1

Music Core

Music Theory and Musicianship		
MUS 101	Music Theory and Practice I	2
MUS 102	Music Theory and Practice II	2
MUS 107	Musicianship I	2
MUS 108	Musicianship II	2

MUS 201	Music Theory and Practice III	2
MUS 202	Music Theory and Practice IV	2
MUS 207	Musicianship III	2
MUS 208	Musicianship IV	2
Musicology		
MUS 110	Introd Art Mus: Intl Perspect	3
MUS 133	Introduction to World Music	3
MUS 313	The History of Music I	3
MUS 314	The History of Music II	3
Keyboard		
All students must demonstrate keyboard competency when they audition, by proficiency examination when they matriculate, or by enrolling in MUS 172 or MUS 173		
MUS 172	Grp Instr Pno for Mus Major I	2
MUS 173	Grp Instr Pno for Mus Maj II	2
Performance Studies		
Applied Music Lessons (MUSC 400 -level courses)		12
Lesson enrollment in the applied major is normally expected during the first six semesters, two (2) semester hours each semester.		
Credits earned in applied music lessons beyond the requirement are generally considered elective		
Ensemble (MUSC 400 -level courses)		6
All music education majors are required to participate in an approved ensemble every semester in residence. Approved ensembles are selected in consultation with an advisor.		
Total Hours		50
Professional Education		
Music Education		
MUS 090	Seminar in Music Education	0
MUS 240	Orientation to Music Teaching and Learning K-HS	1
MUS 243	Introductory Music Ed Tech	2
MUS 244	Social Foundations of Music Ed	3 or 4
or EPOL 202	Foundations of Education-ACP	

MUS 342	Music in Childhood	3
MUS 343	Music in Adolescence	3
MUS 350	Music Teaching in Ensemble Settings	5
MUS 434	Assessment and Evaluation in Music Education	3
MUS 439	Differentiating Music Instruction	3
Conducting		
MUS 242	Elements of Conducting	2
or MUS 330	Advanced Choral Conducting I	
Education		
CI 473	Disciplinary Literacy	2
EPSY 201	Educational Psychology	3
Student Teaching		4-8
Student teaching coursework may be taken for 4-8 credits. Eight hours of student teaching apply toward graduation. Enrolling for at least 12 credits is needed to retain full-time status. You must register for both EDPR 438 and EDPR 442 during the semester of your student teaching. If public school licensure is not desired, the student selects alternative courses totaling 13 semester hours in consultation with the music education advisor, seven semester hours of which must be from the student's applied major, music theory, or music history.		
EDPR 438	Educational Practice in Special Fields	
EDPR 442	Educational Practice in Secondary Education	
Total Hours		34-39
Technology Concentration		
Technology Specialized Coursework		5
MUS 111	Music Ed Technology Portfolio	1
MUS 437	Popular Music Pedagogy	2
MUS 447	Advanced Music Ed Technology	2
Technology Technique Courses: 8 credit minimum to be selected with advisor, from lists A, B, and C.		8
List A: Choose 2 credits from the list below:		
MUS 404	Contemp Compos Techniques	2
MUS 407	Elect Music Techniques I	3
MUS 409	Elec Music Techniques II	2

<u>MUS 499</u>	Proseminar in Music (Sections ART, AT2)	2
<u>THEA 399</u>	Undergraduate Group Seminar (Section RS)	3
<u>THEA 453</u>	Introduction to Theatre Sound	3
<u>THEA 454</u>	Sound Design I	3

List B: Choose 3 credits from the list below:

<u>CI 210</u>	Introduction to Digital Learning Environments	3
<u>CI 424</u>	Child Development & Technology	3
<u>CI 437</u>	Educational Game Design	3
<u>CI 438</u>	Computer Programming and the Classroom	3
<u>CI 482</u>	Social Learning and Multimedia	3

List C: Choose 3 credits from the list below:

<u>ARTS 243</u>	Time Arts I	3
<u>ARTS 244</u>	Interaction I	3
<u>CS 105</u>	Intro Computing: Non-Tech	3
<u>ECE 110</u>	Introduction to Electronics	3
<u>MUS 121</u>	Italian Diction (Italian, German, and French diction courses may require concurrent enrollment, or completion, of the first semester of the chosen language.)	1
or <u>MUS 122</u>	German Diction	
or <u>MUS 123</u>	French Diction	
<u>MUS 140</u>	String Instrument Class	2
<u>MUS 144</u>	Supp WW Inst: Clarinet	.5
<u>MUS 146</u>	Supp WW Inst: Flute	.5
<u>MUS 147</u>	Supp WW Inst: Oboe	.5
<u>MUS 148</u>	Supp WW Inst: Saxophone	.5
<u>MUS 149</u>	Supp WW Inst: Bassoon	.5
<u>MUS 151</u>	Supp Brass Inst: Trumpet	.5
<u>MUS 153</u>	Supp Brass Inst: Horn	.5
<u>MUS 154</u>	Supp Brass Inst: Trombone	.5
<u>MUS 155</u>	Supp Brass Inst: Euph/Tuba	.5
<u>MUS 158</u>	Supp Percussion Instruments	2

<u>MUS 174</u>	Grp Instr Pno for Mus Maj III	2
<u>MUS 175</u>	Grp Instr Pno for Mus Maj IV	2
<u>MUS 446</u>	Songwriting	2
<u>MUSC 101</u>	Piano (Secondary Instrument)	2 to 4
<u>MUSC 105</u>	Voice (Secondary Instrument)	2 to 3
<u>MUSC 115</u>	Guitar (Secondary Instrument)	2 to 4
<u>MUSC 449</u>	World Music Performance Ensembles	1

Music Education Electives

Select credits to reach 130 from the following courses, if not taken to satisfy a requirement in one of the above sections:

<u>MUS 106</u>	Beginning Composition	2
<u>MUS 174</u>	Grp Instr Pno for Mus Maj III	2
<u>MUS 175</u>	Grp Instr Pno for Mus Maj IV	2
<u>MUS 199</u>	Undergraduate Open Seminar (Sections GT1-GT5, Group Guitar)	1
<u>MUS 330</u>	Advanced Choral Conducting I	2
<u>MUS 331</u>	Advanced Choral Conducting II	2
<u>MUS 332</u>	Advanced Wind Band Conducting and Rehearsal Strategies	3
<u>MUS 333</u>	Cond/Teach Strings-Grp Setting	3
<u>MUS 336</u>	Service Learning in Music Education	3
<u>MUS 344</u>	Instrumental Methods for Secondary Ensembles	2
<u>MUS 346</u>	Choral Methods for Secondary Ensembles	2
<u>MUS 348</u>	Choral Literature	1
<u>MUS 404</u>	Contemp Compos Techniques	2
<u>MUS 407</u>	Elect Music Techniques I	3
<u>MUS 409</u>	Elec Music Techniques II	2
<u>MUS 433</u>	Music Interdisciplinary Curriculum	2

MUS 435	Jazz Aural Skills I	2
MUS 437	Popular Music Pedagogy	2
MUS 440	Marching Band Procedures	2
MUS 444	Healthy Music Practices	2
MUS 446	Songwriting	2
MUS 447	Advanced Music Ed Technology	2
MUS 449	Teaching Young Singers	2
MUS 499	Proseminar in Music (Section ART, Audio Recording Techniques)	2
MUSC 449	World Music Performance Ensembles	1
THEA 399	Undergraduate Group Seminar (Section RS)	3
THEA 453	Introduction to Theatre Sound	3
THEA 454	Sound Design I	3
Summary of Credit for the Bachelor of Music Education in Music Education, concentration in Technology		
General Education		
Orientation		1
Music Core		50
Professional Education		34-39
Technology Concentration		13
Music Education electives to bring the total hours earned to 130		
A minimum of 40 credits at the 300- or 400-level must be completed for this degree		
8 of these hours are fulfilled by MUS 201 , MUS 202 , MUS 207 , and MUS 208 , each of which has at least 2 prerequisites and may count as advanced		
A maximum of 8 hours of upper level coursework may be earned through ensembles, MUS 447 through MUS 498		
MUSC 487 through MUSC 499 do not fulfill advanced hours		
Total Hours		130

Program Relationships

Corresponding

Program(s):

Corresponding Program(s)

Music Education, BME

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.

Are the learning outcomes for the program listed in the Academic Catalog?

Yes ~~No~~

Student Learning Outcomes

1. The well prepared music teacher has in-depth understanding of content area knowledge that includes central concepts, methods of inquiry, structures of the discipline, and multiple forms of music literacy.
2. The well prepared music teacher plans and designs instruction based on content area knowledge; diverse styles, genres, and repertoires; diverse student characteristics; student performance data; curriculum goals; and the community context.
3. The well prepared music teacher differentiates instruction by using a variety of strategies that support critical and creative thinking, problem-solving, and continuous musical growth and learning.
4. The well prepared music teacher understands and uses appropriate formative and summative assessments for determining student needs, monitoring student progress, measuring student growth, and evaluating student outcomes.
5. The well prepared music teacher is an ethical and reflective practitioner who promotes a culture of professional inquiry.

Did you make any revisions to the learning outcomes you copied and pasted from the current academic catalog?

No

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

Describe here:

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

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

Program
Description and
Requirements
Attach Documents

Delivery Method

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

Enrollment

Describe how this revision or phase down/elimination will impact enrollment and degrees awarded. If this is an elimination/phase down proposal include the plans for the students left in the program.

This revision will allow students who previously required college and school exceptions to graduate with a 2.5-2.99 GPA would now be allowed to graduate without petition.

Budget

Are there budgetary implications for this revision? No

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

Additional Budget Information ~~N/A~~

Attach File(s)

Financial Resources

How does the unit intend to financially support this proposal?

N/A

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

No

Attach letters of
support

Faculty Resources

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

No impact.

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 Library's resources, collections, and services are sufficient to meet the needs of the program outlined in this proposal.

EP Documentation

EP Control Number EP.26.002

Attach Rollback/
Approval Notices

Non-EP Documentation

U Program Review
Comments

Rollback
Documentation and
Attachment

DMI Documentation

Attach Final

Approval Notices

Banner/Codebook

Name

BME:Mus Ed:Technology -UIUC

Program Code: 10KR5593BME

Minor	Conc	5593	Degree	BME
Code	Code		Code	Major
				Code
0168				

Senate Approval
Date

Senate Conference
Approval Date

BOT Approval Date

IBHE Approval Date

HLC Approval Date

DOE Approval Date n/a

Effective Date:

Program Reviewer
Comments **Melissa Steinkoenig (menewell) (07/18/25 11:25 am):** Gen Ed Table good (previously approved)

Program Change Request

Date Submitted: 06/11/25 5:13 am

Viewing: **10KR5873BME : Music Education: General Music, BME**

Last approved: 04/07/25 8:30 am

Last edit: 09/10/25 1:03 pm

Changes proposed by: Nicole Turner

Catalog Pages Using this Program

Music Education: General Music, BME

Proposal Type:
Concentration (ex. Dietetics)

This proposal is for
a:
Revision

In Workflow

1. U Program Review

2. Gen Ed Review

3. 1495-MUSIC Committee Chair

4. 1495-MUSIC Head

5. KR Dean

6. University Librarian

7. COTE Programs

8. Provost

9. Senate EPC
10. Senate
11. U Senate Conf
12. Board of Trustees
13. IBHE
14. HLC
15. Catalog Editor
16. DMI

Approval Path

1. 06/24/25 2:25 pm
Donna Butler
(dbutler): Approved for U Program Review

2. 07/18/25 11:54 am
Melissa Steinkoenig
(menewell): Approved for Gen Ed Review

3. 08/13/25 4:31 pm
Gayle Magee
(gsmagee): Approved for 1495-MUSIC Committee Chair

4. 08/20/25 1:57 pm

- Linda Moorhouse
(moorhouz):
Approved for 1495-
MUSIC Head
- 5. 09/02/25 12:59 pm
Nicole Turner
(nicturn): Approved
for KR Dean
- 6. 09/02/25 1:30 pm
Tom Teper (tteper):
Approved for
University Librarian
- 7. 09/02/25 3:45 pm
Suzanne Lee
(suzannel):
Approved for COTE
Programs
- 8. 09/03/25 4:07 pm
Brooke Newell
(bsnewell):
Approved for
Provost

History

- 1. Mar 21, 2019 by
Deb Forgacs
(dforgacs)
- 2. Dec 20, 2019 by
Linda Moorhouse
(moorhouz)
- 3. Jan 6, 2020 by Kathy
Martensen
(kmartens)
- 4. Apr 7, 2025 by
Nicole Turner
(nicturn)

Administration Details

Official Program Music Education: General Music, BME
Name

Diploma Title Bachelor of Music Education

Sponsor College Fine & Applied Arts

Sponsor Music

Department

Sponsor Name Megan Eagen-Jones

Sponsor Email eagen@illinois.edu

College Contact Dr. Nicole Turner

College Contact

Email

nicturn@illinois.edu

College Budget Officer Greg Anderson

College Budget Officer Email gnanders@illinois.edu

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

~~Sponsor will edit proposal if rolled back.~~

Does this program have inter-departmental administration?

No

Effective Catalog Term

Effective Catalog Term Fall 2025

Effective Catalog 2025-2026

Proposal Title

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

Revise the Concentration in General Music in the Bachelor of Music Education in Music Education in the College of Fine and Applied Arts

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

This BME General Music Concentration (673) is related to the Bachelor of Music Education (key 524), the BME Concentration in Instrumental Music (key 674), the BME Concentration in Technology (key 675), and the BME Concentration in Choral Music (key 671).

Program Justification

Provide a brief description, using a numbered item list, of the proposed changes to the program.

1. Add sentence regarding COTE/ISBE C- grade requirement
2. Revise School of Music professional education to 2.5 (previously 3.0)

Did the program content change 25% or more in relation to the total credit hours, since the most recent university accreditation visit? See the italicized text below for more details.

No

Provide the reasoning for why each change was necessary, using a corresponding numbered item list as it relates to the brief description numbered list above.

1. For years, text in the academic catalog has stated: "All music education students must earn a grade of C- or better in all music and education courses required for licensure." COTE and ISBE refer to this as the "C-Rule" and refer to the areas as "content and professional education." (See: <https://cote.illinois.edu/home/cote-policy-guide/III-state-mandates/grade-of-C--or-better>). The sentence previously in the academic catalog is added above the POS, with an addition of the word "professional" prior to "education courses" to clarify that the education courses to align with the header in the POS.
2. The School of Music, music education faculty have found some student exceptions in which they had wanted to recommend students with a professional education GPA (professional education, concentration specialization courses) between a 2.5 and 3.0 GPA and have voted to revise this requirement to a 2.5 GPA minimum instead of 3.0, to apply for all students effective FA 25 on.

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

No

Program Features

Academic Level Undergraduate

Is this program part of an ISBE approved licensure program?

Yes

Will specialized accreditation be sought for this program?

Yes

Describe the institution's plan for seeking specialized accreditation for this program.

The School of Music at the University of Illinois has been accredited by the National Association of Schools of Music (NASM) since 1933.

Additional concentration notes (e.g., estimated enrollment, advising plans, etc.)

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

No

Program of Study

Provide detailed information (course rubrics, numbers, and credit hours) of how a student could obtain 40 credit hours of upper-division coursework.

40 advanced hours

MUS 201 [MUS 102 and MUS 108] (2)

MUS 202 [MUS 201 and MUS 207] (2)

MUS 207 [MUS 108 and MUS 107] (2)

MUS 208 [MUS 207, MUS 108, MUS 107] (2)

MUS 313 (3)

MUS 314 (3)

Ensemble-MUSC 400-level (6)

MUS 342 (3)

MUS 343 (3)

MUS 434 (3)

MUS 439 (3)

MUS 350 (5)

CI 473 (2)

EDPR 438 (4)

Revised programs [Music Educa General Music, BME Sample Schedule.docx](#)

Catalog Page Text - Overview Tab

Catalog Page Overview Text

Statement for

Programs of Study

Catalog

Graduation Requirements

Minimum hours required for graduation: 130 hours.

Students who wish to study voice or an instrument for credit are required to satisfy the instrumental or vocal qualifying audition designed for students outside the School of Music.

A minimum of twelve hours of 400-level courses in Music must be taken on the Urbana-Champaign campus.

In order to be recommended for licensure with the Illinois State Board of Education, candidates are required to maintain a UIUC cumulative grade-point average of 2.5. [All music education students must earn a grade of C- or better in all music and professional education courses required for licensure.](#)

The School of Music teacher education program requires a content area (music core, techniques courses, BME electives) GPA of 2.75, and professional education (professional education, concentration specialization courses) GPA of [2.5](#) ~~3.0~~ (A=4.0).

Candidates should consult their degree audit for a listing of courses used to compute these grade-point averages.

University Requirements

Minimum of 40 hours of upper-division coursework, generally at the 300- or 400-level. These hours can be drawn from

all elements of the degree. Students should consult their academic advisor for additional guidance in fulfilling this requirement.

The university and residency requirements can be found in the [Student Code](#) (§ 3-801) and in the [Academic Catalog](#).

General Education Requirements

Follows the [campus General Education \(Gen Ed\) requirements](#). Some Gen Ed requirements may be met by courses required and/or electives in the program.

Composition I	4-6
Advanced Composition	3
fulfilled by MUS 244 or EPOL 202	
Humanities & the Arts (6 hours)	6
fulfilled by MUS 133 and MUS 313 and MUS 314	
Natural Sciences & Technology (6 hours)	6
Social & Behavioral Sciences (6 hours)	6
fulfilled by EPSY 201 and any other course approved as Social & Behavioral Sciences	
Cultural Studies: Non-Western Cultures (1 course)	3
fulfilled by MUS 133	
Cultural Studies: US Minority Cultures (1 course)	3
Cultural Studies: Western/Comparative Cultures (1 course)	3
Quantitative Reasoning (2 courses, at least one course must be Quantitative Reasoning I)	6-10
Language Requirement (Completion of the third semester or equivalent of a language other than English is required)	0-15

Orientation Requirements

FAA 101	Arts at Illinois	1
MUS 100	First-year Seminar for Music Majors	0
Total Hours		1

Music Core

Music Theory and Musicianship		
MUS 101	Music Theory and Practice I	2
MUS 102	Music Theory and Practice II	2
MUS 107	Musicianship I	2
MUS 108	Musicianship II	2
MUS 201	Music Theory and Practice III	2

MUS 202	Music Theory and Practice IV	2
MUS 207	Musicianship III	2
MUS 208	Musicianship IV	2
Musicology		
MUS 110	Introd Art Mus: Intl Perspect	3
MUS 133	Introduction to World Music	3
MUS 313	The History of Music I	3
MUS 314	The History of Music II	3
Keyboard		
All students must demonstrate keyboard competency when they audition, by proficiency examination when they matriculate, or by enrolling in MUS 172 or MUS 173		
MUS 172	Grp Instr Pno for Mus Major I	2
MUS 173	Grp Instr Pno for Mus Maj II	2
Performance Studies		
Applied Music Lessons (MUSC 400 -level courses)		12
Lesson enrollment in the applied major is normally expected during the first six semesters, two (2) semester hours each semester.		
Credits earned in applied music lessons beyond the requirement are generally considered elective		
Ensemble (MUSC 400 -level courses)		6
All music education majors are required to participate in an approved ensemble every semester in residence. Approved ensembles are selected in consultation with an advisor.		
Total Hours		50

Professional Education

Music Education		
MUS 090	Seminar in Music Education	0
MUS 240	Orientation to Music Teaching and Learning K-HS	1
MUS 243	Introductory Music Ed Tech	2
MUS 244	Social Foundations of Music Ed	3 or 4
or EPOL 202	Foundations of Education-ACP	

MUS 342	Music in Childhood	3
MUS 343	Music in Adolescence	3
MUS 350	Music Teaching in Ensemble Settings	5
MUS 434	Assessment and Evaluation in Music Education	3
MUS 439	Differentiating Music Instruction	3
Conducting		
MUS 242	Elements of Conducting	2
or MUS 330	Advanced Choral Conducting I	
Education		
CI 473	Disciplinary Literacy	2
EPSY 201	Educational Psychology	3
Student Teaching		4-8
Student teaching coursework may be taken for 4-8 credits. Eight hours of student teaching apply toward graduation. Enrolling for at least 12 credits is needed to retain full-time status. You must register for both EDPR 438 and EDPR 442 during the semester of your student teaching. If public school licensure is not desired, the student selects alternative courses totaling 13 semester hours in consultation with the music education advisor, seven semester hours of which must be from the student's applied major, music theory, or music history.		
EDPR 438	Educational Practice in Special Fields	
EDPR 442	Educational Practice in Secondary Education	
Total Hours		34-39

General Music Concentration

General Music Specialized Coursework		6
MUS 433	Music Interdisciplinary Curriculum	2
MUS 437	Popular Music Pedagogy	2
MUS 449	Teaching Young Singers	2
General Music Technique Courses: 8 credit minimum to be selected with advisor, from Lists A and B.		8
List A: Choose 3 credits from the list below:		
MUS 140	String Instrument Class	2
MUS 144	Supp WW Inst: Clarinet	.5

<u>MUS 146</u>	Supp WW Inst: Flute	.5
<u>MUS 147</u>	Supp WW Inst: Oboe	.5
<u>MUS 148</u>	Supp WW Inst: Saxophone	.5
<u>MUS 149</u>	Supp WW Inst: Bassoon	.5
<u>MUS 151</u>	Supp Brass Inst: Trumpet	.5
<u>MUS 153</u>	Supp Brass Inst: Horn	.5
<u>MUS 154</u>	Supp Brass Inst: Trombone	.5
<u>MUS 155</u>	Supp Brass Inst: Euph/Tuba	.5
<u>MUS 158</u>	Supp Percussion Instruments	2
<u>MUS 199</u>	Undergraduate Open Seminar (Sections GT1-GT5, Group Guitar)	1

List B: Choose 5 credits from the list below:

<u>MUSC 101</u>	Piano (Secondary Instrument)	2
<u>MUSC 105</u>	Voice (Secondary Instrument)	2
<u>MUSC 115</u>	Guitar (Secondary Instrument)	2
<u>MUSC 449</u>	World Music Performance Ensembles	1
<u>MUS 121</u>	Italian Diction	1
or <u>MUS 122</u>	German Diction	
or <u>MUS 123</u>	French Diction	

Italian, German, and French diction courses may require concurrent enrollment, or completion, of the first semester of the chosen language.

<u>MUS 166</u>	Fundamentals of Improvisation: Jazz and Beyond	2
<u>MUS 174</u>	Grp Instr Pno for Mus Maj III	2
<u>MUS 175</u>	Grp Instr Pno for Mus Maj IV	2
<u>MUS 446</u>	Songwriting	2
<u>MUS 499</u>	Proseminar in Music (Sections ART, AT2, BT1, BT2, POP)	2-3

Music Education Electives

Select credits to reach 130 from the following courses, if not taken to satisfy a requirement in one of the above sections:

<u>MUS 106</u>	Beginning Composition	2
<u>MUS 174</u>	Grp Instr Pno for Mus Maj III	2
<u>MUS 175</u>	Grp Instr Pno for Mus Maj IV	2
<u>MUS 199</u>	Undergraduate Open Seminar (Sections GT1-GT5, Group Guitar)	1
<u>MUS 330</u>	Advanced Choral Conducting I	2
<u>MUS 331</u>	Advanced Choral Conducting II	2
<u>MUS 332</u>	Advanced Wind Band Conducting and Rehearsal Strategies	3
<u>MUS 333</u>	Cond/Teach Strings-Grp Setting	3
<u>MUS 336</u>	Service Learning in Music Education	3
<u>MUS 344</u>	Instrumental Methods for Secondary Ensembles	2
<u>MUS 346</u>	Choral Methods for Secondary Ensembles	2
<u>MUS 348</u>	Choral Literature	1
<u>MUS 404</u>	Contemp Compos Techniques	2
<u>MUS 407</u>	Elect Music Techniques I	3
<u>MUS 409</u>	Elec Music Techniques II	2
<u>MUS 433</u>	Music Interdisciplinary Curriculum	2
<u>MUS 435</u>	Jazz Aural Skills I	2
<u>MUS 437</u>	Popular Music Pedagogy	2
<u>MUS 440</u>	Marching Band Procedures	2
<u>MUS 444</u>	Healthy Music Practices	2
<u>MUS 446</u>	Songwriting	2
<u>MUS 447</u>	Advanced Music Ed Technology	2
<u>MUS 449</u>	Teaching Young Singers	2
<u>MUS 499</u>	Proseminar in Music (Section ART, Audio Recording Techniques)	2
<u>MUSC 449</u>	World Music Performance Ensembles	1
<u>THEA 399</u>	Undergraduate Group Seminar (Section RS)	3
<u>THEA 453</u>	Introduction to Theatre Sound	3
<u>THEA 454</u>	Sound Design I	3

Summary of Credit for the Bachelor of Music Education in Music Education, concentration in General Music

General Education

Orientation	1
Music Core	50
Professional Education	34-39
General Music Concentration	14
Music Education electives to bring the total hours earned to 130	
A minimum of 40 credits at the 300- or 400-level must be completed for this degree	
8 of these hours are fulfilled by MUS 201 , MUS 202 , MUS 207 , and MUS 208 , each of which has at least 2 prerequisites and may count as advanced	
A maximum of 8 hours of upper level coursework may be earned through ensembles, MUS 447 through MUS 498	
MUSC 487 through MUSC 499 do not fulfill advanced hours	
Total Hours	130

Program Relationships

Corresponding
Program(s):

Corresponding Program(s)

Music Education, BME

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.

Are the learning outcomes for the program listed in the Academic Catalog?

No

Student Learning Outcomes

1. The well prepared music teacher has in-depth understanding of content area knowledge that includes central concepts, methods of inquiry, structures of the discipline, and multiple forms of music literacy.
2. The well prepared music teacher plans and designs instruction based on content area knowledge; diverse styles, genres, and repertoires; diverse student characteristics; student performance data; curriculum goals; and the community context.
3. The well prepared music teacher differentiates instruction by using a variety of strategies that support critical and creative thinking, problem-solving, and continuous musical growth and learning.
4. The well prepared music teacher understands and uses appropriate formative and summative assessments for determining student needs, monitoring student progress, measuring student growth, and evaluating student outcomes.
5. The well prepared music teacher is an ethical and reflective practitioner who promotes a culture of professional inquiry.

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

Describe here:

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

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

Program

Description and

Requirements

Attach Documents

Delivery Method

This program is
available:

On Campus - Students are required to be on campus, they may take some online courses.

Enrollment

Describe how this revision or phase down/elimination will impact enrollment and degrees awarded. If this is an elimination/phase down proposal include the plans for the students left in the program.

This revision will allow students who previously required college and school exceptions to graduate with a 2.5-2.99 GPA would now be allowed to graduate without petition.

Budget

Are there budgetary implications for this revision? No

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

Additional Budget Information ~~N/A~~

Attach File(s)

Financial Resources

How does the unit intend to financially support this proposal?

~~N/A~~

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

No

Attach letters of support

Faculty Resources

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

No impact.

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 Library’s resources, collections, and services are sufficient to meet the needs of the program outlined in this proposal.

EP Documentation

EP Control Number EP.26.002

Attach Rollback/
Approval Notices

Non-EP Documentation

U Program Review
Comments

Rollback
Documentation and
Attachment

DMI Documentation

Attach Final
Approval Notices

Banner/Codebook
Name
BME:Mus Ed:General Music-UIUC

Program Code: 10KR5873BME

Minor	Conc	5873	Degree	BME
Code	Code		Code	Major
				Code
0168				

Senate Approval
Date

Senate Conference
Approval Date

BOT Approval Date

IBHE Approval Date

HLC Approval Date

DOE Approval Date n/a

Effective Date:

Program Reviewer **Melissa Steinkoenig (menewell) (07/18/25 11:54 am):** Gen Ed Table good (previously
Comments approved)

Program Change Request

Date Submitted: 06/23/25 9:51 am

Viewing: **6264 : Music: Music Technology, BA**

Last approved: 06/18/25 11:47 am

Last edit: 09/10/25 1:05 pm

Changes proposed by: Nicole Turner

Catalog Pages Using
this Program

[Music: Music Technology, BA](#)

Proposal Type:
Concentration (ex. Dietetics)

This proposal is for
a:
[Revision](#)

In Workflow

1. U Program Review
2. Gen Ed Review
3. 1495-MUSIC
Committee Chair
4. 1495-MUSIC Head
5. KR Dean
6. University Librarian
7. COTE Programs
8. Provost
9. Senate EPC
10. Senate
11. U Senate Conf
12. Board of Trustees
13. IBHE
14. HLC
15. Catalog Editor
16. DMI

Approval Path

1. 06/24/25 1:01 pm
Donna Butler
(dbutler): Approved
for U Program
Review
2. 07/18/25 11:50 am
Melissa Steinkoenig
(menewell):
Approved for Gen
Ed Review
3. 08/13/25 4:31 pm
Gayle Magee
(gsmagee):
Approved for 1495-
MUSIC Committee
Chair
4. 08/20/25 1:57 pm

- Linda Moorhouse
(moorhouz):
Approved for 1495-
MUSIC Head
5. 09/02/25 12:55 pm
Nicole Turner
(nicturn): Approved
for KR Dean
6. 09/02/25 1:31 pm
Tom Teper (tteper):
Approved for
University Librarian
7. 09/02/25 3:45 pm
Suzanne Lee
(suzannel):
Approved for COTE
Programs
8. 09/03/25 4:08 pm
Brooke Newell
(bsnewell):
Approved for
Provost

History

1. Jun 18, 2025 by
Nicole Turner
(nicturn)

Administration Details

Official Program Name	Music: Music Technology, BA
Diploma Title	Bachelor of Arts in Music
Sponsor College	Fine & Applied Arts
Sponsor Department	Music
Sponsor Name	Megan Eagen-Jones
Sponsor Email	eagen@illinois.edu

College Contact Nicole Turner

College Contact

Email

nicturn@illinois.edu

College Budget Greg Anderson
Officer

College Budget gnanders@illinois.edu
Officer Email

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

~~For all rollbacks to Music, send to Megan Eagen-Jones.~~

Does this program have inter-departmental administration?

No

Effective Catalog Term

Effective Catalog Fall 2025
Term

Effective Catalog 2025-2026

Proposal Title

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

Revise the Concentration in Music Technology in the Bachelor of Arts in Music in the College of Fine and Applied Arts

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

Program Justification

Provide a brief description, using a numbered item list, of the proposed changes to the program.

1. Add the following elective options to Music Tech elective list in concentration: MUS 327, 402, 403, 405
2. Updated credit hours for MUS 460 and MUS 461

Did the program content change 25% or more in relation to the total credit hours, since the most recent university accreditation visit? See the italicized text below for more details.

No

Provide the reasoning for why each change was necessary, using a corresponding numbered item list as it relates to the brief description numbered list above.

1. These four new courses were developed for FA 25 and are relevant to the Music Tech concentration students. This addition provides four more options to choose from in the category.
 2. These two courses had updated credit hours approved for FA 25 and SP 26 respectively.
- No change to concentration or degree requirements or program learning outcomes. No changes to current sample schedule in academic catalog.

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

No

Program Features

Academic Level Undergraduate

Is this program part of an ISBE approved licensure program?

No

Will specialized accreditation be sought for this program?

Yes

Describe the institution's plan for seeking specialized accreditation for this program.

The University of Illinois School of Music has been accredited by the National Association of Schools of Music (NASM) since 1933.

Additional concentration notes (e.g., estimated enrollment, advising plans, etc.)

Students will be advised by the Music Advisor and Director of Undergraduate studies. Current BA Music students who wish to declare the concentration may complete the college curriculum acceptance form. Students outside of the School of Music will need to follow the same inter-college transfer requirements

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

No

Program of Study

Provide detailed information (course rubrics, numbers, and credit hours) of how a student could obtain 40 credit hours of upper-division coursework.

Advanced Hours:

MUS 201, MUS 202, MUS 207 CAL, and MUS 208 CAL, each of which has at least 2 prerequisites (8 hrs)

MUS 313, MUS 314 (6 hrs)

1 advanced musicology course, 4-- (3 hrs)

1 advanced music theory course, 4-- (3 hrs)

MUS 407 (3 hrs)

MUS 499 (1 hr)

Music Technology electives (0-4 hrs)

Other free electives (12-16 hrs of approx. 31 hours of free electives in major)

*A maximum of 8 hours of upper level coursework may be earned through ensembles, MUSC 447–MUSC 498.

Revised programs [BA Music, Music Tech sample sequence-1-2.docx](#)

Catalog Page Overview Text

The Concentration in Music Technology focuses on audio production, recording, mixing, electro-acoustic composition techniques, interactive sound synthesis, and digital audio fluency. The Music Technology curricular path gives students the flexibility to choose supporting coursework in sound design, engineering, computer sciences and more.

Is the overview text above correct?

Yes

Statement for
Programs of Study
Catalog

Graduation Requirements

Minimum hours required for graduation: 120 hours.
Students who wish to study voice or an instrument for credit are required to satisfy the instrumental or vocal qualifying audition designed for students outside the School of Music.
Credits earned in applied music lessons are generally considered elective.
A minimum of twelve hours of 400-level courses in Music must be taken on the Urbana-Champaign campus.

University Requirements

Minimum of 40 hours of upper-division coursework, generally at the 300- or 400-level. These hours can be drawn from all elements of the degree. Students should consult their academic advisor for additional guidance in fulfilling this requirement.
The university and residency requirements can be found in the [Student Code](#) (§ 3-801) and in the [Academic Catalog](#).

General Education Requirements

Follows the [campus General Education \(Gen Ed\) requirements](#). Some Gen Ed requirements may be met by courses required and/or electives in the program.

Composition I	4-6
Advanced Composition	3
Humanities & the Arts (6 hours)	6
fulfilled by MUS 313 and MUS 314	
Natural Sciences & Technology (6 hours)	6
fulfilled by MUS 209 and any other course approved as Natural Sciences & Technology	
Social & Behavioral Sciences (6 hours)	6
Cultural Studies: Non-Western Cultures (1 course)	3
Cultural Studies: US Minority Cultures (1 course)	3
Cultural Studies: Western/Comparative Cultures (1 course)	3
Quantitative Reasoning (2 courses, at least one course must be Quantitative Reasoning I)	6-10

Language Requirement (Completion of the third semester or equivalent of a language other than English is required)		0-15
Orientation Requirements		
FAA 101	Arts at Illinois	1
MUS 100	First-year Seminar for Music Majors	0
Total Hours		1
Music Core		
Music Theory and Musicianship		
MUS 101	Music Theory and Practice I	2
MUS 102	Music Theory and Practice II	2
MUS 107	Musicianship I	2
MUS 108	Musicianship II	2
MUS 201	Music Theory and Practice III	2
MUS 202	Music Theory and Practice IV	2
MUS 207	Musicianship III	2
MUS 208	Musicianship IV	2
Students in the Music Technology Concentration are required to enroll in MUS 208 section CAL (Critical Audio Listening)		
Advanced Music Theory		3
MUS 400 , MUS 404 , MUS 407 , MUS 408 , MUS 409		
Musicology		
MUS 110	Introd Art Mus: Intl Perspect	3
MUS 313	The History of Music I	3
MUS 314	The History of Music II	3
Advanced Musicology		3
MUS 410 , MUS 411 , MUS 412 , MUS 413 , MUS 414 , MUS 415 , MUS 416 , MUS 418 , MUS 421		
Keyboard		
All students must demonstrate keyboard competency when they audition, by proficiency examination when they matriculate, or by enrolling in MUS 172 or MUS 173		
MUS 172	Grp Instr Pno for Mus Major I	2
MUS 173	Grp Instr Pno for Mus Maj II	2

Total Hours		35
Concentration in Music Technology		
Music Technology Curriculum Required Courses		7
<u>MUS 209</u>	Musical Acoustics	3
<u>MUS 407</u>	Elect Music Techniques I	3
<u>MUS 499</u>	Proseminar in Music (Senior Proseminar)	1
Music Technology Electives List		select at least 4 hours from
<u>MUS 127</u>	Beatmaking I	3
<u>MUS 327</u>	<u>Beatmaking II</u>	<u>3</u>
<u>MUS 402</u>	<u>In-the-Box Recording and Production Techniques</u>	<u>3</u>
<u>MUS 403</u>	<u>Creative Audio Coding I</u>	<u>2</u>
<u>MUS 405</u>	<u>Creative Audio Coding II</u>	<u>2</u>
<u>MUS 427</u>	Digital Content Production	2
<u>MUS 428</u>	Music Monetization	2
<u>MUS 401</u>	Out-of-the-Box Recording Studio Techniques	2
<u>MUS 404</u>	Contemp Compos Techniques	2
<u>MUS 409</u>	Elec Music Techniques II	2
<u>MUS 460</u>	Legal Basics in Music	2
<u>MUS 461</u>	Copyright Law for Musicians	2
Additional courses as approved by the Music Advisor or Director of Undergraduate Studies		
Minimum Total Hours		11
Music Technology Supporting Coursework		
Non-music supporting coursework (7 hours) is required for the concentration in Music Technology and must be approved by the Music Advisor or Director of Undergraduate Studies		
Minimum Total Hours		7
Summary of Credit for the Bachelor of Arts in Music, concentration in Music Technology		
General Education		
Orientation		1
Music Core		35

Music Technology	11

Supporting Coursework	7

Electives to bring the total hours earned to 120, including a minimum of 40 credits at the 300- or 400-level.

8 of these hours are fulfilled by [MUS 201](#), [MUS 202](#), [MUS 207](#), and [MUS 208](#) CAL, each of which has at least 2 prerequisites and may count as advanced

A maximum of 8 hours of upper level coursework may be earned through ensembles, [MUSC 447](#) - [MUSC 498](#).

Total Hours	120

Program Relationships

Corresponding
Program(s):

Corresponding Program(s)

Music, BA

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.

Are the learning outcomes for the program listed in the Academic Catalog?

Yes

Student Learning Outcomes

Bachelor of Arts in Music graduates will:

- Understand, apply, and integrate foundational concepts of musical study in theory, aural skills, history, composition, improvisation, and keyboard competency, and do so independently and cooperatively.
- Demonstrate the ability to learn independently, make inquiries, think critically, discover solutions, and integrate knowledge across both similar and varied areas of musical study.
- Develop and demonstrate effective communication skills, including artistic self-expression, with diverse audiences through multiple media.
- Acquire a basic understanding of diverse musical systems and traditions across the world, and develop a sensitivity to and awareness of cultural and societal differences, and their contribution to an interdependent global consciousness.
- Acquire an understanding of professional and ethical responsibility as musicians and citizens, and demonstrate the ability to work professionally and effectively as leaders and collaborators.
- Acquire a basic understanding of technology and professional skills, along with knowledge of specific technological developments within area of specialization.
- Appreciate how music interacts in communities to enhance and engage social and cultural identities to enrich lifelong learning.

The goals of the Music Technology option/concentration are:

- To treat the study of technology and music as equal subject areas, adopting a broad, multi-disciplinary approach to the curriculum.
- To frame music technology within the larger contexts of historical trends, social transformation and ethical responsibility.
- To give students a technical understanding of computers and a familiarity with how computers mediate work in different disciplines across the arts and sciences.
- To transform students from consumers of digital media into informed producers of content.
- To provide an education relevant to contemporary career paths

Did you make any revisions to the learning outcomes you copied and pasted from the current academic catalog?

No

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

Describe here:

Each course that is part of the Concentration in Music Technology has its own set of learning outcomes that are established in the syllabus and assessed in the context of that course. These outcomes relate back to one or more of the broader outcomes listed for any Bachelor of Arts in Music degree, with some being more narrowly or specifically defined per the skills prioritized in that course.

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.

Faculty assessment of student achievement of learning outcomes is based primarily on satisfactory completion of the courses required to earn the Concentration in Music Technology, as represented by final course grades.

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

Starting this year (AY 2024) we began to conduct an annual survey of School of Music students' experiences. This survey takes the pulse of students' level of satisfaction with their social and academic experiences, including their views on the relevance of required courses per their career goals. Various committees within the School of Music will review the results of this survey and determine what school-wide-, area-wide, degree-, or concentration-specific changes may be needed to improve student learning.

Program

Description and

Requirements

Attach Documents

Delivery Method

This program is
available:

On Campus - Students are required to be on campus, they may take some online courses.

Enrollment

Describe how this revision or phase down/elimination will impact enrollment and degrees awarded. If this is an elimination/phase down proposal include the plans for the students left in the program.

No impact.

Budget

Are there
budgetary
implications for this
revision?

No

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 impact. ~~The creation of this concentration does not impact our budgetary structure.~~

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

No

Attach letters of
support

Faculty Resources

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

No impact.

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 Library's resources, collections, and services are sufficient to meet the needs of the program outlined in this proposal.

EP Documentation

EP Control Number EP.26.002

Attach Rollback/
Approval Notices

Non-EP Documentation

U Program Review
Comments

Rollback
Documentation and

Attachment

DMI Documentation

Attach Final

Approval Notices

Banner/Codebook

Name

Music Technology

Program Code: 6264

Minor	Conc	6264	Degree	BA
Code	Code		Code	Major
				Code

0265

Senate Approval
Date

Senate Conference
Approval Date

BOT Approval Date

IBHE Approval Date

HLC Approval Date

DOE Approval Date n/a

Effective Date:

Program Reviewer
Comments **Melissa Steinkoenig (menewell) (07/18/25 11:50 am):** Gen Ed Table good (previously approved)