

EP.26.131\_FINAL

Approved by EP 03/23/2026

# Program Change Request

Date Submitted: 12/22/25 12:16 am

Viewing: **10KL5869BS & 1PKS5869MAAE : JP:**

## **Agricultural & Consumer Economics, BS and Agricultural & Applied Economics, MAAE**

Last approved: 07/31/25 3:53 pm

Last edit: 02/26/26 12:27 pm

Changes proposed by: Bryan Endres

Catalog Pages Using [Agricultural & Consumer Economics, BS and Agricultural & Applied Economics, MAAE](#)  
this Program

Proposal Type:

Joint Program (ex. Master of Public Health &amp; PhD. in Community Health)

This proposal is for

a:

Revision

### In Workflow

1. U Program Review
2. Gen Ed Review
3. 1470-ACE  
Committee Chair
4. 1470-ACE Head
5. KL Committee Chair
6. KL 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. 01/08/26 11:09 am  
Brianna Vargas-Gonzalez (bv4):  
Approved for U  
Program Review
2. 01/21/26 2:11 pm  
Melissa Steinkoenig  
(menewell):  
Approved for Gen  
Ed Review
3. 01/21/26 2:18 pm  
Bryan Endres

- (bendres):  
Approved for 1470-  
ACE Committee  
Chair
4. 01/21/26 2:29 pm  
Sarah Low (salow2):  
Approved for 1470-  
ACE Head
5. 01/27/26 3:15 pm  
Brianna Gregg  
(bjgray2): Approved  
for KL Committee  
Chair
6. 01/27/26 3:15 pm  
Anna Ball (aball):  
Approved for KL  
Dean
7. 01/28/26 11:12 am  
Tom Teper (tteper):  
Approved for  
University Librarian
8. 02/03/26 9:45 am  
Allison McKinney  
(agrindly): Approved  
for Grad\_College
9. 02/03/26 10:09 am  
Suzanne Lee  
(suzannel):  
Approved for COTE  
Programs
10. 02/03/26 10:54 am  
Brooke Newell  
(bsnewell): Rollback  
to KL Committee  
Chair for Provost
11. 02/11/26 1:55 pm  
Brianna Gregg  
(bjgray2): Approved  
for KL Committee  
Chair

12. 02/11/26 1:56 pm  
Anna Ball (aball):  
Approved for KL  
Dean
13. 02/11/26 2:29 pm  
Tom Teper (tteper):  
Approved for  
University Librarian
14. 02/16/26 12:29 pm  
Allison McKinney  
(agrindly): Approved  
for Grad\_College
15. 02/16/26 12:48 pm  
Suzanne Lee  
(suzannel):  
Approved for COTE  
Programs
16. 02/18/26 3:13 pm  
Brooke Newell  
(bsnewell):  
Approved for  
Provost

## History

1. Nov 21, 2019 by  
Brianna Gregg  
(bjgray2)
2. May 1, 2020 by  
Craig Gundersen  
(cggunder)
3. Feb 3, 2022 by Deb  
Forgacs (dforgacs)
4. Apr 7, 2023 by  
Brianna Gregg  
(bjgray2)
5. Oct 30, 2023 by  
Brianna Gregg  
(bjgray2)
6. Dec 2, 2024 by

Brianna Gregg

(bjgray2)

7. Apr 30, 2025 by

Brianna Vargas-

Gonzalez (bv4)

8. Jul 31, 2025 by

Brianna Vargas-

Gonzalez (bv4)

## Administration Details

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Official Program Name	JP: Agricultural & Consumer Economics, BS and Agricultural & Applied Economics, MAAE	
Diploma Title	Bachelor of Science in Agricultural and Consumer Economics; Master of Agricultural and Applied Economics	
Sponsor College	Agr, Consumer, & Env Sciences	
Sponsor Department	Agricultural and Consumer Economics	
Sponsor Name	<u>Bryan Endres</u> <del>Nick Paulson</del>	
Sponsor Email	<u>bendres@illinois.edu</u> <del>npaulson@illinois.edu</del>	
College Contact	Brianna Gregg	College Contact Email
	bjgray2@illinois.edu	
College Budget Officer	<u>Nick Unser</u>	
College Budget Officer Email	<u>nicku@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.

[Caroline Helton \(chelton@illinois.edu\)](mailto:chelton@illinois.edu)

Does this program have inter-departmental administration?

No

## Effective Catalog Term

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Effective Catalog Term      Fall 2027

Effective Catalog      2027-2028

## Proposal Title

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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 Agricultural & Consumer Economics and the Master of Agricultural & Applied Economics in Agricultural & Applied Economics in the College of Agricultural, Consumer and Environmental Sciences and the Graduate College

Does this proposal have any related proposals that will also be revised 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 & Consumer Economics, BS and Agricultural & Applied Economics, MAEE proposal (Key: 886) is related to the following proposals:

- Environmental and Resource Economics and Policy, BS (Key: 1371)
- Financial Planning, BS (Key: 1304)
- Food and Agribusiness Management, BS (Key: 1372)
- Public Policy and Law, BS (Key: 1373)
- Consumer Economics and Finance, BS (Key: 1370)
- Agricultural & Consumer Economics, BS (Key: 74)
- Agricultural & Consumer Economics: Agri-Accounting, BS (Key: 587)
- Agricultural & Consumer Economics: Agricultural and Applied Economics, BS (Key: 1392)

The implementation of this major revision proposal is also contingent on the deactivation of the following concentrations in the Agricultural & Consumer Economics, BS (this proposal shouldn't be put into effect until these concentrations have been deactivated):

- Agricultural & Consumer Economics: Agribusiness Markets & Management, BS (Key: 588)
- Agricultural & Consumer Economics: Consumer Economics & Finance, BS (Key: 598)
- Agricultural & Consumer Economics: Environmental Economics and Policy, BS (Key: 599)
- Agricultural & Consumer Economics: Farm Management, BS (Key: 601)
- Agricultural & Consumer Economics: Finance in Agribusiness, BS (Key: 597)
- Agricultural & Consumer Economics: Financial Planning, BS (Key: 602)
- Agricultural & Consumer Economics: Policy, International Trade and Development, BS (Key: 600)
- Agricultural & Consumer Economics: Public Policy and Law, BS (Key: 595)

## Program Justification

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

1. We are removing the following concentrations from the ACE major and turning them into their own stand-alone majors and adding an Agricultural and Applied Economics concentration to the ACE major:

- The Consumer Economics & Finance concentration will become the Consumer Economics and Finance, BS major
- The Financial Planning concentration will become the Financial Planning, BS major
- The Public Policy & Law concentration will become the Public Policy and Law, BS major
- The Environmental Economics & Policy concentration will become the Environmental and Resource Economics and Policy, BS major
- The Agribusiness Markets & Management, Farm Management, Finance in Agribusiness, and Policy, International Trade & Development concentrations will become the Food and Agribusiness Management, BS

However, the Agri-Accounting concentration will remain and we will be adding an Agricultural and Applied Economics concentration.

2. We moved the requirement stating "Minimum hours in the College of ACES, 20 of which must be in the Department of ACE" to appear above the POS table.

3. We reduced the total credit hours required to complete the BS program from 126 to 120. Thus, the we are reducing the total credit hours required to complete the BS + MAAE program from 152 to 146.

4. We added ECON 102 as an OR option to ACE 100 and we are allowing for ECON 202 to count for ACE 262, ECON 203 for ACE 264, and ECON 302 for ACE 300 as options for students in certain ACE majors.

5. We added ACES 200 as an OR option to ACE 123.

6. We removed the "Minimum of 6 additional hours of Social & Behavioral Sciences" requirement.

7. We removed ACE/ECON 452 and added ACE 398, 417, and 456 to the ACE International Course or Study Abroad Experience Option.

8. We moved ACE 264, the Calculus Option (MATH 220, 221, or 234), and the ACE International Course or Study Abroad Experience Option into a new Major Coursework section.

9. We added a comment to MATH 234 clarifying that students in the Agricultural and Applied

Economics concentration can't take this calculus option.

10. We changed the "Concentration" table name to "Concentration Coursework."

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. Current Proposal - ACE Concentration to Major Transitions

Existing Concentrations in ACE:

- Agri-Accounting (AA)
- Financial Planning (FP)
- Consumer Economics and Finance (CEF)
- Environmental Economics and Policy (EEP)
- Policy, International Trade, and Development (PITD)
- Public Policy and Law (PPL)
- Farm Management (FM)
- Finance in Agribusiness (FIA)
- Agribusiness Markets and Management (AMM)

PROPOSED Concentrations in ACE:

- Agri-Accounting (AA)
- Agricultural and Applied Economics (AAE)

PROPOSED Majors in ACE:

- Financial Planning (FP)
- Consumer Economics and Finance (CEF)
- Environmental and Resource Economics and Policy (EREP)
- Public Policy and Law (PPL)
- Food and Agribusiness Management (FAM)

AA - The AA concentration will remain in the ACE major. Unlike the other concentrations, Agri-Accounting's curriculum is heavily integrated with the Gies College of Business and relies on shared accounting coursework. Maintaining it as a concentration preserves this important cross-college partnership, avoids unnecessary duplication of existing accounting majors, and ensures compliance with AACSB accreditation standards. Additionally, given its smaller enrollment size and specialized focus, retaining Agri-Accounting as a concentration allows the department to continue offering this unique applied program efficiently while focusing major-level restructuring on the larger concentrations.

AAE - The AAE concentration is in the re-envisioned new major/concentration group. The AAE

concentration is being added to the ACE major to preserve a rigorous economics-focused pathway within the department following the transition of several existing concentrations into standalone majors. As other concentrations shift out of ACE, it is essential to maintain an option for students seeking a quantitatively oriented curriculum grounded in applied microeconomics, data analysis, and economic decision-making in agricultural and resource-based systems. AAE provides this core academic identity and aligns with the department's long-standing disciplinary strengths. The concentration emphasizes statistical and mathematical methods, economic modeling, quantitative policy analysis, and the evaluation of production, trade, development, and environmental challenges in the agricultural sector. It also supports student interest in high-demand fields such as commodity markets, international agriculture, resource management, and graduate study in applied economics. Estimated enrollment is modest (approximately 20 students across all cohorts), allowing the department to offer this concentration efficiently using existing course capacity and advising infrastructure. Adding AAE maintains curricular strength within ACE, ensures continuity for students drawn to applied economic analysis, and complements the new suite of ACE-affiliated majors by providing a clearly defined quantitative pathway within the remaining major structure.

CEF - The CEF concentration is in the mirror offering group, as it is transitioning to a major with the same name. Students have expressed a clear desire for a distinct major that aligns with their interests and aspirations in fields such as consumer behavior, behavioral economics, food marketing, sustainability, household and family economics, financial literacy, personal financial planning and wealth management, small business and entrepreneurial finance, and community economic development. Establishing a standalone CEF major will allow for a more intentional and cohesive curriculum that reflects the evolving expectations of both industry and graduate programs. Employers increasingly seek graduates who possess not only quantitative and analytical skills but also a deep understanding of consumer decision-making, behavioral insights, and economic well-being at the micro and macro levels. Similarly, graduate programs expect applicants to arrive with strong methodological training, domain knowledge, and experience with applied research and real-world data. The CEF curriculum directly addresses these expectations by integrating rigorous training in applied economics and finance and behavioral theory with experiential learning, data analysis, and communication skills. A standalone major will also support better advising and clearer curricular pathways tailored to students' specific academic and career goals. Importantly, this concentration is one of the department's two largest concentrations, alongside Financial Planning. These two concentrations make up just under 50% of the ACE major. From a financial standpoint, it's positive that these will not appear as a significant change to incoming students.

FP - The FP concentration is in the mirror offering group, as it is transitioning to a major with the same name. We are advocating for the transition of our highly successful Financial Planning concentration to a Bachelor of Science to meet growing student demand, address workforce needs, and provide a comprehensive academic framework that prepares graduates for success

in a professional landscape. Moreover, this will solidify the University of Illinois' reputation as a leader in financial planning. Transforming the Financial Planning concentration into a major is a forward-thinking step that will benefit our students, support critical workforce needs, and elevate our institution's academic offerings. By doing so, we can provide students with the comprehensive education they need to excel in the workforce, while reinforcing our commitment to innovation and excellence in higher education. The removal of the Financial Planning concentration is not expected to negatively impact enrollment or degrees awarded. Because the program is being restructured into a standalone Financial Planning, BS major with minimal changes to curriculum or advising, the shift should be largely seamless for prospective students. This concentration is currently one of the department's largest. CEF and FP make up just under 50% of the ACE major. Early messaging and recruitment materials will ensure students can easily identify the new major as the direct successor to the existing program. As a result, enrollment and graduation numbers are expected to remain stable, and the change may improve clarity and visibility for students pursuing careers in personal finance and financial advising.

PPL - The PPL concentration is in the mirror offering group, as it is transitioning to a major with the same name. Creating a standalone Public Policy and Law major reflects the department's long history of integrating law and policy into the curriculum and responds to student demand for clearer academic and professional pathways in these fields. The major offers a focused curriculum grounded in policy analysis, legal principles, and evidence-based decision-making, with a distinctive emphasis on issues related to food, agriculture, and natural resources. A dedicated major improves advising, strengthens program identity, and better prepares students for careers in public service, advocacy, law, and policy analysis, as well as for graduate study in public policy, law, public administration, and related fields. It also builds on the department's nationally recognized expertise to train students as strategic, ethical, and data-informed policy leaders. Since this program is keeping its original name, there likely won't be much impact on enrollment, degrees awarded, or finances, as there will be almost no visible difference for prospective students, except in the details of how each program is structured. The Public Policy and Law concentration accounts for another 8.3% of our students, so just under 60% of our majors will experience only minor changes when moving from concentrations to majors.

EEP - The EEP concentration is in the name changes group, being renamed to Environmental and Resource Economics and Policy. Students have demonstrated strong interest in environmental and natural resource issues, particularly in the context of climate change, sustainability, ecosystem services, and the intersection of economic development and environmental protection. As societal concern for environmental and climate-related challenges grows, so too does demand for professionals trained in the economic dimensions of these issues, including cost-benefit analysis, market-based policy instruments, environmental regulation, and natural resource valuation. Establishing Environmental and Resource Economics and Policy as a standalone major responds to this demand by allowing for a more structured

and Policy as a standalone major responds to this demand by allowing for a more structured and in-depth curriculum. Moreover, a dedicated Environmental and Resource Economics and Policy major better communicates the program's academic identity to students, employers, and graduate schools, supporting more effective advising, stronger recruitment, and clearer professional pathways. As environmental policy continues to evolve, a focused major ensures students receive the specialized preparation they need to contribute to solutions at local, national, and global levels. Environmental Economics and Policy (EEP) is undergoing a minor name change to Environmental and Resource Economics and Policy (EREP), which seems likely to have little significant impact on enrollment or degrees awarded. The Environmental Economics and Policy concentration has experienced significant growth in the major and course enrollment within the Department. This concentration currently comprises 6% of ACE undergraduate students, with marked potential for growth, and required courses such as ACE 210 (Environmental Economics and Policy) and ACE 255 (Economics of Food and Environmental Justice) consistently enroll nearly 150 and 200 students per offering, respectively. This enrollment will sufficiently financially support the proposed program when shifted from concentrations to a major.

AMM - The AMM concentration is in the name changes group, being renamed to Food and Agribusiness Management. The AMM concentration currently enrolls over 15% of ACE majors, making it one of the program's largest academic tracks. However, it has experienced a 25% decline in enrollment over the last four years, signaling a weakening demand that cannot be ignored. At the same time, AMM contributes more than \$700,000 in allocated budget, making it a financially significant part of the department. Any change to this concentration carries clear risk, but doing nothing carries even greater long-term risk. This proposal takes a calculated, proactive approach by deactivating the AMM concentration and combining it with three other closely related tracks, into a new standalone major: Food and Agribusiness Management, BS. This new major retains the core content and faculty expertise of AMM while offering a more modern, accessible program identity that aligns with student expectations, urban student backgrounds, and industry trends. While some enrollment disruption is possible in the short term, the Food and Agribusiness Management title maintains strong continuity with AMM and provides an opportunity to reverse enrollment declines through better program visibility and more targeted recruitment. This change also allows for streamlined advising, reduced curricular redundancy, and stronger positioning in a competitive academic landscape. With student input, market research, and timing all aligned, this is a strategically sound moment to transition AMM into a modernized, standalone major that better reflects the department's academic goals and the career ambitions of its students. Phasing out the AMM, FM, FIA, and PITD concentrations will affect approximately 25% of current ACE undergraduates. While the removal of familiar concentration names may lead to a modest short-term dip in enrollment and degrees awarded within the ACE major, the intent is that most students will shift their interest to the new FAM, BS major. AMM has already experienced a 25% enrollment decline over the last four years, reinforcing the need for program restructuring. The new FAM major offers a clearer, more

marketable identity that aligns with student interests and industry needs, and includes a Finance track to help retain finance-focused students.

FM - The FM concentration is in the removal group, as it is being completely phased out so prospective students will not see this as an option for selection. The FM concentration is being consolidated into the new Food and Agribusiness Management, BS, along with three related concentrations. While the FM concentration currently enrolls a relatively small number of students (14 as of the latest count), it overlaps significantly in curriculum and career outcomes with the other concentrations being consolidated. The new FAM, BS retains the applied focus of Farm Management, while expanding its appeal to a broader group of students interested in agricultural business, commodity marketing, and agribusiness operations. Students interested in production agriculture will continue to find relevant coursework and advising pathways within the new Commodity Marketing track of the FAM major. This change also supports the long-term goal of reducing internal program complexity while offering clearer, externally recognizable degree paths. Consolidating into a standalone major with focused tracks allows for improved advising, streamlined curriculum management, and better alignment with employer expectations in the food and agribusiness sectors. Direct impact on enrollment and degrees awarded is expected to be minimal, as the FM concentration currently enrolls a small number of students (14). The intent is that most students will shift their interest to the new FAM, BS. The new FAM, BS retains relevant FM coursework and advising support, particularly through the Commodity Marketing track, which aligns closely with farm and production-focused careers.

FIA - The FIA concentration is in the removal group, as it is being completely phased out so prospective students will not see this as an option for selection. The FIA concentration is being consolidated into the new FAM, BS major to reduce redundancy and improve program clarity. While this concentration currently enrolls 60 students, the largest among the concentrations being completely removed, its core curriculum closely overlaps with FM, AMM, and PITD especially in applied economics, finance, and management. This overlap no longer justifies maintaining it as a separate track, and combining the four concentrations into a unified major enables a more cohesive academic experience, streamlined advising, and clearer program marketing. The new major includes a Finance track to retain the content and career relevance of the original concentration. This consolidation reflects a broader shift in student demographics and interests, particularly with many students now coming from urban areas like Chicago and pursuing careers in agribusiness finance, banking, supply chain, and food systems. The new FAM major better signals these career pathways and aligns with industry expectations. While this change may result in a modest short-term decline in enrollment and degrees awarded within the ACE major, the goal is for most students to shift their interest to the new FAM, BS. Phasing out the FIA concentration will impact approximately 60 students, making it the largest of the concentrations being removed. Despite potential losses, the overall transition aims to improve long-term enrollment stability by offering a more cohesive, streamlined, and

marketable degree option that aligns with student interests and industry expectations. The FAM major includes a dedicated Finance track that retains much of the coursework and career relevance found in the FIA concentration. However, prospective students specifically seeking the term “finance” in a program title may not immediately recognize this track, which presents some enrollment risk. This risk can be mitigated with strategic marketing and advising to ensure visibility of the Finance track within the new major.

PITD - The PITD concentration is in the removal group, as it is being completely phased out so prospective students will not see this as an option for selection. The PITD concentration is being consolidated into the new FAM, BS major to reduce curricular overlap and create a more streamlined and marketable program. While PITD includes unique elements related to international trade and agricultural policy, much of its core coursework overlaps with other concentrations being consolidated, particularly in applied economics, trade, and agribusiness systems. PITD currently enrolls a small number of students (17), and its content and career pathways, such as global markets, commodity trade, and agricultural policy, will continue to be available through the Global track within the FAM major. Consolidating this concentration supports academic efficiency and creates a clearer, more cohesive set of offerings that reflect student interests and industry needs. This restructuring is a strategic response to evolving student demographics and employer expectations, where students are increasingly seeking interdisciplinary programs that prepare them for careers in global agribusiness, food systems, and trade policy. This change also aligns with broader departmental goals: to simplify advising, reduce redundancy in course offerings, and present a clearer academic identity to prospective students and employers. The FAM major, with its structured tracks, maintains the rigor of the PITD curriculum while improving clarity and flexibility for students preparing for careers in international agribusiness and food systems. This change may cause a slight short-term decline in enrollment and degrees awarded within the ACE major, but the goal is for most students to shift to the new FAM, BS. Phasing out the PITD concentration will impact approximately 17 students, as it is one of the smallest concentrations in ACE. The FAM major includes a Global track that preserves much of the PITD curriculum and career focus in international trade and policy. However, some prospective students seeking a specialized policy or trade program may not immediately recognize this option, which poses a modest enrollment risk. This risk can be minimized through targeted marketing and advising to highlight the Global track’s relevance and opportunities.

2. This requirement was previously placed near the end of the POS table, making it easy for students to overlook. Moving it higher on the page increases its visibility and transparency, helping students better understand degree requirements earlier in the planning process. Additionally, we are placing this same requirement in the same location for the new majors that will replace the deactivated concentrations, so this change also promotes consistency and alignment across the ACE curriculum.

3. Unless it is an extremely rigorous curriculum, we've found that most other BS program on campus, on average, are only 120 credit hours. Reducing the total to 120 credit hours will better reflect the academic demands of the program, bring it in line with the campus standard for most undergraduate degrees, and provide students with greater flexibility without diminishing the program's educational value. We reduced the total hours by reducing the hours of "Free Elective Courses" (see changes reflected in sample sequence).

4. Previously, ECON 102 was an OR option alongside ACE 100. ECON 102 covers many of the same foundational economic principles as ACE 100, and is already widely accepted as a substitute in practice by advisors and faculty. Officially listing it as an OR option increases flexibility for students, particularly those transferring from or to other colleges where ECON 102 is more commonly taken.

Furthermore, as stated in the ECON letter of support, we are allowing for ECON 202 to count for ACE 262, ECON 203 for ACE 264, and ECON 302 for ACE 300 as options for students in certain ACE majors. In order to facilitate degree completion, students who have taken these courses are allowed to substitute, although advisors suggest the ACE courses first as they are more closely tied to the specific requirements of the degree.

"Students will have the option to take ACE or ECON courses to meet:

Statistics course requirements:

- ACE 262 or ECON 202 for all majors
- ACE 264 or ECON 203 for ACE students with an Agricultural Accounting concentration; Consumer Economics and Finance majors, Environmental and Resource Economics and Policy majors; Food and Agribusiness Management Majors.

Intermediate Microeconomics course requirement for all majors (ACE 300 or ECON 302)"

5. ACES 200 and ACE 123 both aim to prepare students for academic and professional success through skills such as career exploration, goal setting, and engagement with the college community. However, ACES 200 is specifically for transfer students, while ACE 123 is specifically for incoming first year students. Thus, we'd like to officially make ACES 200 an option on the ACE, BS degree audit to avoid going through the course substitution process.

6. The SBS requirement was redundant with the Gen Ed requirements already in place. Additionally, ACE students will naturally meet this requirement through required course work by taking either ACE 100 or ECON 102 and ECON 103. Removing the separate SBS requirement simplifies the program and reduces unnecessary credit hours, which aligns with our desire to lower the total hours required for graduation.

...over the total hours required for graduation...

7. ACE/ECON 452 was removed because it is no longer offered on a regular basis (it was last offered in Fall 2022). ACE 398, 417, and 456 were added because they contain strong international or global economic components that meet the intended learning outcomes of this requirement. This change both modernizes and increases the list of qualifying courses for students to fulfill the international experience requirement.

8. We moved these courses/options to the new Major Coursework section as they aren't required on all the programs or they vary in which courses are in the options list (e.g., study abroad experience option) across all the programs that we're revising/proposing in this big ACE curriculum shift.

9. In the Agricultural and Applied Economics concentration, students will be required to take rigorous calculus courses, including Calculus II and III. Because of this, these students should take either Calculus or Calculus I as their first calculus course to give them the best calculus foundation possible.

10. This new title aligns with the style of new Major Coursework table title as well as the Concentration Coursework table title in the Agri-Accounting and (new) Agricultural and Applied

Economics concentrations.

## 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:

ACES 200 - ACES Transfer Orientation

ECON 102 - Microeconomic Principles

ECON 452 - The Latin American Economies

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

[ACES 200\\_Letter-of-Support.pdf](#)  
[ECON\\_Letter of Support\\_Agricultural and Consumer Economics\\_extrafinal.pdf](#)

## Program Features

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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?

146 hours ~~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

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

a) Specifically required upper-level courses for the program of study:

For ACE Major:

ACCY 201 (3 hours) (prerequisites of ACE 100 or ECON 102 and ECON 103)

ACE 300 (3 hours)

ACE 341 (1 or 2 hour)

b) Choices (i.e., "Select one of the following:") of required upper-level courses for the program of study:

For ACE Major:

ACE International Course or Study Abroad Experience Option - Select one of the following: (3 hours)

ACE 398

ACE 411

ACE 417

ACE 435

ACE 436

ACE 451

ACE 455

ACE 456

c) Elective upper-level courses for the program of study:

N/A

Total upper-level hours = 10-11

The remaining 29-30 upper-level hours will come from upper-level concentration courses and free upper-level elective courses.

Revised programs     [Sample Sequence\\_Agricultural & Consumer Economics, BS + MAAE.docx](#)

[Side by Side\\_Agricultural & Consumer Economics, BS + MAAE.xlsx](#)

## Catalog Page Text - Overview Tab

## Catalog Page Overview Text

Six hours of upper level electives will count jointly in the BS and MAAE program.

Is the overview text above correct?

Yes

Statement for  
Programs of Study  
Catalog

# BS Program Component

## Graduation Requirements

Minimum hours required for graduation: 120 ~~126~~ hours.

Minimum hours required in the College of ACES: 35 hours, 20 of which must be in the Department of ACE.

## 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.

Composition I	4-6
Advanced Composition	3
Humanities & the Arts (6 hours)	6
Natural Sciences & Technology (6 hours)	6
Social & Behavioral Sciences (6 hours)	6
fulfilled by <a href="#">ACE 100</a> or <a href="#">ECON 102</a> ; and <a href="#">ECON 103</a>	
Cultural Studies: Non-Western Cultures (1 course)	3
Cultural Studies: U.S. 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)		6-8
fulfilled by <a href="#">MATH 220</a> , <a href="#">MATH 221</a> , or <a href="#">MATH 234</a> ; and <a href="#">ACE 262</a>		
Language Requirement (Completion of the third semester or equivalent of a language other than English is required)		0-15
<b>Department Foundation</b>		
<a href="#">ACE 123</a>	Introduction to ACE	2
or <a href="#">ACES 200</a>	ACES Transfer Orientation	
<a href="#">ACE 100</a>	Introduction to Applied Microeconomics	3 or 4
or <a href="#">ECON 102</a>	Microeconomic Principles	
<a href="#">ECON 103</a>	Macroeconomic Principles	3
<a href="#">ACE 161</a>	Computer Concepts & Applications	3
or <a href="#">CS 105</a>	Intro Computing: Non-Tech	
<del>Calculus Option—Select one of the following:</del>		<del>4</del>
<del><a href="#">MATH 220</a></del>	<del>Calculus</del>	
<del><a href="#">MATH 221</a></del>	<del>Calculus I</del>	
<del><a href="#">MATH 234</a></del>	<del>Calculus for Business I</del>	
<a href="#">ACCY 201</a>	Accounting and Accountancy I	3
<a href="#">ACE 262</a>	Applied Statistical Methods and Data Analytics I	3
<del><a href="#">ACE 264</a></del>	<del>Applied Statistical Methods &amp; Data Analytics 2</del>	<del>3</del>
Communication Option		3 or 6
<a href="#">CMN 101</a>	Public Speaking	
<a href="#">ALEC 115</a>	Let's Talk about Food, Agriculture, and the Environment	
<a href="#">CMN 111</a> & <a href="#">CMN 112</a>	Oral & Written Comm I and Oral & Written Comm II	
<del>Minimum of 6 additional hours of Social &amp; Behavioral Sciences</del>		<del>6</del>
<a href="#">ACE 341</a>	Careers and Professionalism	1 or 2
<a href="#">ACE 300</a>	Intermediate Applied Microeconomics	3
<del>ACE International Course or Study Abroad Experience Option—Select one of the following:</del>		<del>3</del>

<a href="#">ACE 411</a>	<a href="#">Environment and Development</a>
<a href="#">ACE 435</a>	<a href="#">Global Agribusiness Management</a>
<a href="#">ACE 436</a>	<a href="#">International Business Immersion</a>
<a href="#">ACE 451</a>	<a href="#">Agriculture in Intl Dev</a>
<a href="#">ACE 452</a>	<a href="#">The Latin American Economies</a>
<a href="#">ACE 455</a>	<a href="#">International Trade in Food and Agriculture</a>

### Major Coursework

Calculus Option - Select one of the following:

4  
or  
5

<a href="#">MATH 220</a>	<a href="#">Calculus</a>
<a href="#">MATH 221</a>	<a href="#">Calculus I</a>
<a href="#">MATH 234</a>	<a href="#">Calculus for Business I (Not an option for students in the Agricultural and Applied Economics concentration; choose from the other two options.)</a>

[ACE 264](#) [Applied Statistical Methods & Data Analytics 2](#)

3

ACE International Course or Study Abroad Experience Option - Select one of the following:

3

<a href="#">ACE 398</a>	<a href="#">Experiential Learning (Study Abroad/Other Campus Study Abroad)</a>
<a href="#">ACE 411</a>	<a href="#">Environment and Development</a>
<a href="#">ACE 417</a>	<a href="#">Climate Change Economics and Policy</a>
<a href="#">ACE 435</a>	<a href="#">Global Agribusiness Management</a>
<a href="#">ACE 436</a>	<a href="#">International Business Immersion</a>
<a href="#">ACE 451</a>	<a href="#">Agriculture in Intl Dev</a>
<a href="#">ACE 455</a>	<a href="#">International Trade in Food and Agriculture</a>
<a href="#">ACE 456</a>	<a href="#">Agricultural and Food Policies</a>

**Concentration**

**15-29**

### Concentration Coursework

Concentration prescribed courses. See specific requirements for the concentrations listed below.

[Agri-Accounting](#)

Agricultural and Applied Economics

<del>Consumer Economics &amp; Finance</del>	
<del>Environmental Economics &amp; Policy</del>	
<del>Farm Management</del>	
<del>Finance in Agribusiness</del>	
<del>Financial Planning</del>	
<del>Policy, International Trade &amp; Development</del>	
<del>Public Policy &amp; Law</del>	
<del>Minimum hours in the College of ACES, 20 of which must be in the Department of ACE</del>	<del>35</del>
<b>Total Hours</b>	<b>120</b>

6 hours of upper level electives will count jointly in the BS and Masters programs.

## MAAE Program Component

<b>Microeconomic Theory</b>		
<a href="#">ACE 500</a>	Applied Economic Theory	4
<b>Quantitative Methods</b>		<b>8</b>
Applied Econometrics:		
<a href="#">ACE 562</a>	Applied Regression Models I	
<a href="#">ACE 564</a>	Applied Regression Models II	
Other Quantitative Methods:		
4 hours of approved graduate course work in Quantitative Methods		
<b>Field of Specialization</b>		
12 hours of approved graduate field courses		12
(Must include at least 4 total hours at the 500-level and 8 total hours in ACE)		
<b>Professional/Research Internship Requirement</b>		
Select one of the following:		
<a href="#">ACE 592</a>	Special Topics (Graduate Internship)	
<a href="#">ACE 591</a>	Independent Study	
<b>Total MAAE Component Hours</b>		<b>26</b>

**Total Joint Program Hours****146**

## Other Requirements

Other requirements may overlap

A minimum of 20 hours of credit within the unit

A minimum of 16 hours at the 500-level overall

Minimum GPA

3.0

### Program Relationships

Identify the existing  
programs to be  
joined:

#### Corresponding Program(s)

Agricultural &amp; Consumer Economics, BS

Agricultural &amp; Applied Economics, MAAE

## 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 LOAs:

1. ACE students will acquire broad and deep knowledge of Agricultural and Consumer Economics.
1. ACE students will develop a critical and reflective orientation toward global systems (such as natural, environmental, social, cultural, economic, and political) and cultural differences (such as race, indigeneity, gender, class, sexuality, language, and disability).
2. ACE students will develop critical thinking and problem solving skills.
3. ACE students will develop their ability to communicate in a variety of settings.
4. ACE students will build and sustain productive relationships to be effective leaders who can respond to civic and social challenges at local, national, and global levels, creating positive change in their communities.

### MAAE LOAs:

1. Develop a knowledge base in, and demonstrate an understanding of how to use, microeconomic concepts to set up and analyze economic problems.
2. Develop mastery of quantitative methods which can be used to analyze and address economic problems.
3. Understand features of agriculture and natural resources (e.g., inherent risk, institutions, unique government policies, and cultural importance of food) that make them unique for applications of economic principles and methods.
4. Gain experience in applying skills developed in the program in a real-world professional setting.
5. Practice highest levels of professional conduct (e.g., in professional activities take responsibility, be accountable, show integrity, have strong ethics, and respect diversity).

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

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This program is  
available:

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

## Admission Requirements

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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.

See attached.

## Enrollment

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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 enrollment and degrees awarded may be reduced due to the reduction of available concentrations. But we anticipate that degrees awarded will be shifted from the ACE major to the five new majors that are replacing the aforementioned ACE concentrations once they are established.

Estimated Annual Number of Degrees Awarded

Year One Estimate

See attached.

5th Year Estimate (or when fully implemented)

See attached.

## Budget

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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

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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)

[Master of Agriculture and Applied Economics rate](#)

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

No

## Faculty Resources

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

Because the proposed revision is just transitioning established concentrations to majors, current faculty are adequate to provide instruction for the new program.

## Library Resources

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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.

After consulting with Sarah Williams, this proposal to transition from a concentration to a major will have no impact on the University Library's resources. Current library resources are sufficient to cover the requirements of this program. No new or additional resources will be necessary to support the revision of this major.

### EP Documentation

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EP Control Number    EP.26.131

Attach Rollback/  
Approval Notices

### Non-EP Documentation

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U Program Review  
Comments

Rollback  
Documentation and  
Attachment

### DMI Documentation

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Attach Final  
Approval Notices

Banner/Codebook  
Name

BS: BS ACE/MAAE AAE - UIUC & MAAE: BS ACE/MAAE AAE - UIUC

Program Code: 10KL5869BS & 1PKS5869MAAE

Minor Code	Conc Code	5869	Degree Code	Major Code
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Senate Approval Date

Senate Conference Approval Date

BOT Approval Date

IBHE Approval Date

HLC Approval Date

DOE Approval Date NA

Effective Date:

Program Reviewer

Comments

**Melissa Steinkoenig (menewell) (01/21/26 2:11 pm):** Gen Ed Table: Good

**Brooke Newell (bsnewell) (02/03/26 10:54 am):** Rollback: Per discussion with Brianna G.

**Brianna Vargas-Gonzalez (bv4) (02/03/26 1:51 pm):** Existing tuition rate has been added to the proposal for data purposes. NO changes were made to the existing rate.

Key: 886