EP.26.134_FINAL
Approved by EP 03/23/2026

Program Change Request

New Proposal

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

Viewing: **: Environmental and Resource Economics and Policy, BS**

Last edit: 02/26/26 12:28 pm

Changes proposed by: Bryan Endres

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. 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. 01/14/26 4:20 pm Brianna Vargas-Gonzalez (bv4): Approved for U Program Review
2. 01/21/26 2:18 pm Melissa Steinkoenig (menewell): Approved for Gen Ed Review
3. 01/21/26 2:21 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 3:17 pm Anna Ball (aball): Approved for KL Dean
7. 01/28/26 11:13 am Tom Teper (tteper): Approved for University Librarian
8. 01/28/26 12:08 pm Suzanne Lee (suzannel): Approved for COTE Programs
9. 01/30/26 9:07 am Brooke Newell (bsnewell): Rollback to KL Committee Chair for Provost
10. 02/11/26 1:55 pm Brianna Gregg (bjgray2): Approved for KL Committee Chair
11. 02/11/26 1:56 pm Anna Ball (aball): Approved for KL Dean
12. 02/11/26 2:28 pm Tom Teper (tteper):

Approved for University Librarian
13. 02/11/26 2:52 pm Suzanne Lee (suzannel): Approved for COTE Programs
14. 02/18/26 3:14 pm Brooke Newell (bsnewell): Approved for Provost

Proposal Type

Proposal Type:	Major (ex. Special Education)

Administration Details

Official Program Name	Environmental and Resource Economics and Policy, BS		
Diploma Title	Bachelor of Science in Environmental and Resource Economics and Policy		
Sponsor College	Agr, Consumer, & Env Sciences		
Sponsor Department	Agricultural and Consumer Economics		
Sponsor Name	Bryan Endres		
Sponsor Email	bendres@illinois.edu		
College Contact	Brianna Gregg	College Contact Email	bjgray2@illinois.edu
College Budget Officer	Nick Unser		
College Budget Officer Email	nicku@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.

Caroline Helton (chelton@illinois.edu)

Does this program have inter-departmental administration?

No

Effective Catalog Term

Effective Catalog Term	Fall 2027
Effective Catalog	2027-2028

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 Bachelor of Science in Environmental and Resource Economics and Policy 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: 1371) is related to the following proposals:
- Consumer Economics and Finance, BS (Key: 1370)
- Financial Planning, BS (Key: 1304)
- Food and Agribusiness Management, BS (Key: 1372)
- Public Policy and Law, BS (Key: 1373)
- Agricultural & Consumer Economics, BS (Key: 74)
- Agricultural & Consumer Economics: Agri-Accounting, BS (Key: 587)
- Agricultural & Consumer Economics: Agricultural and Applied Economics, BS (Key: 1392)
- Agricultural & Consumer Economics, BS and Agricultural & Applied Economics, MAAE (Key: 886)

The implementation of this new major 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)

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

We are removing the aforementioned concentrations from the ACE major and turning them into their own majors.
- 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

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.

The Department of Agricultural & Consumer Economics has a long history of teaching and research excellence in environmental and resource economics. 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, and natural resource valuation. Establishing Environmental and Resource Economics and Policy (EREP) 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.

The Environmental and Resource Economics and Policy major is designed to meet the demand for professionals capable of addressing complex global environmental challenges through economic analysis. This program provides students with a strong foundation in economic principles, emphasizing how to apply these concepts to address pressing environmental issues, including climate change, pollution, resource depletion, and biodiversity loss. Graduates develop a unique combination of analytical, quantitative, and policy-oriented skills, making them highly competitive in a job market that increasingly prioritizes sustainability and environmental stewardship.

The curriculum is structured around a comprehensive set of program learning objectives that guide students in mastering essential disciplines. Some key highlights include:
- Economic Analysis and Problem-Solving: Students gain hands-on experience with economic tools and models to evaluate the pros and cons of various environmental policies, analyze market failures, and develop sustainable, efficient solutions. Their expertise is further enhanced through advanced courses such as ACE 408: Introduction to Environmental Valuation, ACE 410: Energy Economics & Policy, and ACE 417: Climate Change Economics and Policy.
- Data and Spatial Analysis Skills: The program places a strong emphasis on providing practical experience with specialized tools, including an online ecological assessment decision support tool, spatial analysis, and statistical software. Proficiency in Geographic Information Systems (GIS) is assessed in several courses, including GGIS 379, NRES 454, and UP 418.

- Policy and Critical Evaluation: The curriculum equips students to critique and implement environmental management policies. They learn to evaluate the effectiveness, efficiency, and equity of existing and proposed regulations. Conducting independent research using both quantitative and qualitative methods is a vital learning outcome.
- Communication and Strategic Thinking: Students develop the ability to present their findings effectively through both written and verbal communication. Additionally, they enhance their critical, creative, and strategic thinking skills to generate innovative solutions that consider economic, social, and environmental factors.

To ensure Environmental and Resource Economics and Policy students are well-prepared for the evolving demands of the marketplace and remain competitive among peer institutions, we recommend the following updates to the current concentration curriculum map for the newly proposed B.S. degree:
- Add ACES 200 Transfer Orientation as an OR option to ACE 123 Introduction to ACE (our department's first year experience course). This is simply a formality, as transfer students must enroll in ACES 200, but it previously wasn't codified into the curriculum, and more importantly, the degree audit.
- Add ECON 102 Microeconomic Principles as an OR option with ACE 100 Introduction to Applied Microeconomics. In most of our college's other programs, ECON 102 is an option alongside ACE 100. Adding this option will give students more flexibility in fulfilling the requirement, especially since it's offered over the summer.
- Add ECON 202 Economic Statistics I to count for ACE 262 Applied Statistical Methods and Data Analytics I, ECON 203 Economic Statistics II for ACE 264 Applied Statistical Methods and Data Analytics 2, and ECON 302 Inter Microeconomic Theory for ACE 300 Intermediate Applied Microeconomics as options for students in certain ACE majors, as stated in the ECON letter of support. 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.
- Remove the “Minimum of 6 additional hours of Social & Behavioral Sciences” requirement. This requirement overlapped with existing General Education and supporting course options. Removing it streamlines the degree plan, reduces redundancy, and increases flexibility for students to pursue electives that align more directly with their career interests and professional development goals.
- Remove ACE/ECON 452 The Latin American Economies from the ACE International Course or Study Abroad Experience requirement and add ACE 398 Experiential Learning (Study Abroad), ACE 417 Climate Change Economics & Policy, and ACE 456 Agricultural and Food Policies. ACE/ ECON 452 hasn't been offered since Fall 2022. ACE 398 is our seminar course for various study abroad courses in the department. ACE 417 is a newer course that provides students with expertise on climate change, its economics, and the policies associated to it. Lastly, ACE 456

expertise on climate change, its economics, and the policies associated to it. Lastly, ACE 456 gives an analysis of agricultural and food policies and programs and their effects on producers and consumers of agricultural products. Adding these courses will make up for the loss of ACE/ ECON 452 and give students a broader view into agricultural & climate change policies.
- Add ACE 203 Introduction to Public Policy and Law and ACE 255 Economics of Food and Environmental Justice as required courses. ACE 203 provides students with foundational knowledge in how public policy is developed and implemented, including the legal frameworks that shape environmental and resource management. ACE 255 introduces students to issues of equity and justice in food systems and environmental policy, ensuring graduates are prepared to address contemporary challenges in sustainability and policy design.
- Add an “Environmental and Resource Economics and Policy Option,” where students select four of the following courses: ACE 292 Farm, Food, & Environmental Policy; ACE 406 Environmental Law (previously a required course); ACE 408 Introduction to Environmental Valuation; ACE 410 Energy Economics and Policy (previously a required course); ACE 411 Environment and Development (previously a required course); ACE 417 Climate Change Economics and Policy; and ECON 303 Intermediate Macroeconomic Theory.
This option provides students with the flexibility to focus their studies on areas most relevant to their professional goals, ranging from environmental valuation and policy design to energy economics and sustainable development. Moving previously required courses such as ACE 406, ACE 410, and ACE 411 into this option allows students to customize their upper-level coursework while maintaining rigorous coverage of economic theory and environmental policy analysis.

The Environmental and Resource Economics and Policy major prepares graduates for a wide range of career paths and further educational pursuits. Environmental and Resource Economics and Policy graduates are well-prepared for roles in the public, private, and nonprofit sectors.
- Government agencies at local, state, federal, and international levels seek graduates for positions involving policy analysis, environmental regulation, and resource management.
- In the private sector, opportunities exist in environmental consulting, corporate sustainability, energy economics, and resource finance.
- Nonprofit organizations and think tanks frequently recruit graduates for research, advocacy, and collaborative problem-solving roles. Common job titles include Environmental Analyst, Climate Policy Consultant, Natural Resource Manager, and Regulatory Specialist.

The curriculum provides a strong methodological and theoretical foundation for advanced studies. Graduates are well-prepared for graduate programs in fields such as Environmental and Resource Economics, Public Policy, Law (J.D.), Business Administration (M.B.A. with a focus on sustainability), Data Science, and Urban Planning. Their solid training in economic theory and quantitative methods enhances their competitiveness for PhD programs. At the same time, the focus on policy and practical skills supports their preparation for professional master's degrees.

Instructional Resources

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

Yes

Please describe:

This proposed B.S. will replace the existing concentration in Environmental Economics and Policy. The B.S. in Agricultural and Consumer Economics will no longer have a concentration in Environmental Economics and Policy as a result of this new program.

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

Yes

If yes, choose program(s) being replaced

Programs Being Replaced
Agricultural & Consumer Economics: Environmental Economics and Policy, BS

If yes, which program(s), what is the anticipated impact on faculty, students, and instructional resources?

Because the proposed major is a transition from a concentration to a major, there is no anticipated impact on faculty, students, and instructional resources.

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 103 - Macroeconomic Principles

CS 105 - Intro Computing: Non-Tech
MATH 220 - Calculus
MATH 221 - Calculus I
MATH 234 - Calculus for Business I
ACCY 201 - Accounting and Accountancy I
CMN 101 - Public Speaking
ALEC 115 - Talk About Food, Ag, Env
CMN 111 - Oral & Written Comm I
CMN 112 - Oral & Written Comm II
ECON 303 - Inter Macroeconomic Theory
GGIS 379 - Introduction to GIS
NRES 454 - GIS in Natural Resource Mgmt
UP 418 - Interm GIS & Spatial Analysis
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.	UP_Letter of Support_ Agricultural and Consumer Economics_final.pdf NRES_Letter of Support_ Agricultural and Consumer Economics_final.pdf GGIS_Letter of Support_ Agricultural and Consumer Economics_final.pdf CMN_Letter of Support_ Agricultural and Consumer Economics_final.pdf ACCY_Letter of Support_ Agricultural and Consumer Economics_final.pdf MATH_Letter of Support_ Agricultural and Consumer Economics_final.pdf ALEC_Letter of Support_ Agricultural and Consumer Economics_final.pdf CS_Letter of Support_ Agricultural and Consumer Economics_final.pdf ACES 200_Letter-of-Support.pdf ECON_Letter of Support_ Agricultural and Consumer Economics_extrafinal.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 hours

CIP Code 030204 - Environmental/Natural Resource Economics.

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.

Specifically required courses:
- ACCY 201 (3 credit hours) (Prerequisite: Prior to enrollment in ACCY 201, students must: 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.)
- ACE 341 (1 or 2 credit hours)
- ACE 300 (3 credit hours)
- ACE 310 (3 credit hours)

Requirements with course options:
- ACE International Course or Study Abroad Experience Option (3 credit hours) (students can choose from ACE 398, 411, 417, 435, 436, 451, 455, or 456)
- Environmental and Resource Economics and Policy Option (12 credit hours) (students can choose from ACE 406, 408, 410, 411, 417; ECON 303;)
- Geographic and Information Systems Option (4 credit hours) (students can choose from GGIS 479, NRES 454, and UP 418)

Total upper level credit hours = 29 - 30

Students will obtain the remaining 10-11 upper level credit hours through free elective courses (25 hours are designated as "free elective course" on the sample sequence for students to do so).

Attach Program of Study related information here.	Sample Sequence_Environmental and Resource Economics and Policy BS.docx Side by Side_Environmental and Resource Economics and Policy BS.xlsx

Catalog Page Text - Overview Tab

Catalog Page Overview Text

Students in Environmental and Resource Economics and Policy study environmental and resource management issues at the local, state, national, and international levels. Graduates are prepared for positions in governmental, environmental, and resource management agencies; interest groups; and the environmental area of private firms. Course concentrations include law, policy, management, administration, quantitative methods, and sociology, as well as economics.

Statement for
Programs of Study
Catalog

Graduation Requirements

Minimum hours required for graduation: 120 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 ACE 100 or ECON 102; and ECON 103; and ACE 210; and ACE 255	
Cultural Studies: Non-Western Cultures (1 course)	3

Cultural Studies: US Minority Cultures (1 course)		3
fulfilled by ACE 255		
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 MATH 220, MATH 221, or MATH 234; and ACE 262		
Language Requirement (Completion of the third semester or equivalent of a language other than English is required)		0-15
Department Foundation		
ACE 123	Introduction to ACE	2
or ACES 200	ACES Transfer Orientation	
ACE 100	Introduction to Applied Microeconomics	3 or 4
or ECON 102	Microeconomic Principles	
ECON 103	Macroeconomic Principles	3
ACE 161	Computer Concepts & Applications	3
or CS 105	Intro Computing: Non-Tech	
ACCY 201	Accounting and Accountancy I	3
ACE 262	Applied Statistical Methods and Data Analytics I	3
Communication Option:		3 or 6
CMN 101	Public Speaking	
ALEC 115	Let's Talk about Food, Agriculture, and the Environment	
CMN 111 & CMN 112	Oral & Written Comm I and Oral & Written Comm II	
ACE 341	Careers and Professionalism	1 or 2
ACE 300	Intermediate Applied Microeconomics	3
Major Coursework		
Calculus Option - Select one of the following:		4 or 5
MATH 220	Calculus	
MATH 221	Calculus I	

MATH 234	Calculus for Business I	
ACE 264	Applied Statistical Methods & Data Analytics 2	3
ACE International Course or Study Abroad Experience Option - Select one of the following:		3
ACE 398	Experiential Learning (Study Abroad/Other Campus Study Abroad)	
ACE 411	Environment and Development	
ACE 417	Climate Change Economics and Policy	
ACE 435	Global Agribusiness Management	
ACE 436	International Business Immersion	
ACE 451	Agriculture in Intl Dev	
ACE 455	International Trade in Food and Agriculture	
ACE 456	Agricultural and Food Policies	
ACE 203	Introduction to Public Policy and Law	3
ACE 210	Environmental Economics & Policy	3
ACE 255	Economics of Food and Environmental Justice	3
ACE 310	Natural Resource Economics	3
Environmental and Resource Economics and Policy Option - Select four of the following (can overlap with the ACE International Course or Study Abroad Experience Requirement):		12
ACE 292	Farm, Food & Environmental Policy	
ACE 406	Environmental Law	
ACE 408	Environmental Valuation	
ACE 410	Energy Economics and Policy	
ACE 411	Environment and Development	
ACE 417	Climate Change Economics and Policy	
ECON 303	Inter Macroeconomic Theory	
Geographic and Information Systems Option - Select one of the following:		4
GGIS 379	Introduction to Geographic Information Systems	
NRES 454	GIS in Natural Resource Mgmt	
UP 418	Intermediate GIS and Spatial Analysis	

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.

Student Learning Outcomes

1. Students will gain knowledge of environmental and natural resource economics and develop a deep understanding of the most pressing environmental challenges facing the world today, including climate change, pollution, resource depletion, and biodiversity loss.

2. Students will have a solid foundation in microeconomic and macroeconomic theory, with a particular focus on their application to environmental issues. They will learn how to use economic tools and models to analyze the costs and benefits of environmental policies, evaluate market failures, estimate climate change impacts and design effective solutions for environmental problems. Students will learn to gather and interpret data and communicate their findings effectively through written and oral presentations.

3. Students will know how to use policy analysis and implementation methods for environmental management. They will critically evaluate existing and proposed environmental policies and regulations, assessing their effectiveness, efficiency, and equity. Students will explore the role of government, markets, and other institutions in shaping environmental outcomes and consider the trade-offs involved in environmental decision-making.

4. Students can conduct independent research and analysis, gaining the skills to conduct independent research and analysis on environmental economic topics, using quantitative and qualitative methods.

5. Students can gain hands-on experience and skills using a web-based and computer-based ecological assessment decision support tool, spatial analysis tools, supply-chain and statistical software. This practical experience will enhance students' skills and make them feel confident and experienced using these tools.

6. Students can compare and judge various environmental techniques and methods. They will apply their theoretical and analytical skills to solve real-world environmental problems. This collaborative approach will engage students and connect them to the process of solving environmental problems.

7. Students will develop the ability to think critically, creatively, and strategically about environmental challenges and propose innovative solutions that balance economic, social, and ecological considerations.

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

Describe here:

Learning Outcome #1 will be attained through ACE 341; reinforced through MATH 220/221/234, ACE 210, ACE 255, ACE 310, ACE 292, ECON 303, and ACE 406; and will be mastered and assessed with a graded rubric in ACE 408, ACE 410, ACE 411, ACE 417, GGIS 379, NRES 454, and UP 418.

Learning Outcome #2 will be attained through ACE 123, ACE 100, ECON 103, and ACE 292; reinforced through MATH 220/221/234, ACE 262, ACE 264, ACE 300, ACCY 201, ACE 210, ACE 255, ACE 310; and will be mastered and assessed with a graded rubric in ACE 410 and ECON 303.

Learning Outcome #3 will be attained through ACE 341; reinforced through ACE 262, ACE 264, ACE 300, ACE 210, ACE 255, ACE 292, ECON 303, and ACE 411; and will be mastered and assessed with a graded rubric in ACE 310, ACE 406, ACE 408, ACE 410, and ACE 417.

Learning Outcome #4 will be attained in ACE 123 and ACE 292; reinforced in ACE 210, ACE 255, ACE 310, ACE 398, ACE 411, ACE 417, ACE 435, ACE 436, ACE 451, ACE 455, and ACE 456; and will be mastered and assessed with a graded rubric in ACE 406, ACE 408, ACE 411, and ACE 418.

Learning Outcome #5 will be attained in ACE 161/CS 105, ACE 210, ACE 255, ACE 292; reinforced in ACE 398; and will be mastered and assessed with a graded rubric in ACE 310, ACE 408, ACE 417, GGIS 379, NRES 454, and UP 418.

Learning Outcome #6 will be attained in ACE 100; reinforced in ACCY 201, ACE 210, ACE 255, ACE 310, and ACE 292; and will be mastered and assessed with a graded rubric in ACE 406, ACE 408, ACE 410, ACE 411, and ACE 417.

Learning Outcome #7 will be attained in ACE 100; reinforced in ACE 210, ACE 255, ACE 310, ACE 292, ECON 303, ACE 411, ACE 435, ACE 436, ACE 451, ACE 455, and ACE 456; and will be mastered and assessed with a graded rubric in ACE 406, ACE 408, ACE 410, and ACE 417.

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 employ discussion forums, quizzes, in-class assignments, projects and case studies, and midterm and final exams to assess student learning and ensure proper scaffolding. Students must earn a D- or above in required coursework to be eligible to graduate from the degree program. Expected learning objective mastery is represented on the above learning objectives chart.

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

At the individual course level, faculty will primarily rely on in-class assignments and projects as well as examinations to assess learning. At the program level, the department's Undergraduate Programs Committee (UPC), under the leadership of the Director of Undergraduate Studies and the Director of Undergraduate Admissions and Advising, will annually review data from the Chancellor's Senior Survey and the College of ACES Senior Survey. On a bi-annual basis UPC will conduct a comprehensive student survey and focus group session . This will capture student learning outcomes at least twice during their 4-year undergraduate experience and enable the department to make adjustments as necessary 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	Fall 2027

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.

First Year Admissions: Students are expected to demonstrate excellent quantitative skills, evidenced by performance in mathematics and, when applicable, economics coursework. Additionally, students should demonstrate exceptional written and oral communication skills based on performance in English, writing, and public speaking coursework. Strong applicants will demonstrate leadership capacity through involvement in extracurricular activities, part-time jobs, and volunteer activities throughout their high school careers. Submitted test scores should be strong in math and English subcategories.

Transfer Admissions: GPA

It is expected that applicants to this program will have a minimum GPA of 3.25 (A = 4.0).

Coursework

Students With Fewer Than 45 Graded, Transferable Credit Hours at Time of Enrollment

Students enrolling at Illinois with fewer than 45 graded, transferable credit hours must complete transfer coursework equivalent to the following University of Illinois Urbana-Champaign courses:
- ACE 100, Intro to Applied Microeconomics or ECON 102, Microeconomic Principles
- MATH 112, Algebra (College Algebra) or higher

Students With More Than 45 Graded, Transferable Credit Hours at Time of Enrollment

In addition to the courses listed above, students enrolling at Illinois with more than 45 graded, transferable credit hours must complete transfer coursework equivalent to the following University of Illinois Urbana-Champaign courses:
- ACCY 201, Accounting & Accountancy I, or an intro to financial accounting course
- ECON 103, Macroeconomic Principles
- MATH 220, Calculus or MATH 234, Calculus for Business I

Although it isn’t required, we also recommend that applicants complete transfer coursework equivalent to the following University of Illinois Urbana-Champaign courses:
- ACE 161, Computer Concepts & Applications or CS 105, Intro Computing: Non-Tech
- CMN 101, Public Speaking
- RHET 105, Writing & Research (requires a two-course English composition sequence at most schools)

- ECON 202, Economic Statistics I
- LOTE, Language other than English through the third level either in high school or college

Enrollment

Number of Students in Program (estimate)

Year One Estimate	53	5th Year Estimate (or when fully implemented)
75		

Estimated Annual Number of Degrees Awarded

Year One Estimate	15	5th Year Estimate (or when fully implemented)
25		

What is the matriculation term for this program?

Fall

Budget

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

No

Additional Budget Information

Attach File(s)

Financial Resources

How does the unit intend to financially support this proposal?

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.

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)

ACE tuition differential

IBHE

Institutional Context

University of Illinois at Urbana-Champaign

Describe the historical and university context of the program's development. Include a short summary of any existing program(s) upon which this program will be built.

Explain the nature and degree of overlap with existing programs and, if such overlap exists, document consultation with the impacted program's home department(s).

The B.S. in Environmental and Resource Economics and Policy will be built upon the existing concentration in Environmental Economics and Policy. The foundation for this program was laid in 1928 when the Department established a concentration in rural sociology. While environmental studies were relatively rare in the economics space at the time, in the 1940s, rural sociologists partnered with the Soil Conservation Service to assist with community-led soil conservation programs, marking one of the department's first forays into environmental studies. In 1970, two new courses were created to address the growing interest in analysis of the agricultural environmental complex. These courses and the research which supported them grew such that the department led the nation in recognition of issues of agriculture and the environmental policies and regulations. As environmental issues were brought to the fore in the United States in the 1970s, ACE responded by partnering with the United States Environmental Protection Agency to build models for comparing the effectiveness of deregulation, taxation, and subsidization in encouraging farmers to do a better job of managing environmental problems on their farms. Pushing back against many who felt that this line of work was part of a niche movement, the department dedicated faculty hiring and research attention to environmental issues over the next decade, establishing graduate program offerings and the Program in Environmental and Resource Economics (pERE) in 1979. By 2007, the concentration in Environmental Economics and Policy for undergraduate students was established and enrolling eager young students, continuing to establish environmental economic and policy studies as a strength of the unit.

As this proposal converts an existing concentration in the department, there is minimal overlap with other programs on campus. Students in the proposed degree must complete ACE 300, but as an alternative may take ECON 302. While the concentration allows students to choose ECON 303: Macroeconomics to meet one of the "Environmental and Resource Economics and Policy Option" course requirements, the majority of the courses from which students must choose for this part of the degree program are offered within the department. Additionally, students will continue to take geographic information systems courses outside of the unit to supplement their economic skills with information systems skills. Despite these overlaps, the majority of core content is offered within the department.

University of Illinois

Briefly describe how this program will support the University's mission, focus and/or current priorities. Demonstrate the program's consistency with and centrality to that mission.

As part of the College of Agricultural, Consumer, and Environmental Sciences, this major aligns with the campus land-grant mission to educate and equip the state of Illinois with applicable skills and knowledge needed to support the state's growth and development. Through case studies, hands-on projects, and collaboration with fellow students and preeminent scholars, Environmental and Resource Economics and Policy will provide students with transformative learning experiences which will allow them to make a significant societal impact. Protecting environmental quality, stewarding natural resources, and adapting to and mitigating climate change are some of society's ongoing grand challenges. Environmental and resource economics in ACE yields knowledge about issues such as how to manage natural resources, design conservation strategies, assess the impact of climate change, and develop energy, transportation, and waste reduction policies that improve society and the environment. Research and outreach in this area also contribute to a fundamental understanding of how to value ecosystem services and design pollution reduction regulations and policies. Faculty and students publish cutting-edge research and bring the results to bear on collaborations with stakeholders and policy makers in the state of Illinois, nationally, and internationally.

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

Current graduates of the Environmental Economics and Policy concentration tend to enter the labor market in roles in business and finance, serving as consultants, sales representatives, managers/management trainees, conservationists, federal and state service, and researchers. According to the U.S. Bureau of Labor Statistics (2025), these fields are rapidly growing with the following job outlooks over the next decade:

- Consultants: 3% projected growth
- Financial Analysis: 6% projected growth
- Securities, Commodities, and Financial Services Sales Agents: 3% projected growth
- Training and Development Specialists: 11% projected growth
- Training and Development Managers: 6% projected growth
- Social and Community Service Managers: 6% projected growth

U.S. Bureau of Labor Statistics (2025, August 28). Occupational Outlook Handbook. Retrieved September 30, 2025 from https://www.bls.gov/ooh/business-and-financial/home.htm.

What resources will be provided to assist students with job placement?

The ACE Undergraduate Programs Office will supply one academic advisor for this major responsible for teaching ACE 341: Careers and Professionalism, geared toward informing students of post-graduation outcomes in the major as well as introducing students to guest speakers from industry (including recruiters, alumni, and friends of the Department). The network built by this advisor serves as a resource to students seeking jobs, internships, and job shadow opportunities. The Department also assigns faculty mentors to each student, who are responsible for assisting students in exploring career and graduate school opportunities related to their major. Additionally, the College of ACES Career Center serves as a resource to advise and guide students in their job-seeking process.

If letters of support
are available attach
them here:

Comparable Programs in Illinois

Identify similar programs and sponsoring institutions in the state, at both public and private colleges and universities. Compare the proposed program with these programs, and discuss its potential impact upon them. Provide complete responses, do not reference website links.

The Department of Economics offers the most similar program to this; however, the focus of the Economics curriculum is more theoretical in nature, whereas the Department of Agricultural and Consumer Economics seeks to apply economic theory to agribusiness decisions and dilemmas. Environmental and Resource Economics and Policy will focus its studies on the management of natural resources, design of conservation strategies, impact of climate change, and development of energy, transportation, and waste reduction policies, providing a more specialized educational experience tailored to student interests in this field.

Additional similar programs include Natural Resources and Environmental Sciences, which approaches the study of conservation and the environment through a scientific lens, and Earth, Society, and Environmental Sustainability, which is driven by liberal arts and interdisciplinary studies. Due to the economic lens through which ACE approaches this discipline, it is distinct from these programs.

Within the state of Illinois, there are comparable B.S. degrees in Environmental Economics/ Sustainability. The following four-year institutions offer comparable programs:
- Loyola University Chicago: Environmental Economics and Sustainability
- North Central College: Environmental Studies
- Southern Illinois University – Edwardsville: Environmental Sciences
- Southern Illinois University – Carbondale: Geography and Environmental Resources
- University of Illinois at Springfield: Environmental Studies

Many institutions offer degrees in Economics or Agricultural Economics, which have an opportunity for students to engage with classes focused in environmental economics. Such programs exist at Northern Illinois University, Illinois State University, Western Illinois University, Illinois College, and University of Illinois at Chicago.

Loyola University Chicago and Illinois Institute of Technology also offer minors in Environmental Economics and Sustainability.

Because the proposed major is replacing an existing concentration, potential impact on other programs in the state remains minimal.

Comparable
Programs in Illinois
Attach Documents

A Thriving Illinois: Higher Education Paths to Equity, Sustainability, and Growth

IBHE is charged to develop a strategic plan to address the present and future aims and needs and requirements of higher education in Illinois (110 ILCS 205/6) (from Ch. 144, par. 186) Sec. 6). Illinois Administrative Code:

1050.30(a)(6): A) The unit of instruction, research or public service is educationally and economically justified based on the educational priorities and needs of the citizens of Illinois Respond to the following questions about how the proposed program will support the three goals of A Thriving Illinois: Higher Education Paths to Equity, Sustainability, and Growth Strategic Plan.

Equity

Describe institutional-level plans to close equity gaps in access, progression, completion, and attainment and the implications for the proposed program. More specifically, provide institutional-level plans for attracting, recruiting, retaining, and completing a diverse group of students including working adults, students of color, transfer and low-income students and implications for the proposed program. Explain how progress will be monitored.

Environmental and Resource Economics and Policy provides a comprehensive curriculum with plenty of elective credit hours to allow continued transfer student pipelines to matriculate and complete their degree programs within a four-year period. This foundational major design will by default be attractive to many nontraditional students who enroll at community colleges initially with an eventual goal of transferring to the University of Illinois. Currently, 50% of the research and teaching faculty in this space are women, with 40% underrepresented identities. This diverse group of scholars will model the departmental commitment to attracting, teaching, and retaining a diverse group of undergraduate students. Progress in this area will be monitored using DMI data to assess our success in recruiting and retaining a diverse group of students.

Describe program and institution-based high-impact practices and wrap-around student support services ensuring equitable access and success for students enrolled in the proposed program.

Assigned academic advising with an advisor whose practices adhere to industry (NACADA) and campus standards provide high-impact wrap-around student support. Students in Environmental and Resource Economics and Policy also have access to the College of ACES Office of Academic Programs wherein they may access the Embedded Counselor to support mental health. Faculty will offer regular office hours and teaching assistant support to encourage student success in classrooms, and the ACE Office of Undergraduate Programs maintains a regularly updated list of free and paid tutoring resources provided by campus, college, and department. Students are also encouraged to participate in clubs and organizations related to the program, including but not limited to the National Agri-Marketing Association, which is housed in the Department of ACE.

Explain institutional strategies being implemented to increase and retain faculty, staff, and administrators of color and the implications for the proposed program. Explain how progress will be monitored.

Search committees are trained in anti-bias and inclusivity practices ahead of faculty hiring procedures. Junior faculty are paired with senior faculty mentors who support their continued growth and development as researchers and instructors, supporting their progress through the promotion and tenure process.

Sustainability

Describe strategies and initiatives the institution plans to implement that makes the proposed program and college more generally affordable for students and their families, including those who have been historically underserved.

The Department of ACE adheres to the campus budget model and benefits from the College of ACES' rich history of donor relations, which has historically provided generous support for undergraduate students in the concentration and will continue to support students once this program has migrated to a major.

Provide tuition cost analysis for comparable programs and institutions in Illinois.

1. Illinois College: On-campus, Illinois resident
- Direct/Billable Costs: $50,978

2. Illinois State University: On-campus, Illinois resident
- Direct/Billable Costs: $30,344
- Indirect Costs: $6,704
- Total Estimated Costs: $37,048

3. Northern Illinois University: On-campus, Illinois resident
- Direct/Billable Costs: $28,472

4. Eastern Illinois University: On-campus, Illinois resident
- Direct/Billable Costs: $27,673.50

5. Western Illinois University: On-campus, Illinois resident
- Direct/Billable Costs: $29,143.70

6. Southern Illinois University – Carbondale: On-campus, Illinois resident
- Direct/Billable Costs: $26,769
- Indirect Costs: $2,951
- Total Estimated Costs: $29,720

7. Southern Illinois University – Edwardsville: On-campus, Illinois resident
- Direct/Billable Costs: $27,113
- Indirect Costs: $4,362
- Total Estimated Cost: $31,475

8. University of Illinois Chicago: On-campus, Illinois resident
- Direct/Billable Costs: $34,814
- Indirect Costs: $6,426
- Total Estimated Costs: $41,240

9. University of Illinois Springfield: On-campus, Illinois resident
- Total Estimated Costs: $29,777

10. Loyola University Chicago: On-campus, Illinois resident
- Direct/Billable Costs: $73,980

11. North Central College: On-campus, Illinois resident
- Direct/Billable Costs: $62,656
- Indirect Costs: $4,526
- Total Estimated Costs: $67,182

Growth

Provide a supply and demand analysis for the proposed program that, at minimum, does the following: a) Provides evidence of student interest in the proposed program including any strategies to incentivize students to stay in Illinois. b) Identifies and provides evidence of a high-quality credential with viability for future careers.

Over the past 3 years, the yield rate among Illinois residents for this program has grown from 28% to 37%. Over the past decade, enrollment in the ACE: Environmental Economics and Policy concentration has experienced an enrollment increase from 32 to 49, representing increased demand for this particular area of study. Job placement rates have remained steady at 96% over the past 3 years.

Explain how the program engaged with business and industry in its development and how it will spur the state's economy by leveraging partnerships with local, regional, and state industry, business leaders and employers.

ACE 341: Careers and Professionalism brings in 8-10 guest speakers each fall semester to engage with students and present opportunities for students to enter the workforce in various locations. Research and teaching faculty regularly invite guest speakers for similar purposes who illustrate critical class concepts to students through their work. The ACE External Advisory Committee is comprised of a variety of professionals whose goal is to advise departmental leadership on curricular innovations to ensure student success on the job markets.

Describe how the proposed program will expand access and opportunities for students through high-impact practices including research opportunities, internships, apprenticeships, career pathways, and other field experiences.

Students interested in conducting research are invited to take an introductory research course elective (currently an experimental course) to become familiarized with research approaches. They are encouraged to reach out to faculty to explore opportunities to join and support faculty-conducted research. Internships are encouraged through participation in ACE 341: Careers and Professionalism; D.C. Initiative, a monthly seminar geared toward supporting students interested in policy work; ACE Internship Lightning Talks, an annual student-led discussion about summer internships; participation in ACE 293: summer internship credit with a teaching professor; and participation in ACES and Gies Career Fairs. Assigned faculty mentors provide opportunities for students to directly engage in research and other field experiences.

Explain how the proposed program will expand its models of teaching and learning, research, and/or public service and outreach that provide opportunity for students to succeed in the work of the future.

Students will employ case studies, hands-on learning, classroom discussions, and engagement with real data sets in order to equip them to engage in the workforce. Courses that build students' skills in Excel and Microsoft Office Suite provide the necessary exposure to industry platforms, while exposure to R-Studio exposes students to the coding needed to process, analyze, and present large data sets. Geographic information system courses expose students to critical skills which allow them to analyze all forms of geographically referenced information.

Beyond workforce need, describe how the program broadly addresses societal needs (e.g., cultural or liberal arts contribution, lifelong learning of Illinois residents, or civic participation).

Students learn critical issues in environmental policy and resource management, equipping them to educate consumers on complex challenges affecting ever-changing economic and environmental realities. Faculty and students have made significant and lasting contributions to scholarship and public policy on topics related to natural resource management, design of conservation strategies, assessment of the impact of climate change, and development of energy, transportation, and waste reduction policies that improve society and the environment. Research and outreach in this area also contribute to a fundamental understanding of how to value ecosystem services and design pollution reduction regulations and policies. Engagement in international economics pushes students to step outside their comfort zones and learn about how domestic policies and practices have international reach. Completion of the campus general education curriculum produces well-rounded culturally intelligent citizens.

A Thriving Illinois:
Higher Education
Paths to Equity,
Sustainability, and
Growth - Attach
Documents

Program Description and Requirements

Illinois Administrative Code:

1050.30(b)(1) A) The caliber and content to the curriculum assure that the objectives of the unit of instruction will be achieved; B) The breadth and depth of the curriculum are consistent with what the title of the unit of instruction implies; C) The admission and graduation requirements for the unit of instruction are consistent with the stated objectives of the unit of instruction.

1050.30(b)(3): Appropriate steps shall be taken to assure that professional accreditation needed for licensure or entry into a profession as specified in the objectives of the unit of instruction is maintained or will be granted in a reasonable period of time.

1050.50 (a)(2)(C) Requirement for Programs in which State Licensure is Required for Employment in the Field: In the case of a program in which State licensure is required for employment in the field, a program can be found to be in good standing if the institution is able to provide evidence that program graduates are eligible to take the appropriate licensure examination and pass rates are maintained as specified in the objectives of the unit of instruction. If there is no such evidence, the institution shall report the program as flagged for review.

Program Description

Provide a description of the proposed program and its curriculum, including a list of the required core courses and short ("catalog") descriptions of each one. (This list should identify all courses newly developed for the program).

Provide Program Description here:

Environmental and Resource Economics and Policy trains experts in environmental and resource management issues at the local, state, national, and international levels. Graduates are prepared for positions in governmental, environmental, and resource management agencies; interest groups; and the environmental area of private firms. Course concentrations include environmental and resource issues, law, policy, management, administration, quantitative methods, and sociology, as well as economics. Highlights of the program, including alignment with relevant national standards, include the following:
- Interdisciplinary focus on economics, policy, and the environment
- Hands-on learning through applied data analysis and case studies
- Career-ready skills
- Graduate prep for economics, policy, law, and business

All students will complete a set of specifically required department foundation courses, including:
- ACE 123, Introduction to ACE: Credit: 2 hours. Introductory course for students in the Department of Agricultural and Consumer Economics to ensure success in their academic journey. Through class discussions and assignments, students will develop skills that will aid in learning, explore the academic environment at Illinois, and build community inside and outside the classroom. Credit is not given toward graduation for ACE 123 and ACES 101. Required of and limited to first-year students enrolled in the Department of Agricultural & Consumer Economics. Must register for one lecture and one discussion section.
- OR (for transfers) ACES 200, ACES Transfer Orientation: Credit: 0 hours. Introduction to College of ACES and campus resources for students new to the College of ACES. Required of all off campus transfer students and optional for Inter College Transfer students. First eight weeks course. Approved for S/U grading only.

- ACE 100, Introduction to Applied Microeconomics: Credit: 4 hours. [IAI Code: AG901] Provides students an introduction to microeconomics by examining such topics as: individual and household decision-making regarding how to spend income and how many hours to work; decision-making by firms about production quantities, how many workers to hire, and what price to charge to maximize profits; the well-being of consumers in competitive markets compared to oligopolies and monopolies; and the role of government when markets fail (e.g., environmental, anti-trust, labor market issues, etc.). Credit is not given toward graduation for: Credit is not given toward graduation for ACE 100 if credit for ECON 102 has been earned. Students must register for one discussion and one lecture section. This course satisfies the General Education Criteria in Fall 2025 for: Social & Beh Sci - Soc Sci
- OR ECON 102, Microeconomic Principles: Credit: 3 hours. [IAI Code: S3902] Introduction to the functions of individual decision-makers, both consumers and producers, within the larger

economic system. Primary emphasis on the nature and functions of product markets, the theory of the firm under varying conditions of competition and monopoly, and the role of government in prompting efficiency in the economy. Credit is not given toward graduation for: ECON 102 and ACE 100. This course satisfies the General Education Criteria in Fall 2025 for: Social & Beh Sci - Soc Sci

- ECON 103, Macroeconomic Principles: Credit: 3 hours. [IAI Code: S3901] Introduction to the theory of determination of total or aggregate income, employment, output, price levels, and the role of money in the economy. Primary emphasis on monetary and fiscal policy, inflation, unemployment, economic growth, and international economics. You may take ECON 103 before ECON 102. There is no prerequisite. This course satisfies the General Education Criteria in Fall 2025 for: Social & Beh Sci - Soc Sci

- ACE 161, Computer Concepts & Applications: Credit: 3 hours. [IAI Code: AG913] Instruction and practice in solving data-related problems using computers and general-purpose software packages within the context of personal finance, food, agriculture, and natural resources.
- OR CS 105, Intro Computing: Non-Tech: Credit: 3 hours. Computing as an essential tool of academic and professional activities. Functions and interrelationships of computer system components: hardware, systems and applications software, and networks. Widely used application packages such as spreadsheets and databases. Concepts and practice of programming for the solution of simple problems in different application areas. Intended for non-science and non-engineering majors. Prerequisite: MATH 112. Students must register for one lab-discussion and one lecture section. This course satisfies the General Education Criteria in Fall 2025 for: Quantitative Reasoning I

- ACCY 201, Accounting and Accountancy I: Credit: 3 hours. Develops a foundation for understanding and analyzing how accounting information is generated and interpreted by both external and internal decision makers. Students will begin by identifying the information conveyed in each of the basic financial statements and understand the way that this information is used by different external decision makers. Students will then focus on information used by management, with an emphasis on analysis to facilitate and guide management decision making, planning and control. Credit is not given for both ACCY 201 and ACCY 200. Prerequisite: Prior to enrollment in ACCY 201, students must: 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. Students must register for one lecture and one discussion.

- ACE 262, Applied Statistical Methods and Data Analytics I: Credit: 3 hours. Statistics is a key tool in the data analysis process involving data collection, description, analysis, and results interpretation. This course discusses how to collect and analyze data using descriptive statistics. Random variables, probability distributions, hypothesis testing, simple linear regression, linear

Random variables, probability distributions, hypothesis testing, simple linear regression, linear systems, matrices, and the theoretical underpinnings of these concepts are introduced. Emphasis is placed on examples from the field of economics to enhance students' ability to apply appropriate models to professional and everyday problems. Credit is not given toward graduation for ACE 262 if credit for any of ECON 202, CPSC 241, STAT 100, or equivalent has been earned. This course satisfies the General Education Criteria in Fall 2025 for: Quantitative Reasoning I

Communication Option:
- CMN 101, Public Speaking: Credit: 3 hours. [IAI Code: C2900] Preparation and presentation of short informative and persuasive speeches; emphasis on the selection and organization of material, methods of securing interest and attention, and the elements of delivery. Day1Access course materials information is available at https://go.illinois.edu/Day1Access. Credit is not given toward graduation for: Credit is not given for both CMN 101 and either CMN 111 or CMN 112.
- OR ALEC 115, Let's Talk about Food, Agriculture, and the Environment: Credit: 3 hours. [IAI Code: C2900] Food, agriculture, and the environment are shaped by communications. Students investigate a wide variety of current topics and controversies and how to educate, evaluate, and persuade on these issues. The course emphasizes the foundations of public speaking, with emphasis on organizing, researching, crafting, and presenting material. Students deliver five speeches throughout the semester and regularly analyze and evaluate speeches and other mediated messages about food, agriculture, and the environment. Credit is not given toward graduation for: Credit is not given toward graduation for ALEC 115 and CMN 101 or CMN 111/112.
- OR CMN 111, Oral & Written Comm I: Credit: Credit: 3 hours. [IAI Code: C1901R] Principles and practice in communication; stress on fundamentals of critical thinking in writing and speaking. The campus Composition I general education requirement is fulfilled by this course in conjunction with CMN 112. CMN 111+ CMN 112 cannot be taken by students who have completed the campus Composition I general education requirement. Credit is not given toward graduation for: Credit is not given for both CMN 111 + CMN 112, and other courses that fulfill the Composition I requirement (such as RHET 101+RHET 102, RHET 105, ESL 115); Credit is also not given for both CMN 111+ CMN 112, and CMN 101. All sections are restricted to Undergraduate students. Engineering students must obtain a dean's approval to drop this course after the second week of instruction. This course satisfies the General Education Criteria in Fall 2025 for: Composition I
- AND CMN 112, Oral & Written Comm II: Credit: 3 hours. Continuation of Oral & Written Comm I; stress on deliberation and fundamentals of communication and public argument through speaking and writing. The campus Composition I general education requirement is fulfilled by this course in conjunction with CMN 111. Credit is not given for both CMN 111+CMN 112 and other courses that fulfill the Composition I requirement (such as RHET 101+ RHET 102; RHET 105; ESL 115); Credit is also not given for both CMN 111+ CMN 112 and CMN 101. CMN 111+

CMN 112 may not be taken by students who have completed the campus Composition I general education requirement. Prerequisite: CMN 111. All sections are restricted to Undergraduate students. Engineering students must obtain a dean's approval to drop this course after the second week of instruction. This course satisfies the General Education Criteria in Spring 2025 for: Composition I

- ACE 341, Careers and Professionalism: Credit: 1 OR 2 hours. Students study contemporary issues and career opportunities associated with various concentrations in the Department of Agricultural and Consumer Economics. An in-depth dialogue with industry professionals helps develop an understanding of the skill sets needed to succeed in each of the different career paths discussed. May not be repeated for credit.

- ACE 300, Intermediate Applied Microeconomics: Credit: 3 hours. Why could energy policy affect the profitability of farmers? Is it better to help families in developing countries with food aid or mini cash grants? Who will bear the cost of a carbon tax? Microeconomic theory helps us answer many important questions about markets and human behavior. Students will learn rigorous intermediate microeconomic theory through applications to areas such as agriculture, development, finance, consumer behavior, and the environment. Credit is not given toward graduation for both ACE 300 and ECON 302. Prerequisite: ACE 100 or ECON 102; MATH 220, MATH 221, MATH 234, or equivalent.

All students will complete a set of specifically required major foundation courses, including:
Calculus Option:
- MATH 220, Calculus: Credit: 5 hours. [IAI Code: M1900-1 and MTH901] First course in calculus and analytic geometry; basic techniques of differentiation and integration with applications including curve sketching; antidifferentation, the Riemann integral, fundamental theorem, exponential and trigonometric functions. Credit is not given toward graduation for: Credit is not given for both MATH 220 and either MATH 221 or MATH 234. Prerequisite: An adequate ALEKS placement score as described at http://math.illinois.edu/ALEKS/, demonstrating knowledge of topics of MATH 115. Students with previous calculus experience should consider MATH 221. Students must register for one discussion and one lecture section beginning with the same letter in Fall and Spring terms only. Engineering students must obtain a dean's approval to drop this course after the second week of instruction. This course satisfies the General Education Criteria in Fall 2025 for: Quantitative Reasoning I
- OR MATH 221, Calculus I: Credit: 4 hours. First course in calculus and analytic geometry for students with some calculus background; basic techniques of differentiation and integration with applications including curve sketching; antidifferentation, the Riemann integral, fundamental theorem, exponential and trigonometric functions. Credit is not given for both MATH 221 and either MATH 220 or MATH 234. Prerequisite: An adequate ALEKS placement score as described at http://math.illinois.edu/ALEKS/ and either one year of high school

calculus or a minimum score of 2 on the AB Calculus AP exam. Students must register for one discussion and one lecture section beginning with the same letter. Engineering students must obtain a dean's approval to drop this course after the second week of instruction. This course satisfies the General Education Criteria in Fall 2025 for: Quantitative Reasoning I
- OR MATH 234, Calculus for Business I: Credit: 4 hours. [IAI Code: M1900-B] Introduction to the concept of functions and the basic ideas of the calculus. Credit is not given toward graduation for: Credit is not given for both MATH 234 and either MATH 220 or MATH 221. Prerequisite: An adequate ALEKS placement score as described at http://math.illinois.edu/ALEKS/, demonstrating knowledge of the topics of MATH 112. Students must register for one discussion and one lecture section beginning with the same letter. This course satisfies the General Education Criteria in Fall 2025 for: Quantitative Reasoning I

- ACE 264, Applied Statistical Methods & Data Analytics 2: Credit: 3 hours. Offers the statistical and econometric tools to describe and understand common economic issues. The emphasis will be on the multiple regression model and its associated extensions regularly used to overcome traditional econometric issues. The course will introduce and use an advanced statistical software for hands-on exercises. No prior experience with the software is expected or required. Credit is not given toward graduation for ACE 264 if credit for ECON 203 or equivalent has been earned. Prerequisite: ACE 262 or equivalent.

ACE International Course or Study Abroad Experience Option:
- ACE 398, Experiential Learning: Credit: 1 TO 3 hours. Experiential learning on a special topic in a field of study directly pertaining to subject matter in agricultural and consumer economics. Approved for Letter and S/U grading. May be repeated up to 12 hours, if topics vary.
- OR ACE 411, Environment and Development: Credit: 3 OR 4 hours. Global poverty, global food security, and climate change are three of the most critical challenges in our world today. This course describes the relationship between economic development and environmental sustainability. Economic theory is used to study global poverty, explain environmental sustainability issues, and propose policy solutions. Equity and implementation challenges related to environment and development policies are also discussed. 3 undergraduate hours. 4 graduate hours. Prerequisite: ACE 300 or ECON 302.
- OR ACE 417, Climate Change Economics and Policy: Credit: 3 OR 4 hours. Provides expertise on climate change, its economics and the policies associated to it. The course starts with the physical properties of climate change with an emphasis on uncertainties, the difficulties of projecting climate trends and of devising future emissions scenarios. Then the course moves on to policy instruments for emission reduction, impacts of climate change (agriculture, development, migration, labor productivity, health), the costs and benefits of adaptation and mitigation, and international agreements. Same as ATMS 417. 3 undergraduate hours. 4 graduate hours. Prerequisite: ACE 100 or equivalent or consent of the instructor.
- OR ACE 435, Global Agribusiness Management: Credit: 3 hours. Examination of the economic and strategic management of food, textile, and agribusiness firms within a global business

environment; topics include the global business environment and its institutions, organizational strategies and policies, and business operations in global agricultural, food and textile industries. 3 undergraduate hours. 3 graduate hours. Prerequisite: ACE 262 or equivalent or consent of instructor. Restricted to students with junior standing.
- OR ACE 436, International Business Immersion: Credit: 3 OR 4 hours. This is an experiential learning course with an international travel component designed to equip participants with the skills required to successfully operate in a global business environment. Examples of topics covered include global supply chains and marketing channels, regulatory and trade environments, and environmental considerations. The course culminates in a two-week immersion in which students learn from business leaders, trade organizations, government officials, and producers in the host country. 3 undergraduate hours. 4 graduate hours. May be repeated in separate terms to a maximum of 6 hours for UG credit and 8 hours for GR credit. Prerequisite: Consent of instructor.
- OR ACE 451, Agriculture in Intl Dev: Credit: 3 OR 4 hours. Economics of agricultural development and the relationships between agriculture and other sectors of the economy in developing nations; agricultural productivity and levels of living in the less developed areas of the world; and studies of agricultural development in different world regions including Africa, Asia, and Latin America. 3 undergraduate hours. 3 or 4 graduate hours. Prerequisite: ACE 300, ECON 302 or consent of instructor.
- OR ACE 455, International Trade in Food and Agriculture: Credit: 3 hours. Economic theory used to analyze trends and patterns of international trade in major agricultural commodities and to understand interaction between economic development, policy, and trade; welfare implications of policies affecting production, consumption, and trade; implications of protectionism, free trade, regional trade blocs, and multilateral trade liberalization, and the role for international trade institutions. 3 undergraduate hours. 3 graduate hours. Prerequisite: ACE 300, ECON 302, or consent of instructor.
- OR ACE 456, Agricultural and Food Policies: Credit: 3 OR 4 hours. Analysis of agricultural and food policies and programs and their effects on producers and consumers of agricultural products. Formulation of agricultural and food policies are examined with an emphasis on historical and current economic problems affecting agriculture and rural America. 3 undergraduate hours. 3 or 4 graduate hours. Prerequisite: ACE 300, ECON 302, or consent of instructor.

All students also complete a core set of courses that provide foundational knowledge and applied skills. Key required courses include:
- ACE 203, Introduction to Public Policy and Law: Credit: 3 hours. Introduces students to public policy and law through federal legislation addressing agriculture, food, natural resources and rural economic development. Also introduces students to basic legal issues regarding judicial review of statutes, statutory interpretation and the Constitutional limits on Congressional powers. In addition to lectures, students will also participate in simulated legislative drafting

powers. In addition to lectures, students will also participate in simulated legislative drafting efforts through assigned historic roles of committee members to write legislative proposals, debate and amendments.

- ACE 210, Environmental Economics & Policy: Credit: 3 hours. Applies economic tools to analyze environmental problems and public policy formation. We will study human behavior to understand why environmental problems occur and our choice of policy tools to address problems. We will explore and critique current environmental policies in the U.S. and globally in a rigorous and constructive manner and the role of private-sector agents in solving environmental problems. Through this course, you will build your capacity for critical thinking and problem-solving. Same as ECON 210, ENVS 210, NRES 210, and UP 210. Must register for one lecture and one discussion section. This course satisfies the General Education Criteria in Fall 2025 for: Social & Beh Sci - Soc Sci

- ACE 255, Economics of Food and Environmental Justice: Credit: 3 hours. Access to food and a healthy environment varies across rural/urban location, race, gender, and income in the U.S. Students in this course will analyze questions of "food justice" and "environmental justice" through the lens of economic theory. Students will learn important concepts in the scholarship of minority cultures, learn facts about how food security and experience of environmental quality varies among groups in the U.S., and learn how to use economic theory to understand those patterns and analyze policies to correct inequities. This course satisfies the General Education Criteria in Fall 2025 for: Cultural Studies - US Minority and Social & Beh Sci - Soc Sci

- ACE 310, Natural Resource Economics: Credit: 3 hours. Economic principles are used to analyze a broad range of natural resource policy and management issues. Economic concepts developed include public goods, social welfare, discounting, dynamic efficiency, and resource scarcity. Natural resources examined include biodiversity, fisheries, forests, minerals, soil, and water resources. Same as ENVS 310 and NRES 310. Prerequisite: ACE 100 or ECON 102.

Attach Program Description Files if needed

Graduation Requirements

Provide a brief narrative description of all graduation requirements, including, but not limited to, credit hour requirements, and, where relevant, requirements for internship, practicum, or clinical. For a graduate program, summarize information about the requirements for completion of the thesis or dissertation, including the thesis committees, and the final defense of the thesis or dissertation. If a thesis or dissertation is not required in a graduate program, explain how the functional equivalent is achieved.

Students will complete this program by engaging with the campus general education curriculum as well as the College of ACES' orientation course. They will engage in roughly 16 hours of quantitative coursework, which will supplement a 12-hour core curriculum introducing Environmental and Resource Economics and Policy material. Students will have the opportunity to select 12 hours of environmental and resource economics and policy electives from a slate of many courses and 4 hours of geographic and information systems electives from a short list of options. Students will be encouraged to study abroad through an international course requirement, which can alternatively be completed by taking a fully on-campus course focused on international economics. To reach the campus-required 40-hour advanced course credit, students will need to take roughly 10-11 elective hours at the 300- or 400-level. Overall credits must total 120 hours. Students are highly encouraged but not required to engage in research and internships through this program.

Plan to Evaluate and Improve the Program

Describe the program's evaluation plan.

The Department will adhere to the University's Assessment Program to evaluate the extent to which students are achieving programmatic learning objectives, utilizing data gathered in the pursuit of carrying out these assessment procedures to identify opportunities for growth and improvement.

Plan to Evaluate and Improve the Program
Attachments

Budget Narrative

Fiscal and Personnel Resources

Illinois Administrative Code: 1050.30(a)(5): A) The financial commitments to support the unit of instruction, research or public service are sufficient to ensure that the faculty and staff and support services necessary to offer the unit of instruction, research or public service can be acquired and maintained; B) Projections of revenues necessary to support the unit of instruction, research or public service are based on supportable estimates of state appropriations, local tax support, student tuition and

fees, private gifts, and/or governmental grants and contracts.

Budget Rationale

Provide financial data that document the university's capacity to implement and sustain the proposed program and describe the program's sources of funding.

Is the unit's (Department, College, School) current budget adequate to support the program when fully implemented? If new resources are to be provided to the unit to support the program, what will be the source(s) of these funds? Is the program requesting new state funds? (During recent years, no new funds have been available from the state (IBHE) to support new degree programs).

This analysis will focus on the effects that the curriculum review changes will have on incoming revenue, expenditures, and any additional considerations that would affect the fiscal situation of the department of ACE (henceforth referred to as the department). Changes that would affect revenue consist of changes in the number of total ACE undergraduate majors in the department and changes to the percentage of Instructional Units1 (henceforth referred to as IUs). For this analysis, we will consider only the effect of changes from the curriculum review in isolation from the rest of the university. The analysis of expenditures will focus on expected changes in expenses required to execute any required items as a result of the curriculum review changes. This will include expected changes in costs related to aggregate teaching load, course development, room changes, and additional expected marketing and promotion. Other considerations that will be analyzed include the size of classes, terms that classes will be offered in, and requirements moving forward for new course development.

Analysis of Aggregate Majors

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 & Management (AMM)

PROPOSED Concentrations in ACE:
- Agri-Accounting (AA)
- Agricultural and Applied Economics (AE)

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)

A prospective student sees a major in the same way they see a concentration during the recruiting process and online. The only difference would be at the end of the process, instead of saying, “Welcome to Agricultural and Consumer Economics,” it would say, “Welcome to [Insert Major]." This is a very important aspect in the evaluation of the Financial impact because small changes in the way prospective student sees the majors/concentrations that they apply to could dramatically impact our application numbers and enrolled students. In addition, majors are the single most significant area where the department can be financially successful in the current budget model, so maintaining or increasing current levels of undergraduate students is essential for financial success. The curriculum review changes will result in some significant changes that could potentially affect enrollment. These changes fall into four categories: mirrored offerings, concentration removals, re-envisioned new majors, and name changes.

The mirror offering group includes three existing concentrations that are transitioning to majors with the same names. These are Consumer Economics and Finance, Financial Planning, and Public Policy and Law. This group will experience the least financial impact of any change, as there will be almost no visible difference for prospective students, except in the details of how each program is structured. Importantly, the department’s two largest concentrations, Consumer Economics and Finance and Financial Planning, are in this group. These two concentrations make up just under 50% of our majors. From a financial standpoint, it’s positive that these will not appear as a significant change to incoming students. The other concentration Public Policy and Law 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.

The removal group would consist of the three concentrations of Farm Management, Finance in Agribusiness, and Policy, International Trade, and Development. Prospective students would not see these as an option for selection. The department faculty and expertise are not changing, so with excellent marketing, you would hope that students who selected these options would still choose an ACE major. However, realistically, the department should expect a slight net loss in this area. Currently, these concentrations hold 14, 60, and 17 students, respectively, about 11.8% of our majors. This potential student loss risks $567,816.34 ($6,239.74 used as an estimate from the university’s budget model for the price of majors net of financial aid and waivers). A large portion of the financial risk centers around the Finance in Agribusiness concentration. It may be wise to consider ways to market the Food and Agribusiness Management Finance Track to prospective students, as often people interested in

Agribusiness Management Finance Track to prospective students, as often people interested in Finance will be looking for the word “finance”, not a track inside another major.

The re-envisioned new major/concentration group consists of the Food and Agribusiness Management major and the Agricultural and Applied Economics concentration. The Food and Agribusiness Management major will have four tracks as part of it. Financially, this presents a significant opportunity and challenge. The existing situation had students graduating with an ACE degree with a concentration in Farm Management, Finance in Agribusiness, Agribusiness Markets and Management, or Policy, International Trade, and Development. There is a risk moving to a degree in Food and Agribusiness Management with tracks in Finance, Marketing & Sales, Global, and Commodity Marketing. Still, the financial risk appears to be acceptable with the justified academic reasoning, as these changes provide a similar offering to what currently exists for students. The new Agricultural and Applied Economics concentration is being introduced to preserve an economics-focused pathway within ACE following the transition of several existing concentrations into standalone majors. The concentration provides a quantitatively rigorous option for students interested in applied microeconomics, data analysis, and economic decision-making in agricultural and resource-based systems. Expected enrollment is modest, approximately 20 students across all cohorts, and can be supported with existing course capacity and advising resources. As the curriculum relies on courses the department already offers, no significant new instructional or financial commitments are anticipated. Overall, Agricultural and Applied Economics helps retain students seeking an analytically oriented curriculum and complements the new major structure without introducing substantial financial risk.

The last group consists of name changes, which will occur for the concentrations of Environmental Economics and Policy, and Agribusiness Markets and Management. The concentrations are being renamed to Environmental and Resource Economics and Policy, and Food and Agribusiness Management, respectively.

Environmental Economics and Policy is undergoing a minor name change to Environmental and Resource Economics and Policy, which seems likely to have little significant impact on enrollment.

The Agribusiness Markets and Management concentration represents over 15% of our student population and has seen a decline of 25% in enrollment over the last four years. There is significant risk in changing the name, but also significant risk in doing nothing to correct for weakening demand in a program. Efforts have been made to align the new Food and Agribusiness Management major with existing academic offerings, evaluate how current Agribusiness Markets and Management students feel about the new Food and Agribusiness Management name, and evaluate how peer institutions have successfully named and marketed their programs. When you are talking about $700k plus in just the allocated budget from the

Agribusiness Markets and Management concentration, it is obviously a very big part of what the department does financially. This is a calculated risk that attempts to solve academic structuring while also hoping to correct the course regarding enrollment declines in Agribusiness Markets and Management. Financial risk can be mitigated with good timing. This is a good time to make changes to Agribusiness Markets and Management. The Food and Agribusiness Management title reads similarly to the existing title. Assuming this change aligns with the academic goals of the department, there is nothing to suggest this change is not well considered and is being done with good financial timing.

Analysis of Aggregate IUs

Under the current proposals, ACE will require more ACE course IUs than under the existing model. The University of Illinois encourages fiscal responsibility through its budget model, but curriculum design and implementation should be based on what is best for students and faculty. With that in mind, the recommended structure does not pose a significant financial risk to the department based on the number of IUs ACE will teach under the proposals. Therefore, barring significant changes, I recommend that IU concerns not impede this proposal.

Analysis of Aggregate Expenses

Significant potential financial risks are associated with the aggregate costs of any additional teaching load required to execute classes for these changes. Every effort has been made to minimize these costs. While some minor additional courses will need to be covered, they are expected to be covered financially by additional non-cannibalized IU revenue. In addition, all new courses will be required to submit a new course proposal before they are approved, so additional courses should be subject to financial and academic review before any new financial costs are incurred. There are no expected additional marketing costs associated with these proposals, but that could change under certain circumstances. There are no current expectations to pay for course development costs, and any future requests would need to be approved first. There are no plans to teach more summer or winter classes, and there is no indication of significant demand for courses during those terms. There are no plans to alter the current standard size of courses for financial or academic purposes.

Yes, the Department’s current budget is adequate to support the program when fully implemented. No additional state funds will be requested.

Faculty Resources

Will current faculty be adequate to provide instruction for the new program or will additional faculty need to be hired? If additional hires will be made, please elaborate.

Because the proposed major is a transition from a concentration to a major, current faculty are adequate to provide instruction for the new program.

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 major is a transition from a concentration to a major, faculty teaching load, class sizes, student-faculty ratios, etc. will remain roughly the same as when this major was a concentration.

Describe how the unit will support student advising, including job placement and/or admission to advanced studies. Will current staff be adequate to implement and maintain the new program or will additional staff be hired? Will current advising staff be adequate to provide student support and advisement, including job placement and or admission to advanced studies? If additional hires will be made, please elaborate.

Because the proposed major is a transition from a concentration to a major, current academic and career advising staff will be sufficient to address the needs of students in this major. As previously described, each student will be assigned one academic advisor who specializes in advising this major as well as one faculty advisor who specializes in graduate program and research trends in the industry.

Are the unit’s current facilities adequate to support the program when fully implemented? Will there need to be facility renovation or new construction to house the program?

Because the proposed major is a transition from a concentration to a major, current facilities are adequate to support the program when fully implemented.

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.

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 development of this major.

Summarize information about library resources for the program, including a list of key textbooks, a list of key text and electronic journals that will support this program, and a short summary of general library resources of the University that will be used by the program's faculty, students, and staff.

Key texts include:
- Environmental Economics: An Introduction
- Between Soil and Society: Legislative History and Political Development of Farm Bill Conservation Policy
- High Cotton and the Low Road: An Unraveling Farm Bill Coalition and Its Implications
- The World Food Economy
- Natural Resource Economics: An Introduction
- Basic Econometrics

Faculty will draw from such journals as American Journal of Agricultural Economics, Environmental Research Letters, Global Environmental Change, Journal of Environmental Economics and Management, Land Economics, Agricultural Economics, Annual Review of Resource Economics, Journal of the Agricultural and Applied Economics Association, Water Resources Research, Global Environmental Change, farmdoc daily, and more.

Are any sources of funding temporary (e.g., grant funding)? If so, how will the program be sustained once these funds are exhausted?

Because the proposed major is a transition from a concentration to a major, no temporary funding sources will be required.

Budget Narrative
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Personnel Budget

Category Year One Year Five Notes

Faculty (FTE)

Faculty FTE Year1	Faculty FTE Year 5	Faculty FTE Notes
5	5.33	Faculty in the Department of ACE teach 2-3 courses per year. ACE courses that comprise this major are already taught by faculty in the Department to accommodate the needs of students across the unit. Thus, this number does

Faculty FTE Year1	Faculty FTE Year 5	Faculty FTE Notes
		not reflect the addition of new faculty, nor will the FTE be devoted solely to instruction in this B.S. program. In short, there will be no additional costs to the Department of ACE.

Faculty ($)

Faculty Year 1	Faculty Year 5	Faculty Notes
$555,209.87	$666,241.52	This reflects the salary expenses associated with teaching required ACE courses for this program. As noted above, courses will be taught by faculty already on staff in the Department of ACE, and therefore these figures do not reflect additional outlays.

Advising Staff ($)

Advising Staff Year 1	Advising Staff Year 5	Advising Staff Notes
$71,000	$81,000	A current academic advisor in the Department of ACE will provide advising support to students in the program. This does not reflect the addition of new staff.

Graduate Students ($)

Graduate Students Year 1	Graduate Students Year 5	Graduate Students Notes
0	0	Graduate students do not teach courses as instructor of record for this program.

Other Personnel Costs

Other Personnel Costs Year 1	Other Personnel Costs Year 5	Other Personnel Costs Notes
0	0	NA

Budget Narrative Attachments

Facilities and Equipment

Illinois Administrative Code: 1050.30(a)(4): A) Facilities, equipment and instructional resources (e.g., laboratory supplies and

equipment, instructional materials, computational equipment) necessary to support high quality academic work in the unit of instruction, research or public service are available and maintained;

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

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

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

Faculty office space and teaching space will be located primarily in Mumford Hall, with other teaching occurring predominantly on the south quad among College of ACES buildings. There are no specialized laboratories, equipment, or other instructional technologies required for this program.

Will the program require new or additional facilities or significant improvements to already existing facilities?

No

Will the program need additional technology beyond what is currently available for the unit?

No

Are there other costs associated with implementing the program?

No

Facilities and Equipment Attachments

Faculty and Staff

Illinois Administrative Code: 1050.30(a)(3): A) The academic preparation and experience of faculty and staff ensure that the objectives of the unit of instruction, research or public service are met; B) The academic preparation and experience of faculty and staff, as evidenced by level of degrees held, professional experience in the field of study and demonstrated knowledge of the field, ensure that they are able to fulfill their academic responsibilities; C) The involvement of faculty in the unit of instruction, research or public service is sufficient to cover the various fields of knowledge encompassed by the unit, to sustain scholarship appropriate to the unit, and to assure curricular continuity and consistency in student evaluation; D) Support personnel, including but not limited to counselors, administrators, clinical supervisors, and technical staff, which are directly assigned to the unit of instruction, research or public service, have the educational background and experience necessary to carry out their assigned responsibilities.

Describe the personnel resources available to develop and maintain a high quality program, including faculty (full- and part-time, current and new), staff (full- and part-time, current and new), and the administrative structure that will be in place to oversee the program. Also include a description of faculty qualifications, the faculty evaluation and reward structure, and student support services that will be provided by faculty and staff.

There are currently 10 full-time research and teaching faculty dedicated to this area of study. These faculty are subject to standard campus and college evaluations of research, teaching, and service as laid out previously in this proposal. Our academic advising office is comprised of four undergraduate advisors, one of whom is responsible for advising in this area, and a program coordinator. Our robust business office is staffed by 6 professionals, and the department has several support staff and student workers. Our graduate program is sufficiently populated to supply teaching assistants needed to support the teaching in this area.

Summarize the major accomplishments of each key faculty member, including research/scholarship, publications, grant awards, honors and awards, etc. Include an abbreviated curriculum vitae or a short description.

1. Since August 2022, Dr. Sarah Low has served as professor and head, Department of Agricultural and Consumer Economics in the College of ACES at the University of Illinois Urbana-Champaign. She is passionate about leading faculty from diverse research areas in pursuit of the land grant mission. Her collaborative approach, innovative ideas, and willingness to charter new territory have led to success in unique and challenging situations. Previously, she held the Fred V. Heinkel Chair in Agriculture within the Division of Applied Social Sciences at the University of Missouri. Here, she was inaugural director of the Rural and Farm Finance Policy Analysis Center (RaFF) – and prior to that, led a turnaround of Extension's Regional Economic and Entrepreneurial Development (Exceed) program. Before she began her career in academia, Sarah spent 10 years at USDA's Economic Research Service in Washington, D.C. Her research and Extension emphasize how to support and facilitate regional economic development and prioritizes policy-relevant issues, drawing on her experience in federal government. Her research interests include business dynamics, broadband impacts, rural household wellbeing, value-added agriculture, and entrepreneurial ecosystem building. She holds a PhD in Agricultural and Consumer Economics from the University of Illinois at Urbana-Champaign, an MS in agricultural economics from Purdue, and a BS from Iowa State.

2. Dr. Sandy Dall'Erba is Professor and Director of CREATE in the Department of Agricultural and Consumer Economics. His current research interests focus on environmental economics in general and the impact of climate change on agriculture, food security and the global supply chain in particular. He studies each of these fields by modelling and measuring the externalities that place between regions/countries and economic sectors. In that purpose, he uses various tools of regional economics such as spatial econometrics, network econometrics, interregional input-output and structural gravity models. He has published one book and more than 60 peer-reviewed journal articles and book chapters on these topics and with those tools, some of them co-authored with past and current graduate students and/or international visiting-scholars. He has been awarded various grants by, among others, NSF, NASA and USDA as well as various academic awards for his work. Dr. Dall'Erba has given lectures as a keynote speaker at several international conferences in the US, South Korea, Brazil, Spain and has been an invited Professor in various universities and government agencies in Mexico, China, Turkey, Colombia, France and the US. His research always attempts to provide a range of exposure to new curricula materials, methods of conducting interdisciplinary and international collaborative research and guidance in the preparation of material for dissemination in the public policy arena. In 2021, he co-founded CREATE, the University of Illinois' Center for Climate, Regional, Environmental And Trade Economics (http://create.ace.illinois.edu/) of which goals are to study the impact of climate change and environmental accounts based on system-wide techniques developed in regional economics and trade economics and to train the next generation of

scholars to climate economics.

3. Dr. Gal Hochman is a Professor of Environmental and Resource Economics in the Department of Agricultural and Consumer Economics at the University of Illinois Urbana-Champaign. Dr. Hochman received his Ph.D. in Economics from Columbia University in 2004. Although, while coming out of his Ph.D., he focused on international trade agreements and crony capitalism, his stay at UC Berkeley introduced him to energy and agricultural biotechnology. His current focus includes issues related to development, energy, the environment, technology, and trade. Dr. Hochman is also keen on understanding the importance of policy in facilitating the transition to sustainable and resilient supply chains and an improved understanding of aquaculture technologies and their role in future food supply chains. Dr. Hochman has presented his work at numerous conferences, has 62 peer-reviewed publications, some in top journals, and has 121 publications. He is currently the board chair of the Council On Agricultural Food & Resource Economics.

4. Dr. Madhu Khanna is the ACES Distinguished Professor in Environmental Economics and Director of iSEE at the University of Illinois. Dr. Khanna examines the motivations for producers to adopt innovative production technologies to meet demands for food and fuel, such as precision farming, biofuels, and to participate in conservation programs. Her work informs stakeholders and policy makers about the cost-effectiveness of various policy approaches to improve environmental quality and their implications for farm profitability, land use and food and fuel production. Dr. Khanna has worked on diverse topics ranging from technology adoption and agro-environmental policy analysis, voluntary approaches to environmental protection and the land use, market and greenhouse gas implications of biofuels. Her work on technology adoption seeks to provide a rationale for the often-observed low rates of adoption of efficiency-enhancing technologies and shows the importance of considering heterogeneous producer characteristics, risks, uncertainty and market failures that distort prices while analyzing the incentives to adopt these technologies. She also examines the design of conservation payments to induce the adoption of improved land management practices to reduce non-point pollution from agriculture and enhance soil carbon sequestration. Dr. Khanna's research also examines the effectiveness of environmental information disclosure policies and voluntary pollution control programs in achieving environmental protection. She has studied the motivations for corporations to undertake voluntary environmental initiatives to reduce toxic emissions to the environment. She analyzes the design of such voluntary programs, the incentives for firms to participate and the effectiveness of voluntary efforts in improving corporate environmental performance. More recently, she has been conducting interdisciplinary research analyzing the economic and land use implications of large scale production of biofuels from the next-generation of bioenergy crops, such as perennial grasses and crop residues, and the intended and unintended impacts of biofuels on greenhouse gas emissions and water quality.

5. Dr. Shadi Atallah is an Associate Professor in Agricultural and Consumer Economics. His research interests center on natural resource economics, bioeconomics, ecosystem systems, and sustainable agriculture and food systems. He has been published in such journals as Land Economics, Agricultural Economics, Annual Review of Resource Economics, Journal of the Agricultural and Applied Economics Association, American Journal of Agricultural Economics, and more.

6. Dr. Yilan Xu is an Associate Professor in the Department of Agricultural and Consumer Economics at the University of Illinois at Urbana-Champaign. Her research goal is to use quantitative techniques and rigorous modeling to inform the building of a more resilient, sustainable, and equitable future for all. She quantifies new dimensions of financial, health, and environmental risks to understand how to find new ways to enhance human resilience to these risks. Her research findings support evidence-based decision-making by multiple actors, from individual households to national and international policymakers, help identify disparities and promote inclusive policies and practices, and facilitate cross-region collaboration and coordination in addressing global crises such as climate change and pandemics. Dr. Xu has published in the Proceedings of the National Academy of Sciences, Journal of Environmental Economics and Management, Journal of Economic Behavior and Organization, Regional Science and Urban Economics, Journal of Economic Geography, and Real Estate Economics. She is the President-elect of the American Council on Consumer Interests (ACCI). Dr. Xu received her Ph.D. from the University of Pittsburgh and her B.A. in Economics with honors from Zhejiang University.

7. Dr. Diego Cardoso Assistant Professor and an applied economist with research interests in energy, environmental, and resource economics. His work focuses on designing and evaluating policies related to the energy transition, climate, and the use of natural resources. I am also interested in the intersection of applied welfare analysis and risk modeling to develop and improve methods for benefit-cost analysis. He has been published in such journals as Nature Medicine, Economic Letters, Land Economics, Water Resources Research, Global Environmental Change, Review of Industrial Organization, and more.

8. Dr. Andrew Hultgren is an assistant professor at the department of Agricultural and Consumer Economics at the University of Illinois Urbana-Champaign, a faculty affiliate at the National Center for Supercomputing Applications, and a member of the Climate Impact Lab. His doctoral studies were at UC Berkeley ARE, where he was a fellow in the Global Policy Lab and an NSF Data Sciences for the 21st Century fellow, and he was a postdoc at EPIC and the department of Economics at the University of Chicago. Dr. Hultgren also holds a Master's in public policy from UC Berkeley, and a BSE in chemical engineering from Princeton University. Dr. Hultgren is an environmental and IO economist studying the economics of environmental regulation. His research interests include firm behavior under regulatory uncertainty and

quantifying the economic impacts of climate change.

9. Dr. Marin Skidmore is Assistant Professor of Agricultural Economics studying the interaction between policy, agriculture, and the environment. My research focuses on how market-based and public agricultural policy in the United States and the Brazilian Amazon influence farmer behavior. I use this lens to study indirect policy effects on the environment, including deforestation, GHG emissions, and water quality. I approach these questions by combining econometric methods, big data, extensive field work, and collaboration with interdisciplinary partners in the US and Brazil. She has been featured in such journals as American Journal of Agricultural Economics, Environmental Research Letters, Global Environmental Change, Journal of Environmental Economics and Management, and more.

Faculty and Staff
Attachments

HLC Section

Credit Hours

Existing or repackaged curricula (Courses from existing inventory of courses): 100	Number of Credit Hours:	120 Percent of Total:
Revised or redesigned curricula (Courses for which content has been revised for the new program):	Number of Credit Hours: 0	0 Percent of Total:
New curricula (Courses developed for the new program that have never been offered): 0	Number of Credit Hours:	0 Percent of Total:
Total Credit Hours of the Program:	Number of Credit Hours:	120 Percent of Total:

100

New Faculty Required

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

No

Please explain
existing coverage:

Because the proposed major is a transition from a concentration to a major, this program will not require additional faculty members.

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:

Because the proposed major is a transition from a concentration to a major, institutional funding will remain unchanged.

EP Documentation

EP Control Number EP.26.134

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 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

Melissa Steinkoenig (menewell) (01/21/26 2:18 pm): Gen Ed Table: Good

Brooke Newell (bsnewell) (01/30/26 9:07 am): Rollback: Per discussion with Brianna G.

Key: 1371