**EP.26.138**
April 6, 2026

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

EP.26.138 Report of Administrative Approvals Through April 6, 2026

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

## Section 1. This Section Approved by EP on March 23, 2026

### A. Graduate Programs

1. **Revise the Graduate Minor in Gender Relations in International Development in the College of Liberal Arts and Sciences and the Graduate College (key 430) –** updates sponsor college from the School of Social Work to the College of Liberal Arts & Sciences; adds Catalog Page Overview text in the CIM-P field; removes Program of Study references to lists of courses approved by GRID faculty advisory committee; adds subheadings to the list of elective courses; adds elective courses into the CIM-P; removes Other Requirements table and information within; and adds Learning Outcomes to the CIM-P field.
2. **Revise the Concentration in Building Performance in the Master of Architecture in Architecture in the College of Fine and Applied Arts and the Graduate College (key 933)** – removes one of the "Required Architecture Studios" ARCH 573 (-6 hours) and the indented language below that begins with "If a 573 course is cross-listed..."; reduces "Required Architecture Studios" from 12 to 6; and reduces concentration hours from 21 to 15. No change to concentration learning outcomes and this does not impact degree hours.
3. **Revise the Master of Science in Business Analytics in the Gies College of Business and the Graduate College (key 961)** – proposes to offer the MS in Business Analytics in fully on-campus and fully online delivery modalities. The on-campus program is already self-supporting; self-supporting status is requested for the fully online option.; proposes to update the program of study to clarify curricular requirements and elective selection. Two courses that were previously counted within the analytics elective category—BADM 557 (Topics in Business Intelligence) and BADM 550 (Business Practicum)—are now designated as required core courses, all other core courses remain the same. As a result, the core curriculum credit hours has increased and the required number of analytics elective hours has been reduced. The total program credit hours remain unchanged at 36. The required number of analytics elective hours was reduced to reflect the movement of BADM 557 and BADM 550 from the elective category into the core curriculum. In addition, the revision removes the static list of analytics elective courses and instead specifies the required number of elective hours (12–16) to be selected in consultation with an academic advisor.; and proposes to update the program regulations and assessment language. These updates are editorial in nature and align the CIM record with current practice and information already published in the academic catalog.

4. **Revise the Joint Program in the Bachelor of Science in Sustainable Design and the Master of Landscape Architecture in Landscape Architecture in the College of Fine and Applied Arts and the Graduate College (key 1166)** – adds FAA 231 to BSSD major requirements, Foundation section (+3); adds FAA 310 to BSSD major requirements, Core section (+2); removes FAA 201 from BSSD major requirements, Foundation section (-3); removes FAA 201 from the Gen Ed table; corrects gen ed table, to remove Physical Science and add Life Science under Natural Sci category; updates BSSD core hours to 17 and BSSD hours to 49, in BSSD table and summary table; updates LA 314 to LA 214 in Program of Study table.

**B. Undergraduate Programs**

1. **Revise the Undergraduate Minor in Kinesiology in the College of Applied Health Sciences (key 637) – revises** the curriculum within the minor to reflect new HK rubric; lists courses in alphabetical and numerical order in the plan of study; and removes footnotes for accessibility; removes KIN/HK 201 from the required courses and replaces it with KIN/HK 150. Changes were also made among the courses that are listed as electives for each area of specialization: removes KIN 447 and adds KIN/HK 342, KIN 444/HK 441, and IHLT 498/HK 472 as electives in the area of Exercise Psychology & Health; adds KIN/HK 450 as an elective and removes KIN/HK 150 as a required course and replaces it with KIN/HK 452 that was in the electives in the area of Exercise Physiology; moves KIN/HK 457 from a required course to an elective course, moves KIN 259/HK 250 from an elective to a required course, and adds KIN 351/HK 354 and KIN 449/HK 458 as electives in the area of Biomechanics; and removes KIN 346/HK 343 as a required course and replaces it with KIN/HK 442 which was previously an elective, removes KIN 401/HK 466 and KIN 473/HK 456 as electives and adds CHLH 330/HK 302, HK 446, and IHLT 498/HK 472 as electives in the area of Social and Cultural Aspects of Sport & Physical Activity (currently Cultural and Interpretive Studies); renames Cultural and Interpretive Studies area to Social and Cultural Aspects of Sport & Physical Activity.
2. **Revise the Bachelor of Science in Journalism in the College of Media (key 477) –** removes JOUR 205 or JOUR 452, JOUR 250 or JOUR 456, and JOUR 310 or JOUR 311 from the Required Major Courses list; removes the Intermediate Skills Courses heading, list, and requirement; renames the heading Advanced Skills Courses to Skills Courses; requires four of the skills courses; adds JOUR 313, JOUR 315, JOUR 340, JOUR 425, and JOUR 473 to the Skills Courses list; removes JOUR 482 from the Skills Courses list; requires three courses from the Context Course list; adds JOUR 205, JOUR 250, and JOUR 310 or JOUR 311 to the Context Courses list; removes JOUR 454 and JOUR 460 from the Context Courses list; reduces the number of journalism electives from 9 to 6; removes Journalism Specialization requirement; updates the hours of required major courses from 40 to 41-45. Total credit hours for the degree will remain at 124 hours; removes EPSY 280 and UP 116 from the list of Statistical Methods Course list; adds College Orientation course (MDIA 100) as required course; modifies the formatting of the POS and additional text (e.g., graduation requirements, university requirements, and general education requirements) to adhere to the campus General Education Template; removes "(recommended)" from STAT 107 from the Statistical Methods Course list and included the course as part of the list of options; and adds SOCW 225 to list of Statistical Methods Course list.

**Section 2. This Section Approved by EP on March 30, 2026**

**A. Graduate Programs**

1. **Revise the Master of Science in Predictive Analytics and Risk Management in the College of Liberal Arts and Sciences and the Graduate College (key 1022) –** replaces ASRM 555 (Advanced Predictive

Analytics; 4 credits) with ASRM 455 (Predictive Analytics; 4 credits) and adds ASRM 555 to the concentration elective list. The total number of credits for the major will remain the same.; adds ASRM 593 (Graduate Internship; 0 credits) to the list of program major requirements; raises the required GPA to 3.0 instead of 2.75; updates the POS with the core requirements (now titled major requirements) and the names of the two concentrations, Financial and Insurance Analytics (FIA) and Enterprise Risk Management (ERM); combines the elective hours (8) with the concentration coursework (previously 12 hours) for a total of 20 concentration hours and no change to total number of hours for the degree program; separates the POS tables but the content within each remains the same. Table 1 was formerly the Core Requirements and now the Major Requirements. Table 2 represents the concentrations containing the total hours for the concentration. Table 3 remains the Other Requirements table with only a change to the GPA; and adds STAT as an interdepartmental entity to the CIM-P record.

2. **Revise the Concentration in Financial and Insurance Analytics in the Master of Science in Predictive Analytics and Risk Management in the College of Liberal Arts and Sciences and the Graduate College (key 1023)** - replaces ASRM 555 (Advanced Predictive Analytics; 4 credits) with ASRM 455 (Predictive Analytics; 4 credits) and adds ASRM 555 to the concentration elective list. The total number of credits for the major will remain the same.; adds ASRM 593 (Graduate Internship; 0 credits) to the list of program major requirements; raises the required GPA to 3.0 instead of 2.75; updates the POS with the core requirements (now titled major requirements) and the names of the two concentrations, Financial and Insurance Analytics (FIA) and Enterprise Risk Management (ERM); combines the elective hours (8) with the concentration coursework (previously 12 hours) for a total of 20 concentration hours and no change to total number of hours for the degree program; separates the POS tables but the content within each remains the same. Table 1 was formerly the Core Requirements and now the Major Requirements. Table 2 represents the concentrations containing the total hours for the concentration. Table 3 remains the Other Requirements table with only a change to the GPA; and adds STAT as an interdepartmental entity to the CIM-P record; replaces STAT 432 with ASRM 454; adds the option for students to choose between STAT 480 (Big Data Analytics 4 credits) or STAT 447 (Data Science Programing Methods 4 credits); expands the elective pool by adding the following courses: ASRM 402, ASRM 441, ASRM 442, ASRM 461, ASRM 469, ASRM 471, ASRM 490, ASRM 555; FIN 538; STAT 440, STAT 447, STAT 480, STAT 525, STAT 556. Note that MATH 563 has become ASRM 563 since Spring 2025; adds note in the elective section to both STAT 447 and STAT 480 that these courses can be taken as electives if not taken for the concentration requirement; removes ASRM 539 and FIN 590 from the elective pool; adds a cap of 8 credits on the number of FIN elective credits; updates the course number for "Enterprise Risk Management" to its current number (FIN 538) instead of its former number (FIN 526) in the elective course list; implements the concentration project by adding the major and concentration requirements to the program of study table; and removes FIN 580 Special Topics (Big Data Analytics) and add FIN 550: Big Data Analytics for Predictive and Causal Analysis.
3. **Revise the Concentration in Enterprise Risk Management in the Master of Science in Predictive Analytics and Risk Management in the College of Liberal Arts and Sciences and the Graduate College (key 1024) -** replaces ASRM 555 (Advanced Predictive Analytics; 4 credits) with ASRM 455 (Predictive Analytics; 4 credits) and adds ASRM 555 to the concentration elective list. The total number of credits for the major will remain the same.; adds ASRM 593 (Graduate Internship; 0 credits) to the list of program major requirements; raises the required GPA to 3.0 instead of 2.75; updates the POS with the core requirements (now titled major requirements) and the names of the two concentrations, Financial and Insurance Analytics (FIA) and Enterprise Risk Management (ERM); combines the elective hours (8) with the concentration coursework (previously 12 hours) for a total of 20 concentration hours and no

change to total number of hours for the degree program; separates the POS tables but the content within each remains the same. Table 1 was formerly the Core Requirements and now the Major Requirements. Table 2 represents the concentrations containing the total hours for the concentration. Table 3 remains the Other Requirements table with only a change to the GPA; and adds STAT as an interdepartmental entity to the CIM-P record; updates the course number for "Enterprise Risk Management" to its current number (FIN 538) instead of its former number (FIN 526) in the ERM concentration requirements; expands the elective pool by adding the following courses: ASRM 402, ASRM 441, ASRM 442, ASRM 454, ASRM 461, ASRM 469, ASRM 471, ASRM 490, ASRM 555, STAT 431, STAT 440, STAT 447, STAT 480, STAT 525, STAT 556. Note that MATH 563 has become ASRM 563 since Spring 2025.; removes ASRM 539 and FIN 590 from the elective pool; caps the FIN electives to 8 credits per student; implements the concentration project by adding the major and concentration requirements to the program of study table; and removes FIN 580 Special Topics (Big Data Analytics) and add FIN 550: Big Data Analytics for Predictive and Causal Analysis.

**B. <u>Undergraduate Programs</u>**

1. **Revise the Bachelor of Science in Recreation, Sport & Tourism in the College of Applied Health Sciences (key 95) –** modifies the formatting of the POS and additional text (e.g., graduation requirements, university requirements, and general education requirements) to adhere to the campus General Education Template; moves CMN 101, or CMN 111 and CMN 112 from the old Gen Ed table into the major requirements under “Communication Requirement”; removes RHET 105; removes RST 335, RST 120, RST 230, RST 242 from the General Education table; modifies indentation of coursework; adds clarifying ‘RST’ to Restricted Electives Departmental courses requirement; and adds concentration names in the Program of Study table.

EP.26.138
Admin Approval_Section1_#A1

# Program Change Request

Date Submitted: 12/11/25 9:29 am

## Viewing: 5292 : Gender Relations in International Development – Minor, GR

Last approved: 10/24/25 8:23 am

Last edit: 03/31/26 9:58 am

Changes proposed by: Melissa Reedy

Catalog Pages Using this Program: Gender Relations in International Development Graduate Minor

Proposal Type:
Minor (ex. European Union Studies)

This proposal is for a:
Revision

### In Workflow

1. U Program Review
2. 1597-CGGE Head
3. 1783-SOC_W Head
4. LL Committee Chair
5. LL Dean
6. KV Dean
7. University Librarian
8. Grad_College
9. COTE Programs
10. Provost
11. Senate EPC
12. Senate
13. U Senate Conf
14. Board of Trustees
15. IBHE
16. HLC
17. DOE
18. Catalog Editor
19. DMI

### Approval Path

1. 12/17/25 3:11 pm Brianna Vargas-Gonzalez (bv4): Approved for U Program Review
2. 12/18/25 3:58 pm Min Zhan (mzhan): Approved for 1597-CGGE Head
3. 01/22/26 8:45 am Cheryl Street (street): Approved for 1783-SOC_W

Head
4. 01/22/26 8:45 am Cheryl Street (street): Approved for LL Committee Chair
5. 01/22/26 1:43 pm Janet Liechty (jliechty): Approved for LL Dean
6. 02/25/26 4:37 pm Stephen Downie (sdownie): Approved for KV Dean
7. 02/26/26 11:13 am Tom Teper (tteper): Approved for University Librarian
8. 03/03/26 8:14 am Allison McKinney (agrindly): Approved for Grad_College
9. 03/03/26 12:08 pm Suzanne Lee (suzannel): Approved for COTE Programs
10. 03/04/26 2:56 pm Brooke Newell (bsnewell): Approved for Provost
11. 03/31/26 10:24 am Barbara Lehman (bjlehman): Approved for Senate EPC

## History

1. Mar 9, 2022 by Mary Lowry (lowry)
2. Oct 24, 2025 by Brooke Newell (bsnewell)

## Administration Details

| | |
|---|---|
| Official Program Name | Gender Relations in International Development – Minor, GR |
| Diploma Title | |
| Sponsor College | Liberal Arts & Sciences ~~Social Work, School of~~ |
| Sponsor Department | Study of Global Gender Equity ~~Social Work~~ |
| Sponsor Name | Min Zhan ~~Mary Lowry~~ |
| Sponsor Email | mzhan@illinois.edu ~~lowry@illinois.edu~~ |
| College Contact | Stephen R. Downie ~~Mary Lowry~~ |
| College Contact Email | sdownie@illinois.edu ~~lowry@illinois.edu~~ |
| College Budget Officer | Michael Wellens |
| College Budget Officer Email | wellens@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.

Melissa Reedy, murray@illinois.edu (LAS Assistant Director Course & Cir Dvt)
Anita Kaiser, arkaiser@illinois.edu (CSGGE Associate Director)

Does this program have inter-departmental administration?

No

## Effective Catalog Term

| | |
|---|---|
| Effective Catalog | Fall 2026 |

Term

Effective Catalog 2026-2027

## Proposal Title

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

Revise the Graduate Minor in Gender Relations in International Development in the College of Liberal Arts and Sciences and the Graduate College

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

## Program Justification

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

1) The Sponsor College listing has changed from the School of Social Work to Liberal Arts & Sciences.
2) Text to the Catalog Page Overview section has been added.
3) The former POS references to lists of courses approved by the GRID faculty advisory committee have been removed and these courses are now presented in a single list in the POS.
4) The following subheadings were added to the list of elective courses in the POS: Agricultural and Consumer Economics; African American Studies; Education Policy, Organization and Leadership; Educational Psychology; Gender and Women's Studies; Geography and Geographic Information Science; Global Studies; Human Development and Family Studies; Labor and Employment Relations; Social Work; and Urban and Regional Planning.
5) The following elective courses are now in the POS: ACE 411, ACE 451, AFRO 415, EPOL 410, EPOL 421, EPOL 520, EPOL 522, EPOL 523, EPOL 524, EPOL 528, EPSY 575, EPSY 578, GWS 550, GGIS 410, GLBL 440, HDFS 426, LER 595, SOCW 455, SOCW 510, UP 423, and UP 587.
6) The Other Requirements table and information within was removed from the bottom of the POS.
7) Learning Outcomes have been added.

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

1) The Center for the Study of Global Gender Equity currently administers the graduate minor in Global Relations in International Development, originally established as a concentration in 1987 and approved as a graduate minor in 2011. Following the Center's transition into the Illinois Global Institute within the College of LAS, we are moving the minor into LAS to align it more closely with the academic structure of other IGI centers. A support letter from the Dean of the School of Social Work for relocation to the College of LAS is attached.
2) Text added to complete the description of the program in the Academic Catalog.
3) To increase accessibility and transparency of approved electives. From this list of elective courses, students are asked to choose one course at the 500-level and another from the 400- or 500-level. These two courses must be from at least two departments or units. The Total Hours remain unchanged.
4) Subheadings were included to identify the different departments and units coursework falls under.
5) Each course was chosen to fulfill the interdisciplinary nature of the minor and provide the analytical and empirical skills needed to address global human security and gender equity issues in research an policy analysis as well as daily life.
6) The statement that students must select courses from at least two departments or units now appears near the top of the POS for greater transparency.
7) To provide a clear roadmap for students, help faculty design cohesive curricula, and ensure the program's value is understood by stakeholders. Additional information on how these learning outcomes will be assessed, expectations for student achievement, and the process used to improve student learning have also been presented.

## 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?

No

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

No

Does the program include other courses/subjects outside of the sponsoring department impacted by the creation/revision of this program? If Yes is selected, indicate the appropriate courses and attach the letter of support/acknowledgement.

Yes

Courses outside of the sponsoring department/interdisciplinary departments:

ACE 411 - Environment and Development
ACE 451 - Agriculture in Intl Dev
AFRO 415 - Africana Feminisms
EPOL 410 - Racial and Ethnic Families
EPOL 421 - Ed for Glbl EnvironmentSustain
EPOL 520 - Education and Globalization
EPOL 522 - Globalization of Higher Ed
EPOL 523 - Global Issues in Learning
EPOL 524 - Education and Human Rights
EPOL 528 - Researching Global Education
EPSY 575 - Mixed Method Inquiry
EPSY 578 - Qualitative Inquiry Methods
GWS 550 - Feminist Theories & Methods
GGIS 410 - Green Development
GLBL 440 - Global Health: Interven & Eval
HDFS 426 - Family Conflict Management
LER 595 - Managing Diversity Globally
SOCW 455 - Social Work with Women
SOCW 510 - Inequality and Social Change
UP 423 - Cmnty Dev in the Global South
UP 587 - Qualitative Research Methods

| | |
|---|---|
| Please attach any letters of support/ acknowledgement for any Instructional Resources. Consider faculty, students, and/or other impacted units as appropriate. | EPSY Letter of Support 4 Dec 2025.pdf<br>GLBL Letter of Support 5 Dec 2025.pdf<br>LER Letter of Support 4 Dec 2025.pdf<br>AFRO Letter of Support 3 Dec 2025.pdf<br>SOCW Letter of Support 1 Dec 2025.pdf<br>HDFS 426 Ltr 1 Dec 2025.pdf<br>ACE Ltr 1 Dec 2025.pdf<br>GGIS_LetterofSupport.pdf<br>EPOL Letter of Support 10 Dec 2025.pdf<br>GWS 550 Letter of Support 10 Dec 2025.pdf<br>SOCWDean_LetterofSupport_GRID minor.pdf<br>DURP Letter of Support 9 Feb 2026.pdf |

## Program Features

Academic Level Graduate

Is this minor?

A Comprehensive study in a single discipline

Is this program part of an ISBE approved licensure program?

No

Will specialized accreditation be sought for this program?

No

Other than certification via the students' degree audits, is there any additional planned mechanism to award/honor successful completion of the minor?

No

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

No

## Program of Study

An undergraduate minor should consist of at least 16 - and no more than 21 hours - of course work, with at leas 6 hours of 300- or 400- level courses. Except for clearly remedial offerings, prerequisite courses within the sponsoring unit count towards the total; prerequisite courses outside the sponsoring unit do not count toward this total. The unit sponsoring the minor and that unit's college may set educationally necessary prerequisites fc eligibility for the minor within these constraints. Does this proposal meet these criteria?

Yes

Revised programs

## Catalog Page Text - Overview Tab

Catalog Page Overview Text

The Center for the Study of Global Gender Equity is within the Illinois Global Institute at the University of Illinois Urbana-Champaign and offers a graduate minor in Gender Relations in International Development (GRID). The GRID interdisciplinary minor is designed to give students the analytical and empirical skills needed to address global human security and gender equity issues in research and policy analysis, as well as daily life. In this age of global economic transformation, it is especially necessary for researchers and practitioners to examine who gains and who loses from new policies, to assess the disparities in the impacts of reforms on women, men, and children, and to study the successful strategies and policies that appear.

Is the overview text above correct?

Yes

Statement for Programs of Study Catalog

**Gender Relations in International Development – Graduate Minor**

~~Other requirements:~~

| | | |
|---|---|---|
| CGGE 581 | Gender Relations & International Development | 4 |
| ~~One elective at the 500 level from a list approved by the GRID faculty advisory committee.~~ | | ~~4~~ |
| ~~One elective from a list of 400- and 500-level courses approved by the GRID faculty advisory committee.~~ | | ~~4~~ |
| Choose two electives from the list below. One course must be at the 500-level and courses must be selected from at least two departments or units: | | 8 |
| **Agricultural and Consumer Economics:** | | |
| ACE 411 | Environment and Development | |
| ACE 451 | Agriculture in Intl Dev | |
| **African American Studies:** | | |
| AFRO 415 | Africana Feminisms | |
| **Educational Policy, Organization and Leadership:** | | |
| EPOL 410 | Racial and Ethnic Families | |
| EPOL 421 | Education for Global Environmental Sustainability | |
| EPOL 520 | Education and Globalization | |

| | |
|---|---|
| EPOL 522 | Globalization of Higher Education |
| EPOL 523 | Global Issues in Learning |
| EPOL 524 | Education and Human Rights |
| EPOL 528 | Researching Global Education |
| **Educational Psychology:** | |
| EPSY 575 | Mixed Method Inquiry |
| EPSY 578 | Qualitative Inquiry Methods |
| **Gender and Women's Studies:** | |
| GWS 550 | Feminist Theories & Methods |
| **Geography and Geographic Information Science:** | |
| GGIS 410 | Green Development |
| **Global Studies:** | |
| GLBL 440 | Global Health: Interventions & Evaluations |
| **Human Development and Family Studies:** | |
| HDFS 426 | Family Conflict Management |
| **Labor and Employment Relations:** | |
| LER 595 | Managing Diversity Globally |
| **Social Work:** | |
| SOCW 455 | Social Work with Women |
| SOCW 510 | Theories of Diversity, Inequality, and Social Change |
| **Urban and Regional Planning:** | |
| UP 423 | Community Development in the Global South |
| UP 587 | Qualitative Research Methods |
| Total Hours | 12 |

~~Other requirements may overlap.~~

~~For this multi-disciplinary graduate minor, students must select courses from at least two departments or units.~~

## Program Regulation and Assessment

## Plan to Assess and Improve Student Learning

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

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

No

Student Learning Outcomes

Upon successful completion of the Graduate Minor in Gender Relations in International Development (GRID), students will be able to:

1. Analyze how development policies, globalization, and economic systems shape gendered outcomes across different regions and populations.
2. Apply interdisciplinary frameworks, including feminist, intersectional, human development, capability, and political economy approaches, to evaluate issues of global human security and gender equity.
3. Critically evaluate qualitative and quantitative research related to gender, development, and globalization.
4. Produce original, research-based or policy-relevant written work that integrates gender and development perspectives into their disciplinary or professional focus.
5. Communicate complex ideas related to gender and development effectively in written and oral formats for academic, policy, and interdisciplinary audiences.

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

Describe here:

The Center for the Study of Global Gender Equity, in partnership with participating departments, will ensure that students in the Graduate Minor in Gender Relations in International Development (GRID) are meeting learning outcomes through the following assessment activities:

1. Demonstrated graduate-level competency in the core course (CGGE 581: Gender Relations in International Development), typically reflected by earning a grade of B or higher and successful completion of one of the following: A major research paper (5,000–8,000 words), including proposal/abstract and final paper, or three policy-, research-, or practice-oriented papers focused on gender and development issues.
2. Assessment of written analytical work, including weekly reaction papers in the core course, which evaluate students' ability to critically engage with scholarly literature and apply course concepts to real-world, gendered development issues.
3. Assessment of oral communication and leadership, based on participation in seminar discussions, facilitation of weekly topics, and contribution to peer learning in the core course.
4. Demonstrated graduate-level competency in two approved elective courses, selected from at least two different departments or academic units, with at least one course at the 500-level, typically reflected by earning a grade of B or higher in each course.
5. Demonstrated skills in interdisciplinary integration, determined by the student's selection of courses across at least two academic units, and the incorporation of multiple disciplinary perspectives in written and oral work completed in the core course.
6. Ongoing monitoring of student progress toward completion of the minor through advising by the Center's Associate Director
7. Student feedback gathered through the exit survey at the time of completion of the minor, allowing students to reflect on their learning, skill development, and the relevance of the minor to their academic and career goals.
8. Periodic feedback from alumni surveys to assess the relevance and impact of the GRID minor on students' professional and academic trajectories.

These assessment activities ensure that student learning is evaluated periodically throughout the program and upon completion of the minor through the interdisciplinary approach, using a combination of direct and indirect measures.

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 involved in the GRID Graduate Minor expect that students will demonstrate a high level of proficiency in analytical thinking, interdisciplinary application, and written and oral communication related to gender and international development. Specifically, an 80% success rate is expected on direct measures of student learning (completion of required courses and assignments at a satisfactory level or higher). Satisfactory performance is defined as earning a grade of B or higher in the GRID core course and each of the two approved elective courses. Students' major written work (research paper or policy/practice papers) in the core course is expected to demonstrate effective use of appropriate gender and development theories and frameworks, evidence-based analysis drawing on scholarly and/or empirical sources, critical engagement with issues of power, inequality, and social justice, and clear and organized written communication. Students' oral contributions in the seminar setting of the core course should reflect regular participation and preparation, ability to synthesize readings and lead discussion, and respectful and constructive engagement with diverse perspectives.

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

Data gathered through the assessment activities are utilized to continuously strengthen the GRID minor and support student success in the following ways. First, performance feedback assessed through coursework and course completion rates are utilized to adjust course content and academic support. Second, the list of approved elective courses have been periodically reviewed and updated to ensure students have access to courses that support skill development in their areas of interests. Third, feedback obtained from student advising, exit and alumni surveys are used to improve advising practices, refine program goals, and enhance the relevance of course offerings to emerging issues in gender and international development.

Program Description and Requirements

Attach Documents

## Delivery Method

This program is available:

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

## Enrollment

Will the department limit enrollment to the minor?

No

Describe how the department will monitor the admission to/enrollment in the minor.

The director and associate director will actively review interest and admission to the minor to make sure we are within capacity for minor and associated courses.

Are there any prerequisites for the proposed minor?

No

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

This revision should not have impact on enrollments or degrees awarded.

## Budget

Are there budgetary implications for this revision? No

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

No

Additional Budget Information

Attach File(s)

## Financial Resources

How does the unit intend to financially support this proposal?

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

No

Attach letters of support

## Library Resources

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

The proposal team consulted with Cindy Ingold (University Library) and based upon their input, determined that the Library's resources, collections, and services are sufficient to meet the needs of the program outlined in this proposal.

### EP Documentation

EP Control Number EP.26.138

Attach Rollback/ Approval Notices

### Non-EP Documentation

U Program Review Comments

Rollback Documentation and Attachment

### DMI Documentation

Attach Final Approval Notices

Banner/Codebook Name

Gender Relations in International Development

Program Code: 5292

Minor 5292 Conc Degree

| Code | Code | Code | Major Code |
|---|---|---|---|

Senate Approval Date

Senate Conference Approval Date

BOT Approval Date

IBHE Approval Date

HLC Approval Date

DOE Approval Date

Effective Date:

Program Reviewer Comments

**Brooke Newell (bsnewell) (03/04/26 9:44 am):** Per consultation with Melissa R, updated Justification

Key: 430

# Program Change Request

EP.26.138
Admin Approval_Section1_#A2

Date Submitted: 11/24/25 2:26 pm

## Viewing: 5905 : Architecture: Building Performance, MARCH

Last approved: 06/29/20 6:37 am

Last edit: 03/31/26 10:26 am

Changes proposed by: Emelie Mies

| | |
|---|---|
| Catalog Pages Using this Program | Architecture: Building Performance, MARCH |

Proposal Type:
Concentration (ex. Dietetics)

This proposal is for a:
Revision

### In Workflow

1. U Program Review
2. 1767-ARCH Committee Chair
3. 1767-ARCH Head
4. KR Dean
5. University Librarian
6. Grad_College
7. COTE Programs
8. Provost
9. Senate EPC
10. Senate
11. U Senate Conf
12. Board of Trustees
13. IBHE
14. HLC
15. DOE
16. Catalog Editor
17. DMI

### Approval Path

1. 11/26/25 9:37 am Emily Stuby (eastuby): Approved for U Program Review
2. 11/26/25 11:49 am Emelie Mies (emies): Approved for 1767-ARCH Committee Chair
3. 01/16/26 9:53 am Francisco Rodriguez-Suarez (paco70): Approved

for 1767-ARCH Head
4. 02/06/26 11:46 am Nicole Turner (nicturn): Approved for KR Dean
5. 02/10/26 2:52 pm Tom Teper (tteper): Approved for University Librarian
6. 03/03/26 8:14 am Allison McKinney (agrindly): Approved for Grad_College
7. 03/03/26 12:08 pm Suzanne Lee (suzannel): Approved for COTE Programs
8. 03/04/26 2:57 pm Brooke Newell (bsnewell): Approved for Provost

### History

1. Jun 29, 2020 by John Stallmeyer (stallmyr)

## Administration Details

| | |
|---|---|
| Official Program Name | Architecture: Building Performance, MARCH |
| Diploma Title | |
| Sponsor College | Fine & Applied Arts |
| Sponsor | Architecture |

| | | |
|---|---|---|
| Department | | |
| Sponsor Name | Emelie Mies ~~Stallmeyer~~ | |
| Sponsor Email | emies@illinois.edu ~~stallmyr@illinois.edu~~ | |
| College Contact | Nicole Turner | College Contact Email |
| | | nicturn@illinois.edu |
| College Budget Officer | | |
| College Budget Officer Email | | |

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

Does this program have inter-departmental administration?

No

## Effective Catalog Term

| | |
|---|---|
| Effective Catalog Term | Fall 2026 |
| Effective Catalog | 2026-2027 |

## Proposal Title

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

Revise the Concentration in Building Performance in the Master of Architecture in Architecture in the College of Fine and Applied Arts and the Graduate College

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

## Program Justification

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

1. Remove one of the "Required Architecture Studios" ARCH 573 (-6 hours) and the indented language below that begins with "If a 573 course is cross-listed..."
2. Reduce "Required Architecture Studios" from 12 to 6
3. Reduce concentration hours from 21 to 15

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

No

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

1. At the request of the Building Performance program area and with the approval of the School's Curriculum Committee, this revision is to clarify that the concentration requires one ARCH 573: Technology and Performance studio. The catalog entry is consistently confusing for advisers, students, and the Graduate College because it references cross-listed studios. We do not use cross-listed studios. While some studios may feature 'meets with' sections that allow students to focus on complementary areas, these have separate CRNs. Students can thus indicate at the time of registration what type of studio credit they wish to earn.
2. While this does appear to reduce the "Required Architecture Studios" by 6 from 12 to 6, that 2nd studio students were already taking as part of the degree. This change is really to clarify that it is not and does not need to be connected to this concentration.
3. While this does appear to reduce the "Total Concentration Hours" by 6 from 21 to 15 and this is reflected in the very last line, students are still taking those 6 hours as part of their degree and they are just no longer part of this concentration.

Language regarding 9 credit hours of Building Performance electives stays the same. No change to concentration learning outcomes and this does not impact degree hours.

Note unrelated to this concentration revision: Students are not permitted to double count coursework across multiple concentrations, as recommended by the Graduate College.

## 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?

No

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

No

Does the program include other courses/subjects outside of the sponsoring department impacted by the creation/revision of this program? If Yes is selected, indicate the appropriate courses and attach the letter of support/acknowledgement.

No

## Program Features

Academic Level Graduate

Is this program part of an ISBE approved licensure program?

No

Will specialized accreditation be sought for this program?

No

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

Graduate students who want to complete the Concentration must formally declare their intention to do so by the end of the first semester of study and request a Building Performance faculty member to serve as their primary Advisor. The Advisor must agree to mentor and advise the student in course selection.

This Concentration can be completed within the normal timeframe of the M.Arch degree.

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

Yes

If Yes, describe how it is aligned with or meets licensure, certification, and/or entitlement requirements.

The architecture profession is regulated by the Illinois Department of Professional Regulation. Licensure is required for the practice of Architecture in the State.

## Program of Study

Revised programs

### Catalog Page Text - Overview Tab

Catalog Page Overview Text

The Concentration in Building Performance in the Master of Architecture (M.Arch) Program at the University of Illinois at Urbana-Champaign provides students the opportunity to develop an in-depth understanding of building performance through the integrated design and analysis of environmental, enclosure, structural and related systems. Coursework enables students to engage contemporary architectural issues related to sustainability, environmentally responsible use of energy and materials, human comfort and health, and constructability. In addition to completing architectural design studios focused on technology and performance, students will select from a series of specialized elective courses in building technologies, energy modeling and simulation, building envelope ~~building-envelope~~ design, climate responsive ~~climate-responsive~~ design, daylighting, advanced structural design and analysis, and integrated design processes. The concentration ~~Concentration~~ thus gives students a strong foundation and expertise in the various principles and technologies that contribute to the design of high-performance buildings in contemporary architectural practice.

Students who declare the Concentration in Building Performance are required to submit to their selected advisor, ~~Advisor,~~ at the end of their first semester of study and not later than the first day of classes of the second semester, a Plan of Study that outlines their intended coursework during each semester of the M.Arch program. This plan must be signed by the student and the advisor ~~Advisor~~ and submitted to the Chair of the Building Performance Program Area and the Director of Graduate Studies not later than the second week of classes in the student's second semester of study.

This Concentration can be completed within the normal timeframe of the M.Arch degree. Successful completion of the Concentration will be noted on the student's official transcript.

Is the overview text above correct?

Yes

Statement for Programs of Study Catalog

Students who declare the Concentration must complete a minimum of 15 ~~21~~ credit hours of coursework with a focus on building performance.

| **Required Architecture Studios** | | **6** |
|---|---|---|
| ~~To be taken from a faculty member whose primary Program Area affiliation is Building Performance or as approved by the chair of the Building Performance Program Area~~ | | |
| ARCH 573 | Design: Technology and Performance | 6 |

| | | |
|---|---|---|
| ~~ARCH 573~~ | ~~Design: Technology and Performance~~ | ~~6~~ |

ARCH 573 shall be taken from a faculty member whose primary Program Area affiliation is Building Performance or as approved by the chair of the Building Performance Program Area.

**Elective Courses** **9**

These courses also fulfill elective requirements for the M.Arch. degree.

Students must complete 9 hours of coursework in the School of Architecture focused on issues of building performance and taught by Faculty in the Building Performance Program area. Faculty offer a wide variety of graduate courses that vary by semester. Students should consult with their advisor on a course of study that includes coursework suited to the student's interests.

Other Graduate Courses

Faculty in other Program Areas may on occasion offer 400- or 500-level courses that are appropriate for the Building Performance Concentration. Courses offered in other units of the University may also address topics in Building Performance. With prior approval, students may fulfill up to 3 credit hours for the Concentration with such coursework. In such cases, the Chair of Building Performance in consultation with the student's Advisor and after reviewing a formal written request from the student may approve the course for fulfillment of the Concentration.

Students may fulfill up to 3 credit hours for the Concentration with an Independent Study project or projects under the supervision of a faculty member whose primary Program Area affiliation is Building Performance or as approved by the Chair of the Building Performance Program Area.

**Total Hours to earn the Concentration in Building Performance for the M.Arch.** **15**

## Program Relationships

Corresponding Program(s):

| Corresponding Program(s) |
|---|
| Architecture, MARCH |

## Program Regulation and Assessment

### Plan to Assess and Improve Student Learning

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

*keeping.*

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

No

Student Learning Outcomes

~~The concentration will be assessed yearly at the close of the SpringSemester.Assessment will take place in threeformats.~~1. Develop broad knowledge of the integrated nature of design and construction
2. Assess performance of structural, environmental, enclosure, and systems in buildings
3. Learn ~~The concentration will be assessed yearly at~~ the state-of-the-art in materials and methods ~~close~~ of construction in high-performance buildings

The concentration will be assessed yearly at the close of the Spring Semester. Assessment will take place in three formats.

1. Students in the concentration will be asked to assess the concentration courses in writing in terms of the courses learning objectives, whether the program is meeting their expectations, meeting student goals, and the efficacy of specific courses in meeting these goals. Students will be asked to suggest areas for improvement. These student assessments will be shared with all program area faculty. These assessments will be anonymous and will be conducted by the chair of the Program Area.

2. Student Learning objectives will be measured using their performance in concentration course work. A report of same will be made available to all Program Area Faculty.

3. Faculty of the program area will meet at the close of each Spring semester to assess the concentration, its learning objectives and the ability of students to meet these objectives based on summaries of 1 and 2 above. Faculty will suggest areas needing improvement and these will be shared with all Program Area Faculty. The faculty of the program area will collaborate to develop a plan for modifications to content of core courses to address areas needing improvement.

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

Describe here:

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

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

Program Description and Requirements
Attach Documents

## Delivery Method

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

## Enrollment

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

This revision has no anticipated impact on enrollment or degrees awarded.

## Budget

Are there budgetary implications for this revision? No

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

No

Additional Budget Information

Attach File(s)

## Financial Resources

How does the unit intend to financially support this proposal?

This proposal introduces no additional financial burden on the unit.

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

No

Attach letters of support

Is this program requesting self-supporting status?

No

### Faculty Resources

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

No impact is anticipated.

### Library Resources

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

No impact is anticipated.

### EP Documentation

EP Control Number EP.26.138

Attach Rollback/ Approval Notices

## Non-EP Documentation

U Program Review Comments

Rollback Documentation and Attachment

## DMI Documentation

Attach Final Approval Notices

Banner/Codebook Name

Building Performance

Program Code: 5905

| Minor Code | Conc Code | | Degree Code | MARCH Major Code |
|---|---|---|---|---|
| 5643 | | 5905 | | |

Senate Approval Date

Senate Conference Approval Date

BOT Approval Date

IBHE Approval Date

HLC Approval Date

DOE Approval Date

Effective Date:

Program Reviewer Comments

**Emily Stuby (eastuby) (11/26/25 9:37 am):** Desired effective term as of this comment is Summer 2026. The catalog roll will take place before this moves through governance as such these changes will not be reflected in the 25-26 catalog.

**Brooke Newell (bsnewell) (03/03/26 4:13 pm):** Revised Learning Outcomes section per discussion with Nicole T.

Key: 933

# Program Change Request

EP.26.138
Admin Approval_Section1_#A3

Date Submitted: 01/23/26 8:13 am

## Viewing: 1PKS5964MS : Business Analytics, MS

Last approved: 04/05/22 3:52 pm

Last edit: 03/31/26 10:32 am

Changes proposed by: Lorena Nicholas

| | |
|---|---|
| Catalog Pages Using this Program | Business Analytics, MS |

Proposal Type:
Major (ex. Special Education)

This proposal is for a:
Revision

### In Workflow

1. U Program Review
2. 1902-B_ADM Committee Chair
3. 1902-B_ADM Head
4. KM Committee Chair
5. KM Dean
6. University Librarian
7. Grad_College
8. COTE Programs
9. Provost
10. Senate EPC
11. Senate
12. U Senate Conf
13. Board of Trustees
14. IBHE
15. HLC
16. DOE
17. Catalog Editor
18. DMI

### Approval Path

1. 01/28/26 3:04 pm Brianna Vargas-Gonzalez (bv4): Approved for U Program Review
2. 01/28/26 4:01 pm Ravi Mehta (mehtar): Approved for 1902-B_ADM Committee Chair
3. 01/29/26 12:48 pm Carlos Torelli

(ctorelli): Approved for 1902-B_ADM Head

4. 01/30/26 4:19 pm Mitch Fisher (mfisher6): Approved for KM Committee Chair
5. 02/02/26 10:21 pm Nerissa Brown (nerissab): Approved for KM Dean
6. 02/03/26 9:43 am Tom Teper (tteper): Approved for University Librarian
7. 03/03/26 8:20 am Allison McKinney (agrindly): Approved for Grad_College
8. 03/03/26 12:08 pm Suzanne Lee (suzannel): Approved for COTE Programs
9. 03/05/26 7:56 am Brooke Newell (bsnewell): Approved for Provost

## History

1. Jan 8, 2021 by Lorena Nicholas (lorenan)
2. Jan 11, 2021 by Deb Forgacs (dforgacs)
3. Apr 16, 2021 by

Lorena Nicholas (lorenan)
4. Sep 23, 2021 by Mary Lowry (lowry)
5. Dec 17, 2021 by Kathy Martensen (kmartens)
6. Dec 17, 2021 by Kathy Martensen (kmartens)
7. Jan 5, 2022 by Kathy Martensen (kmartens)
8. Jan 6, 2022 by Emily Stuby (eastuby)
9. Apr 5, 2022 by Lorena Nicholas (lorenan)

## Administration Details

| | |
|---|---|
| Official Program Name | Business Analytics, MS |
| Diploma Title | |
| Sponsor College | Gies College of Business |
| Sponsor Department | Business Administration |
| Sponsor Name | Ravi Mehta, ~~Jeffrey Loewenstein,~~ Associate Dean of Graduate Programs ~~Education; Robert Brunner, Associate Dean for Innovation~~ |
| Sponsor Email | mehtar@illinois.edu ~~jloew@illinois.edu; bigdog@illinois.edu~~ |
| College Contact | Lorena Nicholas |
| College Contact Email | lorenan@illinois.edu |
| College Budget Officer | Gina Oleynichak |
| College Budget | goleynic@uillinois.edu |

Officer Email

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

Does this program have inter-departmental administration?

No

## Effective Catalog Term

| | |
|---|---|
| Effective Catalog Term | Fall 2026 |
| Effective Catalog | 2026-2027 |

## Proposal Title

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

Revise the Master of Science in Business Analytics in the Gies College of Business and the Graduate College

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

n/a

## Program Justification

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

1. We propose to offer the MS in Business Analytics in fully on-campus and fully online delivery modalities. The on-campus program is already self-supporting; self-supporting status is requested for the fully online option.

2. We propose to update the program of study to clarify curricular requirements and elective selection. Two courses that were previously counted within the analytics elective category—BADM 557 (Topics in Business Intelligence) and BADM 550 (Business Practicum)—are now designated as required core courses, all other core courses remain the same. As a result, the core curriculum credit hours has increased and the required number of analytics elective hours has been reduced. The total program credit hours remain unchanged at 36. The required number of analytics elective hours was reduced to reflect the movement of BADM 557 and BADM 550 from the elective category into the core curriculum. In addition, the revision removes the static list of analytics elective courses and instead specifies the required number of elective hours (12–16) to be selected in consultation with an academic advisor.

3. We propose to update the program regulations and assessment language. These updates are editorial in nature and align the CIM record with current practice and information already published in the academic catalog.

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

No

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

1. When the MS in Business Analytics was initially proposed, the program was expected to be offered in on-campus and hybrid formats. Since that time, market demand for a fully online MSBA has increased substantially, particularly among working professionals seeking advanced analytics training without the need to relocate. Gies College of Business now has the instructional, technological, and student-support infrastructure in place to deliver the program fully online while maintaining the same academic standards, learning outcomes, and faculty engagement as the on-campus offering. The on-campus MSBA is currently designated as self-supporting, and self-supporting status is requested for the fully online option, subject to approval through the appropriate governance process.

2. The proposed update clarifies the program's curricular requirements while maintaining a consistent academic core. BADM 550 and BADM 557 have historically been required in practice through program advising and serve foundational roles in the MSBA curriculum. BADM 557 provides core instruction in business intelligence concepts and tools that underpin the program's analytics coursework, while BADM 550 provides the program's primary experiential learning component through applied analytics work with real-world business problems. Moving these courses into the core ensures that all students receive both the foundational analytics preparation and the applied practicum experience that have already become standard expectations in the program.

The revision removes the static list of analytics electives and instead specifies the required number of elective credit hours, with elective course options determined based on each student's prior experience and academic needs, in consultation with an academic advisor. The reduction in elective hours reflects the formal incorporation of two courses that were previously taken by most students through advising into the core curriculum. This change aligns the formal program structure with the way the curriculum has been implemented in practice while preserving the program's overall 36-hour requirement. The revised elective structure also provides flexibility to incorporate evolving analytics courses and allows advisors to guide students toward electives that best match their academic background and career objectives while maintaining appropriate academic oversight.

This change improves clarity for students and advisors and ensures appropriate academic oversight. Maintaining a static elective list has become impractical as course offerings evolve in response to curricular updates, faculty availability, and market needs. The revised structure allows the program of study to remain current while preserving academic standards.

3. The proposed updates to program regulations and assessment are editorial and clarifying in nature and are intended to align the CIM record with current practice and with information

already published in the academic catalog. These updates do not introduce new requirements, alter assessment methods, or change academic standards. Rather, they ensure that formal program documentation accurately reflects how the program is currently administered and assessed, improving transparency, consistency, and compliance for students, faculty, and reviewers.

## 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?

No

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

No

Does the program include other courses/subjects outside of the sponsoring department impacted by the creation/revision of this program? If Yes is selected, indicate the appropriate courses and attach the letter of support/acknowledgement.

Yes

Courses outside of the sponsoring department/interdisciplinary departments:

ACCY 512 - Data Analytics for Mgmt Acctg
ACCY 569 - Data Driven Decisions in Acctg
ACCY 570 - Data Analytics Foundations
ACCY 571 - Stat Analyses for Accountancy
ACCY 575 - Data Analytics Apps in ACCY
ACCY 576 - Data Preparation for Accting
ACCY 577 - Machine Learning for Accting
ACCY 593 - Special Research Problems
FIN 537 - Financial Risk Management
FIN 552 - Applied Financial Econometrics
FIN 553 - Machine Learning in Finance
FIN 555 - Financial Innovation
FIN 580 - Special Topics in Finance

Please attach any letters of support/ MSBA elective list revision FIN support.pdf
MSBA elective list revision ACCY support.pdf

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

## Program Features

| | |
|---|---|
| Academic Level | Graduate |
| Does this major have transcripted concentrations? | No |

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

one year

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

36

| | |
|---|---|
| What is the required GPA? | 3.0 |
| CIP Code | 307102 - Business Analytics. |

Is this program part of an ISBE approved licensure program?

No

Will specialized accreditation be sought for this program?

No

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

No

## Program of Study

Revised programs

## Catalog Page Text - Overview Tab

Catalog Page Overview Text

Business Analytics, MS
for the degree of Master of Science in Business Analytics
department catalog page: Business Administration
department website: Business Administration
department faculty: Gies College of Business Directory
overview of college admissions & requirements: Gies Graduate Programs Requirements college website: Gies College of Business
email: grad@business.illinois.edu

The Master of Science (MS) in Business Analytics prepares students to master and apply contemporary analytics approaches to identify and address business problems and opportunities. It can be completed in residence or online. The course work includes foundations in managing, analyzing, and conveying patterns and implications of business data, followed by an array of analytics elective courses that enable students to deepen their skills and understanding in business application areas such as finance, accountancy, and marketing, among others. This is an intensive program for those interested in making decisions and innovating through the use of business analytics approaches.

Degree Requirements
for the degree of Master of Science in Business Analytics (on campus or on-line)
For additional details and requirements, refer to the department's Program Curriculum and the Graduate College Handbook.

Is the overview text above correct?

Yes

Statement for
Programs of Study
Catalog

| **Core Courses:** | | **20** |
|---|---|---|
| BADM 550 | Business Practicum | 4 |
| BADM 554 | Enterprise Database Management | 4 |
| BADM 557 | Topics in Business Intelligence | 4 |

| | | |
|---|---|---|
| ~~BADM 562~~ | ~~Social Media Strategy~~ | |
| ~~BADM 571~~ | ~~Digital Business & IT Strategy~~ | |
| ~~BADM 572~~ | ~~Stat for Mgt Decision Making~~ | |
| ~~BADM 573~~ | ~~Decision Analytics~~ | |
| ~~BADM 575~~ | ~~Supply Chain Analytics~~ | |
| ~~BADM 576~~ | ~~Data Science and Analytics~~ | |
| ~~BADM 577~~ | ~~Predictive Data Analytics~~ | |
| ~~BADM 590~~ | ~~Seminar in Business Admin~~ | |
| ~~FIN 537~~ | ~~Financial Risk Management~~ | |
| ~~FIN 552~~ | ~~Applied Financial Econometrics~~ | |
| ~~FIN 553~~ | ~~Machine Learning in Finance~~ | |
| ~~FIN 555~~ | ~~Financial Innovation~~ | |
| ~~FIN 580~~ | ~~Special Topics in Finance~~ | |
| ~~ACCY 512~~ | ~~Data Analytics for Management Accounting~~ | |
| ~~ACCY 569~~ | ~~Data Driven Decisions in Accounting~~ | |
| ~~ACCY 570~~ | ~~Data Analytics Foundations for Accountancy~~ | |
| ~~ACCY 571~~ | ~~Statistical Analyses for Accountancy~~ | |
| ~~ACCY 575~~ | ~~Data Analytics Applications in Accountancy~~ | |
| ~~ACCY 576~~ | ~~Data Preparation for Accounting~~ | |
| ~~ACCY 577~~ | ~~Machine Learning for Accounting~~ | |
| ~~ACCY 593~~ | ~~Special Research Problems~~ | |
| BDI 513 | Data Storytelling | 4 |
| FIN 550 | Big Data Analytics in Finance for Predictive and Causal Analysis | 4 |
| **Analytics Electives** | | **12-16** |
| Select analytics electives in consultation with an academic advisor. | | |
| **General Graduate Electives** | | **0 to 4** |
| **Total Hours** | | **36** |

# Other Requirements

Other requirements may overlap

| | |
|---|---|
| Minimum 500-level Hours Required Overall | 12 |
| Minimum GPA: | 3.0 |

International students with TOEFL scores below 613 (paper-based), 257 (computer-based), or 103 (internet-based), or IELTS score below 7.0, are required to take the English Placement Test (EPT) when they arrive on campus. After taking the EPT, most students are required to take a Business English course sequence. For these students, completion of the ESL course sequence is mandatory but does not count towards the 36 hour degree requirement.

| | |
|---|---|
| Corresponding Degree | MS Master of Science |

## Program Regulation and Assessment

### Plan to Assess and Improve Student Learning

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

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

Yes

Student Learning Outcomes

Upon graduation, students will be able to:
1. Identify research questions to be answered by data
a. Identify and frame the business situation
b. Specify the problem/question/hypothesis
c. Plan the analytics approach
2. Source Data
a. Plan data sourcing activities
b. Identify Data Sources
c. Perform data setup, access and preparation
3. Analyze Data
a. Perform exploratory analysis
b. Select and apply causal and predictive models
c. Evaluate and adjust analysis process to answer the research question
4. Interpret/Report Results
a. ~~The Gies College of Business has a robust assurance of learning process, as it is required for AACSBaccreditation.The College has a dedicated staff member who oversees all AACSB activities, as well as a dedicated eLearning team who work closely with faculty to create program assessment plans for theircourses.The College will create an Assurance of Learning plan in line with AACSB and HLC standards as part of the rollout of theprogram.During the rollout phase, meetings with faculty to discuss program and course success will occur regularly and frequently to ensure that feedback and subsequent adjustments will occur asneeded.Each program has an Academic Director, a faculty member who leads assessment work, participates in Graduate Program Advisory Committee (Grad PAC), and oversees the implementation of any proposed and accepted changes to the program's structure, curriculum, and supportingactivities.The current process for graduate programs includes the Academic Director meeting annually with faculty members to review curriculum plans, student feedback, benchmarking trends, and data in support of continuous improvement to ensure learning outcomes and results are aligned to internal and external stakeholderneeds.~~Derive insights from the analysis ~~As a result of such meetings, updates/changes,~~ and create a narrative with visualizations ~~enhancements are made~~ to communicate the recommendations ~~the curriculum and extracurricular offerings accordingly. The assessment information is shared broadly with program, unit, and College leadership through both formal and informal presentations.Recipients of the information include Department Head, Associate Head, Assistant Dean of Graduate Education, members of the Grad PAC, Dean of the College, and faculty who teach in the program.The information is also maintained for inclusion in required AACSB accreditation reporting.Our approach to program assessment is that it is a multi-level and multi-stage process.Levels:1- Course Learning and Course Outcomes:The extent to which students are meeting the learning objectives of every course.2- Program Outcomes:To what extent students meet the expectations based on the "program graduate profile", as to how will~~

~~graduates of this program be unique and knowledgeable as a result of having been part of this program 3- Student Satisfaction 4- Stakeholder satisfaction 5- Impact in individuals, academic units and society Stages:1- Formative evaluation will be conducted at the end of every course to address the results of a) Level 1.The sources to be considered will be students' performance, attrition, and course evaluation, At the end of every term there will be a debriefing process to inform changes for upcoming semesters.b) Level 3 2- Summative evaluation when a cohort completes the program will be conducted to assess a) Level 2 b) Levels 3 and 4 3- Summative Evaluation over time will be conducted 2 and 3 years after a cohort has completed to assess impact of the program (Level 5).Source of information will include employment, type of employment, alumni income, and continuing education in other Gies programs.~~

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

No

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

Describe here:

Student learning outcomes in the MS in Business Analytics are assessed using a systematic, multi-measure approach that occurs throughout the program and at its conclusion. Assessment is embedded at key points in the curriculum to ensure that students progressively develop and demonstrate mastery of the stated outcomes.

Course-level assessment occurs across required core courses and selected electives, where students complete discipline-appropriate assignments such as applied analytics projects, case analyses, examinations, coding assignments, presentations, and written reports. These assignments directly assess students' ability to frame business problems, design analytics approaches, prepare and analyze data, and interpret and communicate results.

End-of-program assessment occurs through a culminating experience (e.g., capstone course or integrative project), in which students are required to apply the full analytics lifecycle to a complex, real-world business problem. This capstone experience serves as a primary direct measure of multiple learning outcomes, including problem formulation, methodological rigor, analytical execution, and communication of insights and recommendations.

The assessment framework includes multiple, discipline-appropriate direct measures of student learning, including:

Graded course assignments and examinations

Applied projects and case-based analyses

Capstone or integrative projects evaluated using common rubrics

In addition to direct measures, the program incorporates indirect assessment measures to capture feedback from key stakeholders. These include student course evaluations, program exit surveys, alumni surveys, and employer feedback where available. Aggregate indicators such as job placement outcomes and career advancement data are also reviewed to provide contextual evidence of program effectiveness.

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 expectations for achievement of student learning outcomes are defined using course-level and program-level rubrics aligned with the stated outcomes. For each learning outcome, students are expected to demonstrate proficiency consistent with graduate-level standards in business analytics.

Achievement of an outcome is typically signified by:

Earning a rating of proficient or higher on rubric-based evaluations of major assignments or projects, or

Achieving a minimum benchmark score (as defined by the course instructor or program) on exams or applied assessments aligned with the outcome.

Rubrics assess dimensions such as analytical rigor, methodological appropriateness, accuracy of analysis, clarity of interpretation, and effectiveness of communication. Faculty use these rubrics consistently across sections and modalities to ensure comparable expectations for all students.

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

Assessment results are reviewed regularly by program leadership and participating faculty as part of the program's continuous improvement process. Aggregate assessment data from courses, capstone projects, and indirect measures are analyzed to identify strengths, gaps, and trends in student learning.

Findings from this review process are used to inform:

Curricular adjustments or sequencing changes

Modifications to assignments, instructional approaches, or assessment methods

Faculty development discussions related to pedagogy or course design

Documented assessment findings and resulting actions are incorporated into ongoing program planning to ensure that the MS in Business Analytics remains responsive to student learning needs, industry expectations, and evolving disciplinary standards.

Program Description and Requirements

Attach Documents

## Delivery Method

This program is available:

~~Blended - A single program in which students are required to take part of the curriculum on campus and another part in a different location or online.~~

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

Describe the use of this delivery method:

Gies College of Business has demonstrated sustained success in delivering both on-campus ~~on campus~~ and online courses in Business Analytics and related graduate programs. ~~Business Analytics.~~ Demand for graduate analytics education spans multiple delivery modalities, and students increasingly seek high-quality programs that offer flexibility without sacrificing academic rigor. Prior market research, including GMAC survey data, ~~The MS/IM program, for example,~~ has shown strong student interest in ~~provided~~ both in-person ~~a residential~~ and ~~a fully~~ online formats for graduate business analytics education. ~~format, and the MCS program finds value in using a fully online format.~~

~~We anticipate interest from students in courses offered in bothformats.For example, GMAC 2019 survey data indicate that potential students interested in residential Business Analytics graduate degree programs are most interested in a mix of residential and onlineclasses.~~Building on this demand ~~In addition, we have rapidly expanded our online course offerings in our MBA~~ and on institutional experience, Gies has significantly expanded its online course offerings across graduate ~~Accountancy~~ programs, including ~~and have experienced strong enrollments, strong student satisfaction, and are starting to see~~ the MBA and Accountancy programs. ~~career outcome benefits resulting from these efforts.~~ These efforts have resulted in strong enrollments, high levels of student satisfaction, and positive career outcomes for graduates. The College has developed the instructional, technological, ~~Consequently, we believe offering Business Analytics using courses in both in-person~~ and student-support infrastructure necessary to deliver Business Analytics coursework effectively in both fully on-campus and fully online formats. ~~delivery formats is in the best interests of students.~~

Accordingly, the MS in Business Analytics is now structured to be offered in two distinct delivery modalities: ~~Should we see demand for~~ ~~We are preparing to launch a full-time, residential format in Fall2021.We include within that planning the development of further online versions of courses for students who seek the addedflexibility.After the program is successfully established, we may put forward a proposal for a fully onlineoffering.The MS/IM program, for example, has provided both a residential and a fully online format, and the MCS program finds value in using a fully onlineformat.Thus, we believe it is plausible that we will develop a fully online format aswell.Our use of different course and program formats is based on our understanding of how to best meet studentneeds.We currently see strong interest for a full-time residentialprogram.~~a fully on-campus ~~part-time, online program we will propose such a~~ format and a fully online format. ~~develop it.~~ Both modalities share the same curriculum, learning outcomes, and academic standards, allowing the program to meet diverse student needs while maintaining consistency in educational quality. Offering the ~~Our use of different course and~~ program in both formats aligns with Gies' broader strategy ~~is based on our understanding of how~~ to expand access to high-demand graduate education and to serve students at different career stages and geographic locations. ~~best meet student needs.~~

## Admission Requirements

Desired Effective Admissions Term: Fall 2026

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

No

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

The admissions requirements for this program will not change.

## Enrollment

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

This revision is not expected to impact enrollment or degrees awarded in the on-campus MS in Business Analytics program. By adding a fully online delivery modality, the program is expected to increase overall enrollment and the total number of degrees awarded by expanding access to students who cannot participate in an on-campus format.

Estimated Annual Number of Degrees Awarded

| Year One Estimate | 5th Year Estimate (or when fully implemented) |
|---|---|
| 30 | 100 |

What is the matriculation term for this program?

Fall

## Budget

Are there budgetary: No

implications for this revision?

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

No ~~Yes~~

Additional Budget Information

~~Attached is a projected budget for the first threeyears.The tuition levels are based on a competitive analysis of similar programs at peer institutions as well as tuition levels in related collegeprograms.Further competitive analyses or college program tuition changes may lead to tuition changes in thisprogram.a.How will the unit create capacity or surplus to appropriately resource thisprogram?If applicable, what functions or programs will the unit no longer support to createcapacity?Faculty will teach courses on-load or off-load as fits departmental and college resource allocation demands and facultyagreement.We will have sufficient faculty capacity to support the course offerings as a result of existing hiring efforts and changes in our College's overall teachingneeds.Existing advisors are learning to support analytics students, but it is likely that we will need to hire additional advisors with depth in thisspace.The resources to do so will be drawn from programtuition.b.Will the unit need to seek campus or other externalresources? If so, please provide a summary of the sources and an indication of the approvedsupport.~~We are not seeking any additional campus or external resources.

Attach File(s)

## Financial Resources

How does the unit intend to financially support this proposal?

We have considerable faculty, staff, and infrastructure support to launch this program. We expect that enrollment and so revenue growth will provide the resources for expanding staff and infrastructure support.

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

No

Attach letters of support

MSBA CIM revision library outreach.pdf
self supporting questions complete.docx
program-designation-form self supporting_final.pdf

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

The fully online MSBA will be assessed the Specialized Online Programs rate, while the on-campus MSBA will continue to be assessed the flat-rate tuition.

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

No

Is this program requesting self-supporting status?

Yes

## Faculty Resources

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

We have considerable faculty, staff, and infrastructure support to launch this program. We expect that enrollment and so revenue growth will provide the resources for expanding staff and infrastructure support.

## Library Resources

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

Library resources needs for the in-in person modality are not changing as that program is not changing. The needs of the online modality will be similar to those of the person and/or existing online students, we don't anticipate new needs from the library.
We contacted the library with information about this revision, the emails have been uploaded here. They reviewed the information and had no concern about moving forward. Should MS in Analytics need additional library resources, MS Analytics will work with BIS to procure more databases.

### EP Documentation

EP Control Number EP.26.138

Attach Rollback/
Approval Notices

## Non-EP Documentation

U Program Review Comments

Rollback Documentation and Attachment

## DMI Documentation

Attach Final Approval Notices

Banner/Codebook Name

MS:Business Analytics - UIUC

Program Code: 1PKS5964MS

| Minor Code | Conc Code | Degree Code | MS Major Code |
|---|---|---|---|
| 5964 | | | |

Senate Approval Date

Senate Conference Approval Date

BOT Approval Date

IBHE Approval Date

HLC Approval Date

DOE Approval Date

Effective Date:

Program Reviewer Comments

**Brooke Newell (bsnewell) (03/04/26 8:08 am):** In consultation with Lorena N, updates made to Justification and Instructional Resources

Key: 961

# Program Change Request

EP.26.138
Admin Approval_Section1_#A4

Date Submitted: 01/28/26 7:08 pm

## Viewing: 10KR6168BS & 10KS6168MLA : JP: Sustainable Design, BS and Landscape Architecture, MLA

Last approved: 09/25/25 10:47 am

Last edit: 03/31/26 10:50 am

Changes proposed by: Nicole Turner

| | |
|---|---|
| Catalog Pages Using this Program | Sustainable Design, BS and Landscape Architecture, MLA |

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

This proposal is for a:
Revision

### In Workflow

1. U Program Review
2. Gen Ed Review
3. 1569-LAARC Committee Chair
4. 1569-LAARC Head
5. 1644-F_A_A Head
6. KR Dean
7. University Librarian
8. Grad_College
9. COTE Programs
10. Provost
11. Senate EPC
12. Senate
13. U Senate Conf
14. Board of Trustees
15. IBHE
16. HLC
17. DOE
18. Catalog Editor
19. DMI

### Approval Path

1. 01/30/26 11:59 am Brianna Vargas-Gonzalez (bv4): Approved for U Program Review
2. 02/04/26 12:49 pm Melissa Steinkoenig (menewell): Approved for Gen Ed Review
3. 02/04/26 1:13 pm Lori Davis (drlori):

Approved for 1569-LAARC Committee Chair

4. 02/04/26 3:28 pm David Hays (dlhays): Approved for 1569-LAARC Head
5. 02/11/26 8:28 am Nicole Turner (nicturn): Approved for 1644-F_A_A Head
6. 02/11/26 10:01 am Nicole Turner (nicturn): Approved for KR Dean
7. 02/11/26 10:37 am Tom Teper (tteper): Approved for University Librarian
8. 02/24/26 1:02 pm Allison McKinney (agrindly): Approved for Grad_College
9. 02/24/26 1:28 pm Suzanne Lee (suzannel): Approved for COTE Programs
10. 02/25/26 3:35 pm Brooke Newell (bsnewell): Rollback to KR Dean for Provost
11. 02/25/26 4:00 pm Nicole Turner (nicturn): Approved for KR Dean
12. 02/25/26 4:02 pm Tom Teper (tteper):

Approved for University Librarian
13. 03/09/26 1:44 pm Allison McKinney (agrindly): Approved for Grad_College
14. 03/09/26 4:21 pm Suzanne Lee (suzannel): Approved for COTE Programs
15. 03/11/26 12:50 pm Brooke Newell (bsnewell): Approved for Provost

### History

1. Feb 1, 2024 by Nicole Turner (nicturn)
2. Oct 23, 2024 by Nicole Turner (nicturn)
3. Sep 25, 2025 by Nicole Turner (nicturn)

## Administration Details

| | |
|---|---|
| Official Program Name | JP: Sustainable Design, BS and Landscape Architecture, MLA |
| Diploma Title | Bachelor of Science in Sustainable Design and Master of Landscape Architecture in Landscape Architecture |
| Sponsor College | Fine & Applied Arts |
| Sponsor Department | Landscape Architecture |

| | |
|---|---|
| Sponsor Name | Lori Davis |
| Sponsor Email | drlori@illinois.edu |
| College Contact | Nicole Turner |
| College Contact Email | nicturn@illinois.edu |
| College Budget Officer | ~~Greg Anderson~~ |
| College Budget Officer Email | ~~gnanders@illinois.edu~~ |

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

KR Dean

Does this program have inter-departmental administration?

Yes

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

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

The Sustainable Design faculty committee and Dean of FAA will maintain oversight of the BSSD and the Department of Landscape Architecture and Graduate College will maintain oversight of the MLA.

| | |
|---|---|
| College | Fine & Applied Arts |
| Department | Fine and Applied Arts |

Is there an additional department involved in governance?

No

## Effective Catalog Term

| | |
|---|---|
| Effective Catalog Term | Fall 2026 |
| Effective Catalog | 2026-2027 |

## Proposal Title

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

Revise the Joint Program in the Bachelor of Science in Sustainable Design and the Master of Landscape Architecture in Landscape Architecture in the College of Fine and Applied Arts and the Graduate College

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

This BS/MLA proposal is related to the BS proposal (key 614) and other joint program proposal revisions (key 1166 and 1057).

## Program Justification

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

1. Add FAA 231 to BSSD major requirements, Foundation section (+3)
2. Add FAA 310 to BSSD major requirements, Core section (+2)
3. Remove FAA 201 from BSSD major requirements, Foundation section (-3)
4. Remove FAA 201 from Gen Ed table
5. Correct gen ed table, to remove Physical Science and add Life Science under Natural Sci category
6. Update BSSD core hours to 17 and BSSD hours to 49, in BSSD table and summary table
7. Update sample schedule
8. LA 314 is updated to be LA 214 in POS.

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

1. FAA 231 is a new course for FA 26 that will serve an unmet need for program learning outcomes 2 and 3. Students have been struggling with the transition to FAA 330, a 5 hour making studio as the first sustainable design studio and this new course and program requirement will provide an introductory tool-based 3-hour studio for students to grasp the material needed for future design success in the program.
2. FAA 310 has been offered in FA 25 as an elective option and in prior terms through workshops and in extended advising sessions. Students have repeatedly requested information on portfolios and career preparatory information for the major since the program's inception and this course will offer a catered section for BSSD students taught by a BSSD program coordinator which will culminate the program learning outcomes in a professional outlet for students to showcase their work.
3. FAA 201 was added for FA 23 as part of an initial projected college initiative which was not related to the BSSD program or program learning outcomes in particular. It was initially useful for students who did not have US Minority Cultures completed, although in recent years more transfer students have already had this requirement done and other students have found courses relevant to their major and the Gen Ed requirement (i.e. EPOL 280 Education & Climate Hope, UP 160 Race/Social Justice/Cities, IS 145 Mapping Inequalities).
4. This is an update because FAA 201 fulfilled two Gen Ed categories, so the notes in the Gen Ed table need to be removed.
5. Currently, the Natural Sciences category states that LA 250 (a Physical Sci) and any Physical Sci are required. The intention is to match the preparation that the BLA (Bachelor of Landscape Arch) majors have in science preparation for the MLA graduate degree. Students should have both a Life Science and a Physical Science. Because LA 250 is a Physical Science and already required in the program of study, any Life Science is the alternative that should be required which is corrected here and what matched the BLA.
6. FAA 310 adds 2 hours to the Core, so 15 needs to be updated 17 and the total major hours are increased by 2 from 47 to 49 in both the major table and summary table.
7. The sample schedule is updated.
8. The system does not auto-shift the numerical change and it needs to be manually shifted anywhere in the POS previously stated 314.

Note: There are 4 gen ed's in sample sequence bc the urban scale sustainability category includes 2 social sci and 1 life sci, so students will obtain 1 gen ed from that category.
Approved by N.Turner on behalf of the BSSD and FAA Curriculum Committees.

## 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?

No

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

No

Does the program include other courses/subjects outside of the sponsoring department impacted by the creation/revision of this program? If Yes is selected, indicate the appropriate courses and attach the letter of support/acknowledgement.

No

## Program Features

Academic Level: Undergraduate, Graduate

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

6 years

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

168

What is the required GPA? 3.0

Is this program part of an ISBE approved licensure program?

No

Will specialized accreditation be sought for this program?

No

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

Yes

If Yes, describe how it is aligned with or meets licensure, certification, and/or entitlement requirements.

Yes, Landscape Architecture is a regulated profession in the United States, with U.S. jurisdictions requiring specific education, experience (in professional practice), and examination requirements to qualify for state-based licensure. Continuing education documentation is also required to maintain licensure over the years.

The State of Illinois regulates the practice of landscape architecture through its Title Act statute under the Illinois Department of Financial and Professional Regulation. The MLA program at the University of Illinois is an LAAB-accredited program through the Landscape Architecture Accreditation Board (LAAB) which satisfies the education requirement under the licensure standard in the State of Illinois.

The Council of Landscape Architecture Registration Boards (CLARB) and the American Society of Landscape Architects (ASLA) Licensure & Government Affairs Committee provide oversight and resources for states, including the State of Illinois, to uphold these licensure standards in keeping with the stated objective/responsibility of the profession to protect life, safety, and welfare of the public and natural resources and systems.

## Program of Study

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

ARTD 326 – 3
ARCH 321 – 3
ARTD 451 - 4
FAA 310 ~~330~~ - 2 ~~5~~
FAA 330 ~~430~~ - 5 ~~3~~
FAA 430 - 3
FAA 431 – 5
LA ~~314 – 4 LA~~ any 300 or 400 ~~300~~ level – 2
LA ~~2 LA~~ 352 – 4
LA 433 – 5
LA 434 – 5

Revised programs BSSD MLA FA 26 sample schedule 1.docx

## Catalog Page Text - Overview Tab

Catalog Page Overview Text

The six-year joint BSSD/MLA 4 + 2 program combines a B.S. in Sustainable Design with a MLA in Landscape Architecture. Current University of Illinois at Urbana-Champaign undergraduate students enrolled in the Sustainable Design undergraduate major who have completed between 30 and 96 credit hours and maintain superior academic performance are eligible to apply for this program. Students admitted to the program will receive the B.S. degree after four years and the M.LA. degree after two additional years.

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

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

Is the overview text above correct?

Yes

Statement for
Programs of Study
Catalog

## ~~Graduation Requirements~~Graduation Requirements

Minimum hours required for graduation: 168 hours.
Bachelor of Science in Sustainable Design: 120 hours.
Master of Landscape Architecture in Landscape Architecture: 48 hours.

## ~~University Requirements~~University Requirements

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

## ~~General Education Requirements~~General Education

# Requirements

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

| | |
|---|---|
| Composition I | 4-6 |
| Advanced Composition | 3 |
| fulfilled by LA 214 | |
| Humanities & the Arts (6 hours) | 6 |
| fulfilled by LA 222 and LA 214 | |
| Natural Sciences & Technology (6 hours) | 6 |
| fulfilled by LA 250 and any Life Science | |
| Social & Behavioral Sciences (6 hours) | 6 |
| Cultural Studies: Non-Western Cultures (1 course) | 3 |
| fulfilled by LA 222 | |
| Cultural Studies: US Minority Cultures (1 course) | 3 |
| Cultural Studies: Western/Comparative Cultures (1 course) | 3 |
| ~~fulfilled by LA 314~~ | |
| fulfilled by LA 214 | |
| Quantitative Reasoning (2 courses, at least one course must be Quantitative Reasoning I) | 6-10 |
| Language Requirement (Completion of the third semester or equivalent of a language other than English is required) | 0-15 |

# Sustainable ~~Sustainable~~ Design Major Requirements

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

| | | |
|---|---|---|
| **Foundation** | | **18** |
| FAA 101 | Arts at Illinois | 1 |
| FAA 230 | Sustainable Design of the Built Environment | 3 |
| FAA 231 | Tools for Sustainable Design Studio | 3 |

| | | |
|---|---|---|
| LA 101 | Introduction to Landscape Arch | 2 |
| ARCH 171 | Introduction to Design I | 3 |
| ARCH 172 | Introduction to Design II | 3 |
| ~~FAA 201~~ | ~~Black Arts Today~~ | ~~3~~ |
| ARTH 211 | Design History Survey | 3 |
| **Urban Scale Sustainability (select one course)** | | **3** |
| UP 136 | Urban Sustainability | 3 |
| UP 205 | Ecology & Environmental Sustainability | 3 |
| ARCH 237 | Urban Scale Sustainability | 3 |
| **Drawing (select one course)** | | **3** |
| ARTD 225 | Design Drawing | 3 |
| ARTF 102 | Observational Drawing | 3 |
| LA 280 | Design Communications I (limited seats solely for BSSD/MLA 4+2 students) | 3 |
| **Core** | | **17** |
| FAA 330 | Making Sustainable Design | 5 |
| ARTD 326 | Sustainability & Manufacturing | 3 |
| ARCH 321 | Environment, Architecture, and Global Health | 3 |
| ARTD 451 | Ethics of a Designer in a Global Economy | 4 |
| FAA 310 | FAA Professional Development | 2 |
| **Senior Capstone** | | **8** |
| FAA 430 | Sustainable Design Capstone Seminar | 3 |
| FAA 431 | Sustainable Design Capstone Studio | 5 |
| **Total Hours** | | **49** |

**Major Electives**

All 16 hours of major electives are met with the full completion of the requirements below.

**Required LA Coursework taken prior to Senior Year**

Students who follow this program will be eligible for a minor in Landscape Studies regardless of their admission to the 4+2 program.

| | | |
|---|---|---|
| Life Science: Any Natural Science & Technology- Life Sciences general education course | | 3 |
| LA 214 | History of World Landscapes (Completing this requirement in undergraduate waives the requirement of LA 513 in MLA) | 4 |
| LA 222 | Islamic Gardens & Architecture | 3 |
| LA 281 | Design Communications II | 3 |
| ~~LA 314~~ | ~~Course LA 314 Not Found (Completing this requirement in undergraduate waives the requirement of LA 513 in MLA)~~ | ~~4~~ |
| LA any 300 or 400-level course | | 2 |
| **Total Hours** | | **15** |

| | | |
|---|---|---|
| **Senior Year Courses** | | |
| LA 241 | Landform Design & Construction | 3 |
| LA 250 | Environmental Site Analysis | 3 |
| LA 352 | Woody Landscape Plants (OR any UG Free Elective) | 4 |
| LA 433 | Graduate Foundation Studio | 5 |
| LA 434 | Graduate Site Design Studio | 5 |
| LA 501 | Landscape Arch Theory & Prac | 4 |
| **Total Hours** | | **20** |

## ~~Master of Landscape Architecture in Landscape Architecture Pre-Professional degree program with Advanced Studio Option~~Master of Landscape Architecture in Landscape Architecture Pre-Professional degree program with Advanced Studio Option

**The following coursework is required of MLA students in the Pre-Professional degree program. These courses do not count toward the graduate degree. Therefore, 4+2 students may elect to take these during the undergraduate portion of the 4+2.**

| | | |
|---|---|---|
| LA 342 | Site Engineering | 4 |

| | | |
|---|---|---|
| LA 343 | Landscape Construction | 4 |
| LA 346 | Professional Practice | 2 |
| LA 352 | Woody Landscape Plants | 4 |
| **MLA Requirements** | | |
| **Studio** | | |
| LA 533 | Planning & Design Studio I | 5 |
| LA 534 | Design Workshop G-I | 5 |
| LA 537 | Planning & Design Studio II | 5 |
| LA 539 | Design Workshop G-II | 5 |
| **Additional Seminars/Coursework** | | |
| LA 452 | Planting Design | 3 |
| LA 482 | Advanced Design Communications | 4 |
| LA 597 | Research Design & Methods | 3 |
| **Additional Required Electives chosen in consultation with MLA Advisor** | | |
| Social/Cultural Factors in Design | | |
| Ecology | | |
| Methods | | |
| **Total Minimum Hours** | | **48** |

Minimum Hours Required Within the Unit: 24
Minimum 500-level Hours Required Overall:18
Minimum GPA: 3.0

# Summary of Credits for the Joint Bachelor of Science in Sustainable Design and Master of Landscape Architecture in Landscape Architecture ~~Master of Landscape Architecture in Landscape Architecture~~ Program

| | |
|---|---|
| **Bachelor of Science in Sustainable Design** | **120** |
| General Education | |

| | |
|---|---|
| Major Requirements | 49 |
| Major Electives | 0 |
| Additional LA Course Requirements | 15 |
| Senior Year Courses | 20 |
| Free Electives | |
| A minimum of 40 credits at the 300 or 400 course level are required | |
| **Master of Landscape Architecture in Landscape Architecture** | **48** |

## Program Relationships

Identify the existing programs to be joined:

| Corresponding Program(s) |
|---|
| Sustainable Design, BS |
| Landscape Architecture, MLA |

## Program Regulation and Assessment

### Plan to Assess and Improve Student Learning

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

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

Yes

Student Learning Outcomes

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

---

Master of Landscape Architecture students will:

Master of Landscape Architecture learning outcomes include:

• Knowledge and skills in process, principles, and theories of design in landscape architecture
• Knowledge of histories and theories of the art and science of landscape architecture
• Knowledge of plants, ecosystems, and climate science
• Knowledge of resilience and landscape performance
• Knowledge of the legal context of the landscape architecture profession
• Knowledge of professional practice
• Skills in the application of assessment and analysis of site context and suitability of program, data, and other criteria in site design and planning
• Skills in developing design concepts, material detailing, and construction, including accessibility
• Skills in design communication with diverse audiences, including verbal, visual, and written forms
• Knowledge of construction materials and methods, including the use of specifications, construction techniques, material selections, and preparation of relevant documents
• Knowledge and skills of landform, engineering, and green infrastructure to facilitate ecological design, safety, and accessibility
• Knowledge of landscape performance, including the quantifiable assessment of benefits of landscape design
• Skills in collaboration, including interdisciplinary teams, and application of knowledge from

different disciplines into design

• Knowledge and skills in research theories and methods, research ethics, and the understanding of research as it affects the current and future practice of the profession

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

No

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

Describe here:

The following assessment data will be used to aid the evaluation of the program:

- Admission numbers disaggregated by race, gender, geography, and academic year
- Student performance data
- Student participation in study abroad programs
- Undergraduate research and design opportunities
- Retention rates and average time to complete the degree
- Student and alumni feedback
- Senior exit survey
- Student awards and recognition
- Job placements
- Acceptance rate into the 4+2 program
- Ability to complete the 4+2 on the suggested timeframe
- Alumni Surveys

Learning outcomes are assessed by faculty for individual students through coursework assignments, most notably through the design studio sequence. Studio production reflects a synthetic process of incorporating the knowledge and skills learned through adjacent coursework and a sound measure of integrated learning which significantly reflects the potential for future practice in the profession.

Students' design studio work is also periodically assessed by external reviewers from practice and academia, which offers an opportunity for faculty and program leadership to gain further insight into the learning outcomes of individual students and courses and to make recommendations to the Academic Programs and Student Advising staff on the satisfactory completion of learning and/or suggestions for remedial instruction.

The MLA Program Committee regularly assesses curriculum and student learning, and makes periodic recommendations for coursework development to increase student learning outcomes.

Learning outcomes for students in the MLA program are also assessed every 6 years through the accreditation visits of the Landscape Architecture Accreditation Board (LAAB). The visiting team reviews all course materials supplemented by an exhibition of student work samples from all courses in the MLA program. LAAB teams also meet with students to assess their academic experience and learning outcomes.

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

Student learning outcomes for each degree will be evaluated by each respective program.

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

The BSSD Coordinator, LA Academic Programs and Student Affairs Coordinator, and the MLA program faculty chair will meet three times a year. In the fall, applicants to the 4+2 program will be reviewed and in the spring highly qualified students for the next cycle will be identified. In addition to these logistics, assessment data will be utilized in each of these meetings to determine if the 4+2 is meeting the individual program learning outcomes and if any assessment data reflects necessary changes in the program to support students' success.

Program Description and Requirements

Attach Documents

## Delivery Method

This program is available:

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

## Admission Requirements

Desired Effective Admissions Term

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

No

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

In October of students' sophomore year, the BSSD Faculty Program Coordinator, in consultation with the MLA Program Chair, and other landscape architecture faculty reviews each candidate's undergraduate record and extends offers of invitation for 4+2 participation to those who qualify.

Invited students then provide a personal statement to the MLA Program Chair by December 15. The personal statement (800 - 1,400 words) should articulate interest in graduate study in landscape architecture. A portfolio of creative work is also encouraged which may include drawings, travel sketches, photographs, website design, craftwork, furniture, garden design, or other creative/design projects. Include brief texts as necessary to explain contexts in which work was produced. When representing group work, please clearly identify your specific contribution to that work. There is no file size limit for uploaded portfolios. If you prefer, you may include a website url in your personal statement directing the admissions committee to your portfolio online.

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

## Enrollment

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

No impact.

Estimated Annual Number of Degrees Awarded

| | | |
|---|---|---|
| Year One Estimate | 0 | 5th Year Estimate (or when fully implemented) |
| 5-8 | | |

## Budget

Are there budgetary implications for this revision?

No

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

No

Additional Budget Information

Attach File(s)

## Financial Resources

How does the unit intend to financially support this proposal?

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

No

Attach letters of support

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

Undergraduate Base plus FAA Differential for 4 years/Graduate Base plus FAA differential for 2 years

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

No

### Faculty Resources

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

No impact.

## Library Resources

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

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

### EP Documentation

EP Control Number EP.26.138

Attach Rollback/ Approval Notices

### Non-EP Documentation

U Program Review Comments

Rollback Documentation and Attachment

### DMI Documentation

Attach Final Approval Notices

Banner/Codebook Name

BS:BS SD/MLA LA – UIUC & MLA:BS SD/MLA LA – UIUC

Program Code: 10KR6168BS & 10KS6168MLA

| Minor Code | Conc Code | 6168 | Degree Code | Major Code |
|---|---|---|---|---|

| | |
|---|---|
| Senate Approval Date | |
| Senate Conference Approval Date | |
| BOT Approval Date | |
| IBHE Approval Date | |
| HLC Approval Date | |
| DOE Approval Date | n/a |
| Effective Date: | |

Program Reviewer Comments

**Brooke Newell (bsnewell) (02/25/26 3:35 pm):** Rollback: Per discussion with Nicole T.

Key: 1166

# Program Change Request

EP.26.138
Admin Approval_Section1_#B1

Date Submitted: 02/10/25 12:52 pm

## Viewing: 0351 : Kinesiology Minor, UG

Last approved: 08/07/19 3:31 pm

Last edit: 03/31/26 10:56 am

Changes proposed by: Kristi Carlson

Catalog Pages Using this Program: Kinesiology Minor

Proposal Type:
Minor (ex. European Union Studies)

This proposal is for a:
Revision

### In Workflow

1. U Program Review
2. 1581-HK Committee Chair
3. 1581-HK Head
4. KY Committee Chair
5. KY Dean
6. University Librarian
7. COTE Programs
8. Provost
9. Senate EPC
10. Senate
11. U Senate Conf
12. Board of Trustees
13. IBHE
14. HLC
15. Catalog Editor
16. DMI

### Approval Path

1. 02/10/25 4:38 pm Donna Butler (dbutler): Approved for U Program Review
2. 02/11/25 11:35 am Kristi Carlson (carlso1): Approved for 1581-HK Committee Chair
3. 02/11/25 2:13 pm Kim Graber (kgraber): Approved for 1581-HK Head
4. 03/03/25 9:56 am

Robbin King (rlking10): Rollback to 1581-HK Committee Chair for KY Committee Chair

5. 09/28/25 3:20 pm Kristi Carlson (carlso1): Approved for 1581-HK Committee Chair
6. 09/28/25 3:21 pm Kristi Carlson (carlso1): Rollback to 1581-HK Committee Chair for 1581-HK Head
7. 09/28/25 5:33 pm Kristi Carlson (carlso1): Approved for 1581-HK Committee Chair
8. 09/28/25 7:44 pm Kim Graber (kgraber): Approved for 1581-HK Head
9. 10/16/25 4:01 pm Robbin King (rlking10): Approved for KY Committee Chair
10. 10/16/25 4:01 pm Robbin King (rlking10): Approved for KY Dean
11. 10/17/25 9:56 am Tom Teper (tteper): Approved for University Librarian
12. 10/17/25 9:58 am

Suzanne Lee (suzannel): Approved for COTE Programs

13. 10/22/25 3:25 pm Brooke Newell (bsnewell): Rollback to 1581-HK Committee Chair for Provost
14. 01/13/26 7:36 pm Kristi Carlson (carlso1): Approved for 1581-HK Committee Chair
15. 01/13/26 7:38 pm Kristi Carlson (carlso1): Approved for 1581-HK Head
16. 01/20/26 11:29 am Robbin King (rlking10): Approved for KY Committee Chair
17. 01/20/26 2:35 pm Steve Petruzzello (petruzze): Approved for KY Dean
18. 01/21/26 12:55 pm Tom Teper (tteper): Approved for University Librarian
19. 01/21/26 1:12 pm Suzanne Lee (suzannel): Approved for COTE Programs
20. 01/22/26 7:23 pm Brooke Newell

(bsnewell): Rollback to 1581-HK Committee Chair for Provost

21. 02/25/26 11:45 am Kristi Carlson (carlso1): Approved for 1581-HK Committee Chair
22. 02/25/26 6:23 pm Kim Graber (kgraber): Approved for 1581-HK Head
23. 02/26/26 2:58 pm Robbin King (rlking10): Approved for KY Committee Chair
24. 02/26/26 2:59 pm Robbin King (rlking10): Approved for KY Dean
25. 02/26/26 3:11 pm Tom Teper (tteper): Approved for University Librarian
26. 02/26/26 10:49 pm Suzanne Lee (suzannel): Approved for COTE Programs
27. 03/04/26 2:55 pm Brooke Newell (bsnewell): Approved for Provost

## History

1. Aug 7, 2019 by Kristi Carlson (carlso1)

## Administration Details

| | |
|---|---|
| Official Program Name | Kinesiology Minor, UG |
| Diploma Title | |
| Sponsor College | Applied Health Sciences |
| Sponsor Department | Health and Kinesiology |
| Sponsor Name | Dr. Kristi Carlson ~~Naiman A.Khan~~ |
| Sponsor Email | carlso1@illinois.edu ~~nakhan2@illinois.edu~~ |
| College Contact | Dr. Steve Petruzzello ~~Ameila Mays Woods~~ |
| College Contact Email | petruzze@illinois.edu ~~amywoods@illinois.edu~~ |
| College Budget Officer | Suzanne Rinehart |
| College Budget Officer Email | srinehar@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.

Kristi Carlson, carlso1@illinois.edu, will handle all edits.

Does this program have inter-departmental administration?

No

## Effective Catalog Term

| | |
|---|---|
| Effective Catalog Term | Fall 2025 |
| Effective Catalog | 2025-2026 |

## Proposal Title

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

Revise the Undergraduate Minor in Kinesiology in the College of Applied Health Sciences

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

## Program Justification

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

1. Revised plan of study to reflect new HK rubric. With this revision, all courses previously labeled KIN have been changed to HK. Courses are also now listed in alphabetical/numerical order in the plan of study. Footnotes were removed for accessibility.

2. This proposal seeks to revise the curriculum within the minor. KIN/HK 201 was removed from the required courses and replaced by KIN/HK 150. Changes were also made among the courses that are listed as electives for each area of specialization. The minimum total hours for this minor remain unchanged.

a. In the area of Exercise Psychology & Health, KIN 447 was removed from the electives, while KIN/HK 342, KIN 444/HK 441, and IHLT 498/HK 472 were all added as electives.

b. In the area of Exercise Physiology, KIN/HK 150 was removed as a required course (because it is now a foundational course for all specialization areas) and replaced with KIN/HK 452, which had previously been an elective within the area. KIN/HK 450 was also added as an elective.

c. In the area of Biomechanics, KIN/HK 457 was changed from a required course to an elective course, and KIN 259/HK 250 was changed from an elective to a required course. KIN 473/HK 456 was removed as an elective, while KIN 351/HK 354 and KIN 449/HK 458 were added as electives.

d. In the area of Social and Cultural Aspects of Sport & Physical Activity (currently Cultural and Interpretive Studies), KIN 346/HK 343 was removed as a required course and replaced with KIN/HK 442, which had previously been listed as an elective. In addition, KIN 401/HK 466 and KIN 473/HK 456 were removed as electives in the area, while CHLH 330/HK 302, HK 446, and IHLT 498/HK 472 were all added as electives.

3. One area of concentration, Cultural and Interpretive Studies, was also renamed to Social and Cultural Aspects of Sport & Physical Activity.

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

1. There is a revised plan of study to reflect the new HK rubric. With this revision, all courses previously labeled as KIN have been changed to HK. Because five rubrics were funneling into one rubric through this transition, in some cases, courses have also been renumbered.

2. Over the past year, members of the Minors and Certificates Committee have done an extensive review of the minors offered within the Department of Health and Kinesiology. Based on their findings, they are proposing we revise the curriculum in order to better prepare students in each area of specialization, while also allowing for additional flexibility for students. The required courses now include one course from each pillar within the field of kinesiology, which was not the case previously. This will help to provide foundational knowledge within the field of kinesiology.

Students are required to take two specifically identified courses within their chosen area of specialization and must then select at least one additional elective course in their area, from a list of identified courses. In the proposed revision, additional 300- and 400-level courses have been added as options to each area of specialization, which will help prepare students for their future careers. It is also important to note that since the minor was originally created, a number of new classes have been developed. These classes are offered more frequently than some we had originally included as optional electives, which will make it easier for students to earn a minor in Kinesiology.

3. One area of concentration, Cultural and Interpretive Studies, was also renamed to Social and Cultural Aspects of Sport and Physical Activity so as to better articulate the content that will be addressed within that area of specialization. Cultural and Interpretive Studies is fairly vague as a title and, as such, students have a difficult time understanding the focus of that area of specialization. The proposed title, Social and Cultural Aspects of Sport & Physical Activity, clearly articulates the content. Sport and physical activity are both longstanding components of kinesiology, and both are addressed within the area of specialization, as evidenced by both the required courses and the elective options.

## 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?

No

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

No

Does the program include other courses/subjects outside of the sponsoring department impacted by the creation/revision of this program? If Yes is selected, indicate the appropriate courses and attach the letter of support/acknowledgement.

No

## Program Features

Academic Level Undergraduate

Is this minor?

A Comprehensive study in a single discipline

Is this program part of an ISBE approved licensure program?

No

Will specialized accreditation be sought for this program?

No

Other than certification via the students' degree audits, is there any additional planned mechanism to award/honor successful completion of the minor?

No

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

No

## Program of Study

An undergraduate minor should consist of at least 16 - and no more than 21 hours - of course work, with at leas 6 hours of 300- or 400- level courses. Except for clearly remedial offerings, prerequisite courses within the sponsoring unit count towards the total; prerequisite courses outside the sponsoring unit do not count toward this total. The unit sponsoring the minor and that unit's college may set educationally necessary prerequisites fc eligibility for the minor within these constraints. Does this proposal meet these criteria?

Yes

Revised programs Side by Side_Kinesiology Minor Revised.xlsx

## Catalog Page Text - Overview Tab

Catalog Page Overview Text

The Kinesiology Program is committed to the study and research of human movement in all its dimensions. Undergraduate study focuses on exercise stress, movement efficiency, and fitness; the social, cultural, and psychological aspects of participation in physical activity and sport; coordination, control and skill physical activity; physical growth, development, and body form throughout the lifespan; the effects of therapeutic techniques of kinesiology upon recovery from physical injury; and the instructional process of teaching/coaching of physical activity and sport.

The curriculum combines a comprehensive liberal arts and sciences education with in-depth study in a particular area of interest. The program of study provides knowledge and understanding essential for human movement and sport careers in either public or private agencies. The hours required for graduation include prescribed courses for all students as well as requirements determined by the various areas of specialization ~~emphasis~~ selected by the student. Teaching and research emphasize hands-on learning through the use of technology and modern laboratory equipment. Graduates find employment in a variety of fields including teaching-related occupations, corporate fitness, coaching, and athletic training. Many students continue their education and become certified preK-12 ~~K-12~~ physical education teachers, physical therapists, physicians, exercise physiologists, and sports psychologists.

Is the overview text above correct?

Yes

Statement for Programs of Study Catalog

**Minimum required course work: Students must complete 12 hours of foundational courses and 9 hours within an area of specialization, including at least 6 hours of 300- and 400-level courses.**

# **Minimum hours required for completion:** 21 hours.

# Foundational Courses (Required)

| | | |
|---|---|---|
| ~~KIN 122~~ | ~~Course KIN 122 Not Found~~ | ~~3~~ |
| ~~KIN 140~~ | ~~Course KIN 140 Not Found~~ | ~~3~~ |
| ~~KIN 160~~ | ~~Course KIN 160 Not Found~~ | ~~3~~ |
| ~~KIN 201~~ | ~~Course KIN 201 Not Found~~ | ~~3~~ |
| HK 140 | Social Sci of Human Movement | 3 |
| HK 150 | Bioscience of Human Movement | 3 |
| HK 154 | Physical Activity, Nutrition, and Health | 3 |
| HK 160 | Foundations and Careers in Kinesiology | 3 |
| Total Hours | | 12 |

# Specialization Areas (choose one): ~~one)1:~~

Nine additional hours are required, at least 6 of which must be 300- or 400-level courses.

**Exercise Psychology & Health Behavior**

| | | |
|---|---|---|
| ~~Required advanced level courses:~~ | | ~~6~~ |
| ~~KIN 340~~ | ~~Course KIN 340 Not Found~~ | |
| ~~KIN 448~~ | ~~Course KIN 448 Not Found~~ | |
| Required Courses: | | |
| HK 340 | Social & Psychological Aspects of Physical Activity | 3 |
| HK 440 | Exercise & Health Psychology | 3 |
| Electives (choose at least 1): | | |
| ~~KIN 247~~ | ~~Course KIN 247 Not Found~~ | |
| ~~KIN 443~~ | ~~Course KIN 443 Not Found~~ | |
| ~~KIN 447~~ | ~~Course KIN 447 Not Found~~ | |
| ~~KIN 474~~ | ~~Course KIN 474 Not Found~~ | |
| HK 242 | Intro to Sport Psychology | 3 |
| HK 342 | Health Behaviors and Cognition | 3 |
| HK 402 | Tech-Driven Health Intervention | 3 |

| | | |
|---|---|---|
| HK 441 | Physical Activity and Chronic Diseases | 3 |
| HK 443 | Psychophysiology in Ex & Sport | 3 |
| HK 472 | Health and Kinesiology Study Abroad | 3 |

**Exercise Physiology**

| | | |
|---|---|---|
| ~~Required advanced level courses:~~ | | ~~6~~ |
| ~~KIN 150~~ | ~~Course KIN 150 Not Found~~ | |
| ~~KIN 352~~ | ~~Course KIN 352 Not Found~~ | |
| Required Courses: | | |
| HK 352 | Bioenergetics of Movement | 3 |
| HK 452 | Clin & Applied Ex Physiology | 3 |
| Electives (choose at least 1): | | |
| ~~KIN 451~~ | ~~Course KIN 451 Not Found~~ | |
| ~~KIN 452~~ | ~~Course KIN 452 Not Found~~ | |
| ~~KIN 453~~ | ~~Course KIN 453 Not Found~~ | |
| ~~KIN 470~~ | ~~Course KIN 470 Not Found~~ | |
| HK 448 | Skeletal Muscle Physiology | 3 |
| HK 450 | Integrative Biology of Exercise | 3 |
| HK 453 | Nutrition for Performance | 3 |
| HK 455 | Exercise Endocrinology | 3 |

**Teaching & Coaching Physical Activity**

| | | |
|---|---|---|
| ~~Required advanced level courses:~~ | | ~~6~~ |
| ~~KIN 361~~ | ~~Course KIN 361 Not Found~~ | |
| ~~KIN 362~~ | ~~Course KIN 362 Not Found~~ | |
| Required Courses: | | |
| HK 461 | Elementary Methods in Physical Education | 3 |
| HK 462 | Secondary Methods in Physical Education | 3 |
| Electives (choose at least 1): | | |
| ~~KIN 360~~ | ~~Course KIN 360 Not Found~~ | |

| | | |
|---|---|---|
| ~~KIN 363~~ | ~~Course KIN 363 Not Found~~ | |
| ~~KIN 369~~ | ~~Course KIN 369 Not Found~~ | |
| ~~KIN 460~~ | ~~Course KIN 460 Not Found~~ | |
| HK 362 | Coaching Strategies | 3 |
| HK 460 | Instructional Strategies in Physical Education | 3 |
| HK 463 | Adapted Physical Education | 3 |
| HK 464 | Technology & Assessment in Physical Education and Sport | 3 |
| **Biomechanics** | | |
| ~~Required advanced level courses:~~ | | ~~6~~ |
| ~~KIN 355~~ | ~~Course KIN 355 Not Found~~ | |
| ~~KIN 457~~ | ~~Course KIN 457 Not Found~~ | |
| Required Courses: | | |
| HK 250 | Motor Development and Control | 3 |
| HK 353 | Biomechanics of Human Movement | 3 |
| Electives (choose at least 1): | | |
| ~~KIN 259~~ | ~~Course KIN 259 Not Found~~ | |
| ~~KIN 473~~ | ~~Course KIN 473 Not Found~~ | |
| HK 354 | Musculoskeletal Anatomy | 3 |
| HK 457 | Motor Learning & Control | 3 |
| HK 458 | Rehabilitation Biomechanics | 3 |
| **Social and Cultural Aspects of Sport & Physical Activity** | | |
| ~~Required advanced level courses:~~ | | ~~6~~ |
| ~~KIN 249~~ | ~~Course KIN 249 Not Found~~ | |
| ~~KIN 346~~ | ~~Course KIN 346 Not Found~~ | |
| Required Courses: | | |
| HK 243 | Sport & Modern Society | 3 |
| HK 442 | Body, Culture & Society | 3 |
| Electives (choose at least 1): | | |

| | | |
|---|---|---|
| ~~KIN 401~~ | ~~Course KIN 401 Not Found~~ | |
| ~~KIN 442~~ | ~~Course KIN 442 Not Found~~ | |
| ~~KIN 473~~ | ~~Course KIN 473 Not Found~~ | |
| HK 302 | Disability in American Society | 3 |
| HK 446 | Physical Activity & Diverse Populations | 3 |
| HK 472 | Health and Kinesiology Study Abroad | 3 |
| **Total Hours** | | **9** |

~~[1] *Students are allowed to enroll in courses outside their areas as needed based on advisor approval.*~~

## Program Regulation and Assessment

### Plan to Assess and Improve Student Learning

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

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

No

Student Learning Outcomes

Student Learning Objectives – Upon completion of this program, students will:
1. Demonstrate a strong understanding of foundational knowledge in the different aspects of human movement
2. Explain physiological, neural, mechanical and psychological factors of the science of exercise and physical activity
3. Analyze the concepts, theories, research and careers related to major subdisciplines within kinesiology. ~~Not applicable~~

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

Describe here:

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

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

Program Description and Requirements
Attach Documents

## Delivery Method

This program is available:

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

## Enrollment

Will the department limit enrollment to the minor?

No

Describe how the department will monitor the admission to/enrollment in the minor.

The Department of Health and Kinesiology will provide and ~~and~~ coordinate ~~at least~~ two enrollment periods (fall and spring ~~(Fall and Spring~~ semesters) for the minor each academic year. Students will indicate their intent to declare a minor ~~need to apply~~ by completing the Minor Declaration Form available on both the Department ~~application due date by submitting a short application including their intent to minor, desired track,~~ and College website. ~~minor completion plan, with an optional section for any additional information they would like to be considered.~~ Once it is confirmed that a student meets ~~Initially,~~ the criteria outlined on the Minor Declaration Form, they ~~program~~ will be admitted ~~open~~ to the minor. ~~all undergraduates.~~ The minor will be open to all undergraduates. The Department of Health and Kinesiology has a faculty member who oversees all minors within the department, and who will be responsible for advising all students enrolled in the minor programs. ~~If the minor develops in popularity beyond the Department's ability to administer it effectively, the Department will develop an application system with additional requirements in thefuture.~~

Are there any prerequisites for the proposed minor?

No

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

This revision will have no/minimal impact on enrollment or degrees awarded.

## Budget

| | |
|---|---|
| Are there budgetary implications for this revision? | No |

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

No

Additional Budget Information

Attach File(s)

## Financial Resources

How does the unit intend to financially support this proposal?

~~There are no foreseen budgetary implications to the proposed minor that should require additional financial support.The number of faculty in Kinesiology has more than doubled in the past decade.An instructor was recently hired within the Department of Kinesiology, who will be responsible for advising students entering the minor, so no additional resources will be needed in that area.Additionally, the Minor in Kinesiology will rely on existing courses offered; therefore, no additional resources are necessary for the proposed course work.The impact on internal reallocations is expected to be minimal.It is anticipated that 30-50 students will enroll in the minor when it is at full capacity.Current resources including classrooms and staff are adequate to include the additional students.The impact on laboratory and/or equipment use will also be minimal, as the current laboratory space and available resources will adequately meet the needs of additional students.Additionally, students will use their personal computers and laptops in some courses when necessary.~~

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

No

Attach letters of support

## Library Resources

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

The proposal was shared with the Library’s Applied Health Sciences subject specialist who indicated that the Library already acquires material for this area, including online and print books and journals, as well as relevant databases. The current proposal has no impact on library resources and services.

### EP Documentation

EP Control Number EP.26.138

Attach Rollback/ Approval Notices

### Non-EP Documentation

U Program Review Comments

Rollback Documentation and Attachment

### DMI Documentation

Attach Final Approval Notices

Banner/Codebook Name
Kinesiology

Program Code: 0351

| Minor Code | Conc Code | Degree Code | Major Code |
|---|---|---|---|
| 0351 | | | |

Senate Approval Date

Senate Conference Approval Date

BOT Approval Date

IBHE Approval Date

HLC Approval Date

DOE Approval Date

Effective Date:

Program Reviewer Comments

**Jacob Fredericks (jfred) (02/28/25 11:47 am):** 1. In Program Justification, I anticipate some questions from RST regarding renaming a specialization area "Culture, Society, and Sport." Many RST faculty are working and teaching in areas related to sport history, sport culture, sport development, sport community, and sport and society, among others. There may be significant overlap in learning outcomes related to this proposed change and work being done in RST.

Recommend conversations between departments to align learning objectives and avoid unnecessary overlap. At minimum a letter of acknowledgement or support from RST would enhance this proposal. 2. As a small grammar question, should reasoning number 3 in Program Justification be “Culture, Sport, and Society” or “Culture, Society, and Sport” this is listed both ways. 3. In Catalog Page Overview I recommend including the areas of specialization to improve clarity. 4. For consistency, recommend using “&” instead of “and” for specialization areas. 5. In Program Regulation and Assessment, should “Programs Learning Objectives” be “Program’s Learning Outcomes”? Recommend capitalizing each learning objective. Is there a more direct verb than “Gain” and “Discuss”? Perhaps students will comprehend foundational knowledge… Or Students will demonstrate effective communication related to kinesiology related concepts, theories, etc..

**Ian Mertes (imertes) (02/28/25 1:15 pm):** I have no comments to add.

**Laura Payne (lpayne) (02/28/25 2:23 pm):** What is the rationale for the name change from "Cultural and Interpretive Studies" to "Culture, Society and Sport"? I share Jake's concern regarding the proposed minor concentration in "Culture, Society, and Sport." There is significant overlap between 2 of the proposed HK courses and existing RST courses. We also have 4 faculty in RST who all do research, teaching and service in sport, culture, and society including 1) sociology of sport, 2) social justice and sport, 3) sport athlete development, 4) sport for development (human and community development), 5) sport and health and well-being at individual, community and societal levels. HK needs to collaborate with RST and ensure this is not significant overlap in the goals and learning outcomes of this proposed minor concentration (which consists of 3 courses). I believe HK would also need a letter of support from RST to move forward with this proposal.

**Steve Petruzzello (petruzze) (02/28/25 3:49 pm):** In the subsection of Program Justification section “Provide the reasoning . . .”, in response #2, with all due respect to the HK Minors & Certificates Committee, some of these proposed changes are puzzling and not well justified or explained. How does the removal of the existing courses and replacement with the new courses provide a better foundational knowledge of the discipline of Kinesiology? Further, the Study Abroad course doesn’t make sense within the Exercise Psychology & Health Behavior specialization as a required course for this specialization, at least not without justification for how this provides more in-depth knowledge in this area of specialization. I would echo the comments about the change of the area of specialization currently named “Cultural & Interpretive Studies”. This isn’t a sufficient justification for changing the name of the specialization. How does this new name better reflect the content? Further, if this been discussed with colleagues in RST, that should be documented. It is also necessary to answer “Yes” to the question under Instructional Resources about impact on other courses/subjects outside the department as this clearly impacts RST. In the Catalog Page Overview Text, the phrase “areas of emphasis“ is used, but these are referred to as Specialization Areas below and in the Side-by-Side table. Be consistent. In the Program Regulation & Assessment section, there is a prompt to “Describe how, when, and where these learning outcomes will be assessed.” This

entire section needs to be completed. In the Financial Resources section, it isn't clear why this was deleted. It seems like a good bit of info to provide.

**Steve Petruzzello (petruzze) (02/28/25 3:53 pm):** In the Enrollment section, why does it state that students "will need to apply"? The link on the College website takes the student interested in the minor to a Minor Declaration Form, not an application. Further, there not a location (nor guidance) on a minor completion plan or section for additional information. This should be checked and modified as needed.

**Justin Aronoff (jaronoff) (03/03/25 12:28 am):** I would recommend updating the student learning outcomes so that they can be assessed (e.g., "demonstrate an understanding of…" instead of "understand…").

**Robbin King (rlking10) (03/03/25 9:56 am):** Rollback: Rolling back: Please address committee comments/concerns and re-submit.

**Wesley Wilson (wjwilson) (03/03/25 2:14 pm):** No additional comments.

**Kristi Carlson (carlso1) (09/28/25 3:21 pm):** Rollback: By request

**Kristi Carlson (carlso1) (09/28/25 5:33 pm):** All feedback was addressed. A document with detailed responses to feedback was provided to the AHS Ed Pol committee via email.

**Brooke Newell (bsnewell) (10/22/25 3:25 pm):** Rollback: Per email with Kristi C and Steve P

**Brooke Newell (bsnewell) (01/22/26 7:23 pm):** Rollback: Per discussion and request from Kristi C.

Key: 637

# Program Change Request

EP.26.138
Admin Approval_Section1_#B2

Date Submitted: 10/21/25 1:41 pm

## Viewing: 10KT0278BS : Journalism, BS

Last approved: 02/19/24 10:19 am

Last edit: 03/31/26 11:08 am

Changes proposed by: Jeffrey Magee

| | |
|---|---|
| Catalog Pages Using this Program | Journalism, BS |

Proposal Type:
Major (ex. Special Education)

This proposal is for a:
Revision

### In Workflow

1. U Program Review
2. Gen Ed Review
3. 1642-JOUR Committee Chair
4. 1642-JOUR Head
5. KT Committee Chair
6. KT 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. 10/23/25 10:37 am Brianna Vargas-Gonzalez (bv4): Approved for U Program Review
2. 10/29/25 11:09 am Melissa Steinkoenig (menewell): Approved for Gen Ed Review
3. 11/11/25 9:02 am Christopher Ball (drball): Approved for 1642-JOUR

Committee Chair
4. 11/18/25 9:03 am Jeffrey Magee (jmag): Approved for 1642-JOUR Head
5. 11/19/25 1:39 pm Katie Clark (keclark): Rollback to 1642-JOUR Head for KT Committee Chair
6. 12/09/25 4:14 pm Jeffrey Magee (jmag): Approved for 1642-JOUR Head
7. 12/12/25 1:07 pm Alexandre Goncalves (gonca): Approved for KT Committee Chair
8. 12/12/25 1:09 pm Katie Clark (keclark): Approved for KT Dean
9. 12/12/25 2:55 pm Tom Teper (tteper): Approved for University Librarian
10. 12/12/25 3:14 pm Suzanne Lee (suzannel): Approved for COTE Programs
11. 12/15/25 9:08 am Brooke Newell (bsnewell): Rollback to KT Dean for Provost
12. 03/09/26 10:21 am Katie Clark (keclark): Approved for KT

Dean
13. 03/09/26 11:13 am Tom Teper (tteper): Approved for University Librarian
14. 03/09/26 11:46 am Suzanne Lee (suzannel): Approved for COTE Programs
15. 03/11/26 12:50 pm Brooke Newell (bsnewell): Approved for Provost

### History

1. May 11, 2021 by Stephanie Craft (scraft)
2. Feb 19, 2024 by Mira Sotirovic (sotirovi)

## Administration Details

| | | | |
|---|---|---|---|
| Official Program Name | Journalism, BS | | |
| Diploma Title | Bachelor of Science in Journalism | | |
| Sponsor College | Media, College of | | |
| Sponsor Department | Journalism | | |
| Sponsor Name | Jeffrey Magee ~~Mira Sotirovic~~ | | |
| Sponsor Email | jmag@illinois.edu ~~sotirovi@illinois.edu~~ | | |
| College Contact | Katie Clark | College Contact Email | |

keclark@illinois.edu

| | |
|---|---|
| College Budget Officer | Dinah Stillwell |
| College Budget Officer Email | ddanielk@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.

~~College Contact~~

Does this program have inter-departmental administration?

No

## Effective Catalog Term

| | |
|---|---|
| Effective Catalog Term | Fall 2026 |
| Effective Catalog | 2026-2027 |

## Proposal Title

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

Revise the Bachelor of Science in Journalism in the College of Media

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

No

## Program Justification

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

1. Remove JOUR 205 or JOUR 452, JOUR 250 or JOUR 456, and JOUR 310 or JOUR 311 from the Required Major Courses list.

2. Remove the Intermediate Skills Courses heading, list, and requirement.

3. Rename the heading Advanced Skills Courses to Skills Courses.

4. Require four of the skills courses.

5. Add JOUR 313, JOUR 315, JOUR 340, JOUR 425, and JOUR 473 to the Skills Courses list.

6. Remove JOUR 482 from the Skills Courses list.

7. Require three courses from the Context Course list.

8. Add JOUR 205, JOUR 250, and JOUR 310 or JOUR 311 to the Context Courses list.

9. Remove JOUR 454 and JOUR 460 from the Context Courses list.

10. Reduce the number of journalism electives from 9 to 6.

11. Remove Journalism Specialization requirement.

12. Update the hours of required major courses from 40 to 41-45. Total credit hours for the degree will remain at 124 hours.

13. Remove EPSY 280 and UP 116 from the list of Statistical Methods Course list.

14. Add College Orientation course (MDIA 100) as required course.

15. Modified the formatting of the POS and additional text (e.g., graduation requirements, university requirements, and general education requirements) to adhere to the campus General Education Template.

16. Removed "(recommended)" from STAT 107 from the Statistical Methods Course list and included the course as part of the list of options.

17. Add SOCW 225 to list of Statistical Methods Course list.

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

No

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

1. Remove JOUR 205 or JOUR 452, JOUR 250 or JOUR 456, and JOUR 310 or JOUR 311 from the Required Major Courses list.--Reducing the number of courses in the core will allow for greater flexibility in the major.

2. Remove the Intermediate Skills Courses heading, list, and requirement.--eliminating skill levels allows for greater personalization of the major to satisfy student interest.

3. Rename the heading Advanced Skills Courses to Skills Courses.--eliminating skill levels allows for greater personalization of the major to satisfy student interest.

4. Require four of the skills courses.--reducing skills courses from 5 to 4 streamlines student progress through the program.

5. Add JOUR 313, JOUR 315, JOUR 340, JOUR 425, and JOUR 473 to the Skills Courses list.--expanding the menu of skills courses allows for greater customization of the major.

6. Remove JOUR 482 from the Skills Courses list.--the faculty member who taught this course has retired and we have no current plans to replace them.

7. Require three courses from the Context Course list.--we have expanded the list of Context Courses and requiring just three allows students flexibility to follow their interests

8. Add JOUR 205, JOUR 250, and JOUR 310 or JOUR 311 to the Context Courses list.--as above, expanding the menu of Context Courses promotes customization of the major.

9. Remove JOUR 454 and JOUR 460 from the Context Courses list.-- the faculty member who taught JOUR 454 has retired and we no current plans to replace them, and JOUR 460 is a special topics course that does not always qualify as a Context Course.

10. Reduce the number of journalism electives from 9 to 6.--This rebalances the major requirements as the result of Context Course changes explained in #7 and #8.

11. Remove Journalism Specialization requirement.--General Ed coursework and other electives allow students to develop expertise in other courses.

12. Update the hours of required major courses from 40 to 41-45. Total credit hours for the degree will remain at 124 hours.--The increase comes from the fact that there are more 4-credit courses in the curriculum.

13. Remove EPSY 280 and and UP 116 from the list of Statistical Methods Course list because they are not listed as indirect duplicate credit for college level introductory statistics courses.

14. Add College Orientation course (MDIA 100) as required course. --Students are already being required to take MDIA 100. By including it in their program of study, it becomes an official required course for students.

15. Revising Program of Study organization to align with the General Education Template (text and general education categorical table), per Office of the Provost General Education initiative for transparency and accessibility.

16. Removed "(recommended)" from STAT 107 from the Statistical Methods Course list and included the course as part of the list of options. After discussions with faculty, it was determined that STAT 107 or a different intro to statistics course provided the necessary foundation for students to succeed in other classes.

17. Add SOCW 225 to list of Statistical Methods Course list. This addition is because the course lists other college level introductory statistics courses as indirect duplicate credit.

## 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?

No

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

No

Does the program include other courses/subjects outside of the sponsoring department impacted by the creation/revision of this program? If Yes is selected, indicate the appropriate courses and attach the letter of support/acknowledgement.

Yes

Courses outside of the sponsoring department/interdisciplinary departments:

EPSY 280 - Elements of Statistics

SOCW 225 - Social Work Statistics
UP 116 - Urban Informatics I
MDIA 100 - College of Media Orientation

| | |
|---|---|
| Please attach any letters of support/ acknowledgement for any Instructional Resources. Consider faculty, students, and/or other impacted units as appropriate. | LetterOfAcknowledgement_EPSY280(1).docx<br>LetterOfAcknowledgement_SOCW225(1).docx<br>LetterOfAcknowledgement_MDIA100.docx<br>AcknowledgementRequest_UP116.pdf<br>LetterOfAcknowledgement_UP116(2).docx |

## 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?

124

| | |
|---|---|
| CIP Code | 090401 - Journalism. |

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.

Skills Courses - Choose 4 from: JOUR 313 (3 hours), JOUR 315 (4 hours), JOUR 335 (4 hours), JOUR 340 (4 hours), JOUR 400 (0-4 hours), JOUR 410 (4 hours), JOUR 425 (4 hours), JOUR 430 (3 hours), JOUR 440 (4 hours), JOUR 445 (4 hours), JOUR 471 (3 hours), JOUR 472 (3 hours), JOUR 473 (3 hours), JOUR 480 (3 hours), JOUR 483 (4 hours) = 12 hours

Context Courses - Choose at least 1 from : JOUR 310 or JOUR 311 (3 hours), JOUR 450 (3 hours), JOUR 451 (3 hours) = 3 hours

Elective courses to complete the remaining hours = 25 hours

Revised programs SampleSequence_JOUR_FA26.docx
Side by Side_Journalism BS_FA26.xlsx

## Catalog Page Text - Overview Tab

Catalog Page Overview Text

JOURNALISM (JOUR), prepares the next generation of journalists to explore and report on the diversity of ideas, people, ~~people~~ and events in a democratic society. Students learn the reporting, writing, editing, producing, and multimedia skills and concepts required to produce accurate, fair and thorough journalism and to navigate the ever-changing news media landscape. Journalism graduates combine strong professional training with a broad liberal arts education to pursue careers in online newsrooms, television and radio stations, newspapers and magazines and emerging media.

Is the overview text above correct?

Yes

Statement for Programs of Study Catalog

**Graduation Requirements**
Minimum hours required for graduation: 124 hours
**University Requirements**

Minimum ~~hours for graduation is 124, to include a minimum~~ of 40 hours of upper-division coursework, ~~coursework~~ generally at the 300- or ~~and~~ 400-level. These hours can be drawn from all elements of the degree. Students should consult their academic advisor for additional guidance in fulfilling this requirement.
The university and residency requirements can be found in the Student Code (§ 3-801) and in the Academic Catalog.

**General Education Requirements**

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

| | |
|---|---|
| Composition I | 4-6 |
| Advanced Composition | 3 |
| fulfilled by JOUR 200 | |
| Humanities & the Arts (6 hours) | 6 |
| Natural Sciences & Technology (6 hours) | 6 |
| Social & Behavioral Sciences (6 hours) | 6 |
| Cultural Studies: Non-Western Cultures (1 course) | 3 |
| Cultural Studies: US Minority Cultures (1 course) | 3 |
| 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 STAT 100 or STAT 107 and any other course approved as Quantitative Reasoning | |
| Language Requirement (Completion of the third semester or equivalent of a language other than English is required) | 0-15 |

| | | |
|---|---|---|
| **College Orientation** | | |
| ~~Select two of the following:~~ | | ~~8~~ |
| MDIA 100 | College of Media Orientation | 1 |
| **Required Major Courses** | | **41-45** |
| JOUR 200 | Introduction to Journalism | 3 |
| JOUR 210 | Newsgathering Across Platforms | 4 |
| JOUR 215 | Multimedia Reporting | 4 |
| **Skills Courses** | | |
| Select four of the following: | | 12-15 |
| JOUR 313 | Writing for Television & Streaming News | |

| | | |
|---|---|---|
| JOUR 315 | Adv Public Affairs Reporting | |
| JOUR 335 | Audio Journalism | |
| JOUR 340 | Video Reporting & Storytelling | |
| JOUR 400 | Newsroom Experience | |
| JOUR 410 | Data Storytelling for Journalists | |
| JOUR 425 | Multimedia Editing and Design | |
| JOUR 430 | Augmented and Virtual Reality | |
| JOUR 440 | Advanced Documentary Storytelling & Production | |
| JOUR 445 | Advanced Television Reporting | |
| JOUR 471 | Science Journalism | |
| JOUR 472 | Business Reporting | |
| JOUR 473 | Environmental Journalism | |
| JOUR 480 | Advanced Reporting Topics | |
| ~~JOUR 482~~ | ~~Immersion Journalism~~ | |
| JOUR 483 | Investigative Journalism | |
| **Context Courses** | | |
| ~~Select one of the following:~~ | | ~~3~~ |
| Select three of the following: | | 9 |
| JOUR 205 | History of American Journalism | |
| JOUR 250 | Journalism Ethics & Diversity | |
| JOUR 310 | Media Law in Historical Context | |
| or JOUR 311 | Media Law | |
| JOUR 450 | Media and Public Opinion | |
| JOUR 451 | Research Methods in Journalism (or equivalent) | |
| ~~JOUR 454~~ | ~~Propaganda & the News Media~~ | |
| ~~JOUR 460~~ | ~~Special Topics (department approval required)~~ | |
| **Journalism Electives** | | **6** |

Any Journalism course. Courses from the list above not used to complete requirements may be

| | | |
|---|---|---|
| taken as electives. | | |
| ~~**Minor or Specialization**~~ | | ~~**18**~~ |
| **Statistical Methods Course (Choose 1)** | | **3-4** |
| STAT 100 | Statistics | |
| ~~SOC 280~~ | ~~Intro to Social Statistics~~ | |
| ~~PSYC 235~~ | ~~Intro to Statistics~~ | |
| ~~ECON 202~~ | ~~Economic Statistics I~~ | |
| ~~EPSY 280~~ | ~~Elements of Statistics~~ | |
| ~~UP 116~~ | ~~Urban Informatics I~~ | |
| ~~or other approved statistical methods course~~ | | |
| or other approved basic statistical methods course, which currently includes ECON 202, PSYC 235, SOC 280, and SOCW 225 | | |
| STAT 107 | Data Science Discovery | |

~~Students must complete the Campus General Education requirements including the campus general education languagerequirement.All required courses must be taken for a lettergrade.~~

| | |
|---|---|
| Corresponding Degree | BS Bachelor of Science |

## Program Regulation and Assessment

### Plan to Assess and Improve Student Learning

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

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

Yes

Student Learning Outcomes

~~The learning outcomes have been revised to match the catalogdescription.The learning outcomesare:~~1. Understand and apply theory ~~principles~~ and law ~~laws~~ related to journalism ~~media~~ and the First Amendment in the United States. ~~freedom of information 2.~~
2. Communicate and present information clearly and effectively across a variety of media platforms.
3. Apply critical thinking and various research methods—including numerical, statistical, and data visualization techniques—to evaluate information and accurately communicate relevant facts.
4. ~~Write correctly and clearly in appropriate forms and styles3.Apply basic numerical and statistical concepts4.~~Understand ~~Apply current tools~~ and apply current ~~technologies appropriate for the communications profession~~ and emerging tools and technologies in multimedia journalism to tell impactful and innovative stories that engage modern audiences. ~~understand the digital world.~~
5. Understand ~~Demonstrate understanding of~~ the history of journalism ~~development~~ and the role of news professionals and institutions in shaping the development of the media industry and the nation. ~~communications 6.~~
6. ~~Demonstrate an understanding of journalism ethical principles7.Demonstrate understanding of diversity, both domestic and global8.~~Understand ~~concepts~~ and apply principles and practices of ethical journalism ~~theories~~ in the pursuit of truth, accuracy, and fairness. ~~use and presentation of images 9.~~
7. Practice journalism that respectfully and accurately represents people who are often ignored or misrepresented.
8. Critically evaluate journalism products for accuracy, fairness, clarity, style, and grammar.
~~Conduct research and evaluate information by methods appropriate to the profession 10.Demonstrate an ability to think critically and evaluate their own work and that of others 11.Document professional practice through internships, student media and other publication of student work.~~

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

No

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

Describe here:

The Journalism major undergoes Campus Program Review every eight years. ~~The Journalism major meets the standards set forth by the Accrediting Council on Education in Journalism and Mass Communication and undergoes re-accreditation on a six-yearcycle.Assessment is one of the eight accreditationstandards.~~The Department chose to withdraw from ~~Our curriculum is aligned with~~ the Accrediting Council on Education ~~competencies students~~ in Journalism and Mass Communication, but our curriculum is still aligned with the competencies students in accredited programs are expected to ~~to~~ achieve, which include: understanding principles of free expression, journalism history, ethics and diversity; conducting and evaluating research and applying basic statistical concepts; mastery of reporting, visual, writing, editing and presentation skills. We employ multiple direct and indirect measures of student learning (e.g. entrance and exit exams, portfolio reviews, internship evaluations, focus groups and grading data) as the accreditation standard requires.

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

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

Program Description and Requirements
Attach Documents

## Delivery Method

This program is available:

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

## Admission Requirements

Desired Effective Admissions Term: Fall 2026

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

No

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

## Enrollment

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

It is anticipated that this revision will maintain or slightly increase student enrollment and degrees awarded. One goal of the revisions is to to allow students more flexibility within their degree requirements.

Estimated Annual Number of Degrees Awarded

| Year One Estimate | 5th Year Estimate (or when fully implemented) |
|---|---|
| | |

What is the matriculation term for this program?

~~Fall~~

Spring/Summer/Other

Please give an explanation of why fall matriculation is not applicable:

Students can start this program in Fall, Spring, or Summer term.

## Budget

| | |
|---|---|
| Are there budgetary implications for this revision? | No |

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

No

Additional Budget Information

Attach File(s)

## Financial Resources

How does the unit intend to financially support this proposal?

No additional financial resources are required by these changes.

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)

Media rate

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

No

### Faculty Resources

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

These changes will allow for more efficient use of faculty resources. By reducing the number of required courses, the department will have more flexibility in the courses faculty need to teach each semester. It will allow for a more regular schedule for the skills courses offered to studetns.

### Library Resources

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

The proposal team consulted with Communications Library Head Lisa Romero and, based on their input, determined that the Library's resources, collections, and services are sufficient to meet the needs of the program outlined in this proposal.

## EP Documentation

EP Control Number EP.26.138

Attach Rollback/ Approval Notices

## Non-EP Documentation

U Program Review Comments

Rollback Documentation and Attachment

## DMI Documentation

Attach Final Approval Notices

Banner/Codebook Name

BS: Journalism -UIUC

Program Code: 10KT0278BS

| Minor Code | Conc Code | Degree Code | BS Major Code |
|---|---|---|---|
| 0278 | | | |

Senate Approval Date

Senate Conference Approval Date

BOT Approval Date

IBHE Approval Date

HLC Approval Date

DOE Approval Date NA

Effective Date:

Program Reviewer Comments

**Melissa Steinkoenig (menewell) (10/29/25 11:09 am):** Gen Ed Table: Good (Note sent to Katie Clark about optional Quant Reasoning listing)

**Katie Clark (keclark) (11/19/25 1:39 pm):** Rollback: College C&C clarifications. See email from 11/19/2025.

**Jeffrey Magee (jmag) (12/09/25 4:14 pm):** JOUR 250 has been added to the Context Course options after consultation with JOUR's College Curriculum Committee members and the Departmental Advisory Committee, and the accrediting language has been revised to reflect the department's decision to withdrawal from the ACEJMC.

**Brooke Newell (bsnewell) (12/15/25 9:08 am):** Rollback: Per discussion with Katie C.

**Brooke Newell (bsnewell) (03/10/26 8:22 am):** Per discussion with Katie C, updates made to Justification and Instructional Resources.

Key: 477

# Program Change Request

Date Submitted: 01/29/26 8:43 pm

## Viewing: 1PKS6078MS : Predictive Analytics and Risk Management, MS

Last approved: 05/18/22 10:18 am

Last edit: 03/31/26 11:35 am

Changes proposed by: Feng Liang

Catalog Pages Using this Program
- Predictive Analytics and Risk Management, MS
- Predictive Analytics and Risk Management: Enterprise Risk Management, MS
- Predictive Analytics and Risk Management: Financial and Insurance Analytics, MS

Proposal Type:
Major (ex. Special Education)

This proposal is for a:
Revision

### In Workflow

1. U Program Review
2. 1257-MATH Head
3. 1583-STAT Head
4. KV Dean
5. University Librarian
6. Grad_College
7. COTE Programs
8. Provost
9. Senate EPC
10. Senate
11. U Senate Conf
12. Board of Trustees
13. IBHE
14. HLC
15. DOE
16. Catalog Editor
17. DMI

### Approval Path

1. 01/29/26 3:40 pm Emily Stuby (eastuby): Rollback to Initiator
2. 01/30/26 12:03 pm Brianna Vargas-Gonzalez (bv4): Approved for U Program Review
3. 02/04/26 3:01 pm Feng Liang (liangf): Approved for 1257-MATH Head
4. 02/24/26 9:48 pm Feng Liang (liangf):

Approved for 1583-STAT Head

5. 03/03/26 1:22 pm Melissa Reedy (murray): Approved for KV Dean
6. 03/03/26 2:48 pm Tom Teper (tteper): Approved for University Librarian
7. 03/09/26 1:43 pm Allison McKinney (agrindly): Rollback to KV Dean for Grad_College
8. 03/09/26 2:46 pm Melissa Reedy (murray): Approved for KV Dean
9. 03/09/26 2:47 pm Tom Teper (tteper): Approved for University Librarian
10. 03/24/26 7:55 pm Allison McKinney (agrindly): Approved for Grad_College
11. 03/24/26 9:08 pm Suzanne Lee (suzannel): Approved for COTE Programs
12. 03/27/26 3:16 pm Brooke Newell (bsnewell): Approved for Provost

## History

1. Dec 17, 2021 by Kelly Ritter (ritterk)
2. Feb 8, 2022 by Deb Forgacs (dforgacs)
3. Mar 10, 2022 by Mary Lowry (lowry)
4. Mar 11, 2022 by Mary Lowry (lowry)
5. May 18, 2022 by Emily Stuby (eastuby)

## Administration Details

| | |
|---|---|
| Official Program Name | Predictive Analytics and Risk Management, MS |
| Diploma Title | |
| Sponsor College | Liberal Arts & Sciences |
| Sponsor Department | Mathematics |
| Sponsor Name | Feng Liang, ~~Runhuan Feng,~~ Professor of Statistics ~~Mathematics~~ and Interim Director of Actuarial Science |
| Sponsor Email | liangf@illinois.edu ~~rfeng@illinois.edu~~ |
| College Contact | Stephen R. ~~Downie~~ Downie |
| College Contact Email | sdownie@illinois.edu |
| College Budget Officer | Michael Wellens |
| College Budget Officer Email | wellens@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.

Claudia Freiji, cnassif@illinois.edu
Melissa Reedy, murray@illinois.edu (LAS Assistant Director Course & Cir Dvt)

Does this program have inter-departmental administration?

Yes ~~No~~

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

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

Shared governance between the departments of Mathematics and Statistics. While Predictive Analytics and Risk Management (PARM) faculty director and staff members handle administrative tasks, a joint committee with appointed members from both departments provides guidance and consultation to the PARM director, sets administrative policies, approves personnel and curricula changes, and handles all other matters of concern to the program

College Liberal Arts & Sciences

Department Statistics

Is there an additional department involved in governance?

No

## Effective Catalog Term

| | |
|---|---|
| Effective Catalog Term | Fall 2026 |
| Effective Catalog | 2026-2027 |

## Proposal Title

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

Revise the Master of Science in Predictive Analytics and Risk Management in the College of Liberal Arts and Sciences and the Graduate College

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

This revision to Predictive Analytics and Risk Management, MS (key 1022) is related to the Financial and Insurance Analytics concentration revision (key 1023) and the Enterprise Risk Management concentration revision (key 1024).

## Program Justification

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

Proposed revisions for the Predictive Analytics and Risk Management major requirements are:

1. Replace ASRM 555 (Advanced Predictive Analytics; 4 credits) with ASRM 455 (Predictive Analytics; 4 credits). ASRM 555 will be added to the concentration elective list. The total number of credits for the major will remain the same.

2. Add ASRM 593 (Graduate Internship; 0 credits) to the list of program major requirements.

3. Raise the required GPA to 3.0 instead of 2.75.

4. With this revision we will update the POS with the core requirements (now titled major requirements) and the names of the two concentrations, Financial and Insurance Analytics (FIA) and Enterprise Risk Management (ERM).

5. The Elective (8 hours) have been combined with the concentration coursework (previously 12 hours) for a total of 20 concentration hours. The total number of hours for the degree have not changed.

6. The POS tables have been separated but the content within each remains the same. Table 1 was formerly the Core Requirements and now the Major Requirements. Table 2 represents the concentrations containing the total hours for the concentration (see justification 5). Table 3 remains the Other Requirements table with only a change to the GPA (see justification 3).

7. Adding STAT as an interdepartmental entity to the CIM-P record.

Did the program content change 25% or more in relation to the total credit hours, since the most recent

university accreditation visit? See the italicized text below for more details.

No

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

The Predictive Analytics and Risk Management (PARM) program was launched in Fall 2022. While the students' experiences have been largely positive, we did encounter some logistical challenges and collected constructive feedback from the first cohort of students and faculty members involved with the program. We discovered a few areas for potential improvements. The rationales for the proposed changes are as follows:

1. Replace ASRM 555 with ASRM 455

Due to the interdisciplinary nature of the program, we have attracted students from a variety of academic backgrounds, some of whom did not have previous exposure to advanced statistics courses. In Fall 2022, the Actuarial Science Program implemented a change to the course Predictive Analytics (previously ASRM 552), whose content have been split and expanded into two courses ASRM 455 and 555. While the course ASRM 455 is taught at an elementary level with advanced undergraduate students and first year master's students as primary audience, the subsequent course ASRM 555 is offered at a much more advanced level with sophisticated case studies. When the change was implemented, ASRM 555 was used automatically in the course catalogue as a replacement of the retired ASRM 552. As a result, PARM students now must take the advanced version ASRM 555. Since ASRM 555 uses ASRM 455 as its prerequisite, we are effectively asking students to take an additional course (ASRM 455) for graduation, which would likely extend the time to graduation. We also found that some students who intend for the Enterprise Risk Management concentration may find difficulty in taking ASRM 555. Therefore, we propose to adopt ASRM 455 (Predictive Analytics) as a major program requirement and move ASRM 555 (Advanced Predictive Analytics) to the elective list.

2. Add ASRM 593 (Graduate Internship; 0 credits) to the program major requirements

Students who cannot secure internship before graduation with reasonable efforts can substitute this requirement by taking ASRM 490 (Advanced Actuarial Research) within the I-Risk Lab in their last semester. Replacing ASRM 593 with ASRM 490 should be treated as an exception to be used only in the event that a student was not able to land an internship before graduation.
The PARM program is designed to offer a fast-track option where students may graduate within one year of study. The faculty team is working diligently to establish new co-operative partnerships with corporates to secure internship opportunities to most of our students. While some of our students have found internship opportunities for the Spring semester (their 2nd semester), they have been declined by the ISSS to obtain a Curricular Practical Training (CPT) permit. Federal regulations regarding the F-1 visa status prohibit CPT/OPT from being awarded prior to the completion of a full academic year of full-time study. However, the CPT/OPT rule

does allow an exception for graduate programs that require (not just recommend) immediate participation in off-campus employment. After consulting the ISSS, we shall impose the internship requirement before graduation. The ISSS has confirmed that the added language should comply with federal regulations.

3. Raise the required GPA to 3.00

We propose raising the required GPA from 2.75 to 3.0 to remain consistent with the requirements of the Graduate College. During the first year of launch we were able to attract students with substantially higher GPAs than 3.2.

4. Implementing the Concentration Project

Administrative action requested by the Provost's Office/ Office of the Registrar/ Graduate College to add clarity to the CIM record for the major and concentrations. We have added the names of the concentrations to the Program of Study. The 8 hours of electives are part of the concentration requirements.

5. Due to the inclusion of the Concentrations (Keys 1023 and 1024) showing the coursework required, combining the electives in this total hours added clarity to the program requirements.

6. Organizing the major requirements, concentration requirements, and other requirements as separate components made the POS more readable and user friendly.

7. By adding STAT as an interdepartmental entity, this reflects the intended structure from the beginning, that STAT is a co-sponsoring department.

While it appears there have been changes made to the Budget and Financial Resources in this proposal there are no changes. The information in these sections was carried over from the original program proposal and removed from this revision.

## 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?

No

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

No

Does the program include other courses/subjects outside of the sponsoring department impacted by the creation/revision of this program? If Yes is selected, indicate the appropriate courses and attach the letter of support/acknowledgement.

No

## Program Features

| | |
|---|---|
| Academic Level | Graduate |
| Does this major have transcripted concentrations? | Yes |

Concentrations

| Concentrations(s) |
|---|
| Predictive Analytics and Risk Management: Enterprise Risk Management, MS |
| Predictive Analytics and Risk Management: Financial and Insurance Analytics, MS |

| | |
|---|---|
| Will you admit to the concentration directly? | Yes ~~No~~ |
| Is a concentration required for graduation? | Yes |

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

1.5 years

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

32

| | |
|---|---|
| What is the required GPA? | 3.0 ~~2.75~~ |
| CIP Code | 307001 - Data Science, General. |

Is this program part of an ISBE approved licensure program?

No

Will specialized accreditation be sought for this program?

Yes

Describe the institution's plan for seeking specialized accreditation for this program.

Professional Risk Managers' International Association (PRMIA) Risk Accreditation Program
https://prmia.org/Public/PRM/PRM_Exam_Exemptions__University_Accreditation.aspx

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

No

## Program of Study

Revised programs Side by Side Comparative Table for PARM 1022 1023 1024 (Dec 23).xlsx

### Catalog Page Text - Overview Tab

Catalog Page Overview Text

This ~~proposed new~~ degree program is designed to meet the ~~respond to a large and~~ growing demand for professionals with expertise in advanced analytical ~~modern statistical~~ techniques for ~~combined with an understanding of~~ risk management across ~~in a wide range of~~ industries such as ~~including~~ insurance, consulting, investment, pensions, ~~pension,~~ healthcare, banking, and ~~banking and~~ financial services. The ~~This~~ program integrates ~~combines~~ training in modern statistical methods with ~~actuarial science~~ principles of actuarial science and financial risk management. It ~~The coursework~~ is intended for students with a strong ~~who have the prerequisite~~ quantitative background who seek ~~to train for~~ careers in predictive analytics for insurance and other financial sectors. ~~settings by providing a multidisciplinary and integrated program.~~

The curriculum provides a multidisciplinary and integrated learning experience. Core requirements include courses from an actuarial science perspective, along with ~~three disciplines,~~ a case study course ~~in financial risk management, courses in risk management~~ and an internship course. ~~predictive analytics from an actuarial science perspective, and training in statistical machine learning, big data techniques, and Bayesian statistical methods.~~ Students receive training in statistical machine learning, big data techniques, and Bayesian statistical methods. In addition, electives ~~Related courses~~ from ~~the~~ three related disciplines allow ~~may then be chosen as electives for~~ students to tailor the program to ~~reach~~ their individual ~~individualized~~ educational goals.

The 32-credit-hour ~~Courses will be scheduled so that students may complete the 32-hour~~ program can be completed in one academic year with appropriate course scheduling. ~~year.~~ Each concentration requires 20 credit ~~12~~ hours of coursework ~~common core courses,~~ organized around three broad areas of expertise, with at least 12 hours completed at the 500 level. ~~including a case study course. Each concentration also requires 12 hours of related area coursework specific to the concentration, plus an additional 8 hours of electives from a prescribed list included in this proposal.At least 12 hours must be taken at the 500 level.~~

Is the overview text above correct?

Yes

Statement for
Programs of Study
Catalog

~~**Core Requirements (12 hours):**~~

| | |
|---|---|
| **Major Requirements** | **12** |

| | | |
|---|---|---|
| ~~Electives (see below)~~ | | ~~8~~ |
| ~~Total Hours~~ | | ~~32~~ |
| ASRM 410 | Investments and Financial Markets | |
| ASRM 455 | Predictive Analytics | |
| ASRM 539 | Risk Analytics and Decision Making | |
| ~~ASRM 555~~ | ~~Advanced Predictive Analytics~~ | ~~4~~ |
| ASRM 593 | Graduate Internship (or ASRM 490) | |
| FIN 530 | Foundations in Risk Management | |
| **Required Concentration (Choose one from below):** | | **20** |
| Enterprise Risk Management | | |
| Financial and Insurance Analytics | | |
| **Total Hours** | | **32** |

**Other requirements (may overlap)**

| | |
|---|---|
| A concentration is required | |
| ~~A concentration is required.~~ | |
| Minimum 500-level hours required overall | 12 |
| ~~Minimum GPA:~~ | ~~2.75~~ |
| Minimum GPA | 3.0 |

~~Other Requirements~~

| | |
|---|---|
| Corresponding Degree | MS Master of Science |

## Program Regulation and Assessment

### Plan to Assess and Improve Student Learning

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

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

No

Student Learning Outcomes

Students graduating with an MS degree in Predictive Analytics and Risk Management program will be able to:

1) Apply statistical learning techniques to analyze big data related to financial and insurance industries.
2) Use quantitative risk analysis to assess risks and devise creative methods to contain and manage them.
3) Demonstrate proficiency in using programming software to conduct statistical analysis and visualizations.
4) Communicate results effectively to technical and non-technical audience.
5) Participate efficiently in projects that require team collaboration.

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

Describe here:

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

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

Program Description and Requirements
Attach Documents

## Delivery Method

This program is available:

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

## Admission Requirements

Desired Effective Admissions Term: Fall 2026

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

No

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

Applicants must have earned at least a bachelor's degree from a regionally accredited college in the United States or a comparable degree from a recognized institution of higher learning abroad. Minimum requirements on GPA and English proficiency are expected to be consistent with those of graduate college.

## Enrollment

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

This revision will not impact enrollment or degrees awarded.

Estimated Annual Number of Degrees Awarded

| Year One Estimate | 5th Year Estimate (or when fully implemented) |
|---|---|
| 15 | 50 |

What is the matriculation term for this program?

Fall

## Budget

Are there budgetary: No

implications for this
revision?

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

No

Additional Budget
Information

~~Department of Mathematics is expected to hire a program director and a full-time program specialist prior to receiving the first class of students.Each department is expected to dedicate one full-time faculty member or the equivalent of several part-time faculty members to teach courses for this program.We do not expect to see significant change to their current number of faculty, class size, teaching loads.Admission, academic and career advising, and other administrative support will be provided by the Predictive Analytics and Risk Management office to be housed in the Department of Mathematics.For the initial year of the program, the campus grant will assist in paying for a faculty director, an academic professional, and some instruction from faculty.The tuition generated from the Predictive Analytics and Enterprise Risk Management degree will then be utilized to hire faculty.Some of these faculty will be directly involved in the instruction of the required courses, and other will be used to help reallocate tenure stream faculty to these courses in the master's degree.No functions or programs will need to be cut to support this degree.~~

Attach File(s)

## Financial Resources

How does the unit intend to financially support this proposal?

~~The interdisciplinary nature of this degree requires that Mathematics reach tuition sharing agreements with collaborating departments, Statistics and Finance.After paying for some fixed costs, the remaining revenue will be split across departments according to the number of hours of instruction performed by each department.The existing arrangements allow for growth in the program to be supported by the resulting growth in tuition income.A more detailed financial analysis is given below.As explained in the Justification section, we expect a large pool of applicants to ensure the admission of a sufficiently large number of high caliber candidates so that the costs of running the program are covered.Below is a brief analysis of the breakeven point, and revenue depending on enrollment.We assume an arrangement within LAS that directs 70% of the net tuition to the Math department, which will then be shared with the Statistics and Finance departments in proportion to the number of hours of instruction after subtracting some fixed costs.Annual expenditures are assumed to be a 15K stipend for the program director, 60K for a 100% academic professional who will be involved with advising, admissions, and job placement, 35K for a civil service employee and 330K for instructors of additional sections that will be required.We assume an expense of 90K for 50% TAs who will serve in these extra sections and 114K for other expenses such as travel, guest speaker, marketing, costs in developing online courses and other items.That comes to a total of 644K in annual expenses.Revenue from tuition is based on an approximate base rate of 27.412K for nonresident students and 12.688K for Illinois residents, and a tuition differential for all students.The tuition differential amount is being reviewed within the College and will be requested with the AY22-23 tuition request.We assume that 80 percent will be nonresident and 20 percent will be residents.We further assume that 50% of students will spend two semesters in the program, and 50% will spend three semesters.Given these assumptions, the total number of students required for the departments to break even is 25.The differential tuition on top of the base graduate tuition is intended to fund a Predictive Analytics Education and Research Innovation Initiative.The objective of the funding is to make more courses available online and to cover costs of industry speakers to campus, providing individualized career coaching services, etc, which are additional services not available in existing MS programs in the Departments of Mathematics and Statistics.This may also be used to support research innovations and collaborations among the participating departments' faculty and students.~~

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

No ~~Yes~~

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)

Predictive Analytics & Risk Management-MS Rate ~~Differential Rate for PARM~~

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

No

Is this program requesting self-supporting status?

Yes

## Faculty Resources

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

All courses for this program are already offered to students from other programs. We do not expect significant changes to the number of faculty, teaching loads or student-faculty ratios.

## Library Resources

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

The proposal team consulted with Sarah Park and, based upon their input, determined that the Library's resources, collections, and services are sufficient to meet the needs of the program outlined in this proposal.

### EP Documentation

EP Control Number EP.26.138

Attach Rollback/ Approval Notices

### Non-EP Documentation

U Program Review Comments

Rollback Documentation and Attachment

### DMI Documentation

Attach Final Approval Notices

Banner/Codebook Name

MS:PA Risk Mgmt - UIUC

Program Code: 1PKS6078MS

| Minor Code | Conc Code | Degree Code | MS Major Code |
|---|---|---|---|
| 6078 | | | |

Senate Approval Date

Senate Conference Approval Date

BOT Approval Date

IBHE Approval Date

HLC Approval Date

DOE Approval Date

Effective Date:

Program Reviewer Comments

**Mary Lowry (lowry) (05/09/23 2:40 pm):** Rollback: Please see my email. Many of the changes apply to more than one of the proposals.

**Mary Lowry (lowry) (06/08/23 12:03 pm):** Rollback: Please see email from me.

**Stephen Downie (sdownie) (07/20/23 9:46 am):** Rollback: Per email to Claudia on July 20th.

**Mary Lowry (lowry) (10/16/23 2:23 pm):** Rollback: Please see emails dated 10-16-23

**Mary Lowry (lowry) (11/03/23 5:49 pm):** Rollback: please see email dated 11-3-23

**Brianna Vargas-Gonzalez (bv4) (07/19/24 10:53 am):** Rollback: rollback per department's request-BV

**Emily Stuby (eastuby) (01/29/26 3:40 pm):** Rollback: College requested

**Allison McKinney (agrindly) (03/09/26 1:43 pm):** Rollback: As requested.

Key: 1022

# Program Change Request

EP.26.138
Admin Approval_Section2_#A2

Date Submitted: 01/29/26 8:43 pm

## Viewing: 6070 : Predictive Analytics and Risk Management: Financial and Insurance Analytics, MS

Last approved: 03/11/22 1:22 pm

Last edit: 03/31/26 11:39 am

Changes proposed by: Feng Liang

Catalog Pages Using this Program: Predictive Analytics and Risk Management: Financial and Insurance Analytics, MS

Proposal Type:
Concentration (ex. Dietetics)

This proposal is for a:
Revision

### In Workflow

1. U Program Review
2. 1257-MATH Head
3. 1583-STAT Head
4. KV Dean
5. University Librarian
6. Grad_College
7. COTE Programs
8. Provost
9. Senate EPC
10. Senate
11. U Senate Conf
12. Board of Trustees
13. IBHE
14. HLC
15. DOE
16. Catalog Editor
17. DMI

### Approval Path

1. 01/29/26 3:40 pm Emily Stuby (eastuby): Rollback to Initiator
2. 01/30/26 1:23 pm Brianna Vargas-Gonzalez (bv4): Approved for U Program Review
3. 02/04/26 3:01 pm Feng Liang (liangf): Approved for 1257-MATH Head
4. 02/24/26 9:48 pm Feng Liang (liangf):

Approved for 1583-STAT Head

5. 03/03/26 1:22 pm Melissa Reedy (murray): Approved for KV Dean
6. 03/03/26 2:49 pm Tom Teper (tteper): Approved for University Librarian
7. 03/09/26 1:43 pm Allison McKinney (agrindly): Rollback to KV Dean for Grad_College
8. 03/09/26 2:46 pm Melissa Reedy (murray): Approved for KV Dean
9. 03/09/26 2:48 pm Tom Teper (tteper): Approved for University Librarian
10. 03/24/26 7:55 pm Allison McKinney (agrindly): Approved for Grad_College
11. 03/24/26 9:08 pm Suzanne Lee (suzannel): Approved for COTE Programs
12. 03/27/26 3:16 pm Brooke Newell (bsnewell): Approved for Provost

## History

1. Feb 8, 2022 by Kelly Ritter (ritterk)
2. Mar 11, 2022 by Mary Lowry (lowry)

## Administration Details

| | |
|---|---|
| Official Program Name | Predictive Analytics and Risk Management: Financial and Insurance Analytics, MS |
| Diploma Title | |
| Sponsor College | Liberal Arts & Sciences |
| Sponsor Department | Mathematics |
| Sponsor Name | Feng Liang, Interim Director of Actuarial Science Program and PARM Program ~~Mary Lowry~~ |
| Sponsor Email | liangf@illinois.edu ~~lowry@illinois.edu~~ |
| College Contact | Stephen R. Downie ~~Mary Lowry~~ |
| College Contact Email | sdownie@illinois.edu ~~lowry@illinois.edu~~ |
| College Budget Officer | Michael Wellens |
| College Budget Officer Email | wellens@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.

Claudia Freiji, cnassif@illinois.edu
Melissa Reedy, murray@illinois.edu (LAS Assistant Director Course & Cir Dvt)

Does this program have inter-departmental administration?

Yes ~~No~~

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

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

The Predictive Analytics and Risk Management (PARM) program has a shared governance between the departments of Mathematics and Statistics. While PARM faculty director and staff members handle administrative tasks, a joint committee with appointed members from both departments provides guidance and consultation to the PARM director, sets administrative policies, approves personnel and curricula changes, and handles all other matters of concern to the program.

College Liberal Arts & Sciences

Department Statistics

Is there an additional department involved in governance?

No

## Effective Catalog Term

| | |
|---|---|
| Effective Catalog Term | Fall 2026 |
| Effective Catalog | 2026-2027 |

## Proposal Title

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

Revise the Concentration in Financial and Insurance Analytics in the Master of Science in Predictive Analytics and Risk Management in the College of Liberal Arts and Sciences and the Graduate College

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

This revision of Financial and Insurance Analytics concentration (key 1023) is related to the Predictive Analytics and Risk Management, MS (key 1022) and the revision to the Enterprise Risk Management concentration (key 1024).

## Program Justification

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

Proposed revisions for the Predictive Analytics and Risk Management major requirements are:

1. Replace ASRM 555 (Advanced Predictive Analytics; 4 credits) with ASRM 455 (Predictive Analytics; 4 credits). ASRM 555 will be added to the concentration elective list. The total number of credits for the major will remain the same.

2. Add ASRM 593 (Graduate Internship; 0 credits) to the list of program major requirements.

3. Raise the required GPA to 3.0 instead of 2.75.

4. With this revision we will update the POS with the core requirements (now titled major requirements) and the names of the two concentrations, Financial and Insurance Analytics (FIA) and Enterprise Risk Management (ERM).

5. The Elective (8 hours) have been combined with the concentration coursework (previously 12 hours) for a total of 20 concentration hours. The total number of hours for the degree have not changed.

6. The POS tables have been separated but the content within each remains the same. Table 1 was formerly the Core Requirements and now the Major Requirements. Table 2 represents the concentrations containing the total hours for the concentration (see justification 5). Table 3 remains the Other Requirements table with only a change to the GPA (see justification 3).

7. Adding STAT as an interdepartmental entity to the CIM-P record.

Proposed revisions for Financial and Insurance Analytics (FIA) Concentration Concentration Requirements are:

8. Replace STAT 432 (Basics of Statistical Learning) with ASRM 454 (Generalized Linear Models).

9. Add the option for students to choose between STAT 480 (Big Data Analytics 4 credits) or STAT 447 (Data Science Programing Methods 4 credits)

10. Expand the elective pool by adding the following courses: ASRM 402, ASRM 441, ASRM 442, ASRM 461, ASRM 469, ASRM 471, ASRM 490, ASRM 555; FIN 538; STAT 440, STAT 447, STAT 480, STAT 525, STAT 556. Note that MATH 563 has became ASRM 563 since Spring 2025.

11. STAT 447 and STAT 480 are options (see justification 9) in Concentration Requirements and Concentration Electives, with a note that in the Elective section that they can be taken as

electives if not take as the concentration requirement.

12. Remove ASRM 539 and FIN 590 from the elective pool.

13. Add a cap of 8 credits on the number of FIN elective credits.

14. Update the course number for "Enterprise Risk Management" to its current number (FIN 538) instead of its former number (FIN 526) in the elective course list.

15. With this revision we will implement the concentration project. This is the reason for adding the major requirements that are needed in addition to the concentration requirements to the Program of Study chart.

16. Remove FIN 580 Special Topics (Big Data Analytics) and add FIN 550: Big Data Analytics for Predictive and Causal Analysis.

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

No

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

Reasoning for the proposed revisions for the Predictive Analytics and Risk Management major requirements are:

The Predictive Analytics and Risk Management (PARM) program was launched in Fall 2022. While the students' experiences have been largely positive, we did encounter some logistical challenges and collected constructive feedback from the first cohort of students and faculty members involved with the program. We discovered a few areas for potential improvements. The rationales for the proposed changes are as follows:

1. Replace ASRM 555 with ASRM 455

Due to the interdisciplinary nature of the program, we have attracted students from a variety of academic backgrounds, some of whom did not have previous exposure to advanced statistics courses. In Fall 2022, the Actuarial Science Program implemented a change to the course Predictive Analytics (previously ASRM 552), whose content have been split and expanded into two courses ASRM 455 and 555. While the course ASRM 455 is taught at an elementary level with advanced undergraduate students and first year master's students as primary audience, the subsequent course ASRM 555 is offered at a much more advanced level with sophisticated case studies. When the change was implemented, ASRM 555 was used automatically in the course catalogue as a replacement of the retired ASRM 552. As a result, PARM students now must take the advanced version ASRM 555. Since ASRM 555 uses ASRM 455 as its prerequisite, we are effectively asking students to take an additional course (ASRM 455) for graduation, which would likely extend the time to graduation. We also found that some students who intend for the Enterprise Risk Management concentration may find difficulty in taking ASRM 555. Therefore, we propose to adopt ASRM 455 (Predictive Analytics) as a major program requirement and move ASRM 555 (Advanced Predictive Analytics) to the elective pool.

2. Add ASRM 593 (Graduate Internship; 0 credits) to the program major requirements

Students who cannot secure internship before graduation with reasonable efforts can substitute this requirement by taking ASRM 490 (Advanced Actuarial Research) within the I-Risk Lab in their last semester. Replacing ASRM 593 with ASRM 490 should be treated as an exception to be used only in the event that a student was not able to land an internship before graduation.
The PARM program is designed to offer a fast-track option where students may graduate within one year of study. The faculty team is working diligently to establish new co-operative partnerships with corporates to secure internship opportunities to most of our students. While some of our students have found internship opportunities for the Spring semester (their 2nd

semester), they have been declined by the ISSS to obtain a Curricular Practical Training (CPT) permit. Federal regulations regarding the F-1 visa status prohibit CPT/OPT from being awarded prior to the completion of a full academic year of full-time study. However, the CPT/OPT rule does allow an exception for graduate programs that require (not just recommend) immediate participation in off-campus employment. After consulting the ISSS, we shall impose the internship requirement before graduation. The ISSS has confirmed that the added language should comply with federal regulations.

3. Raise the required GPA to 3.00

We propose raising the required GPA from 2.75 to 3.0 to remain consistent with the requirements of the Graduate College. During the first year of launch we were able to attract students with substantially higher GPAs than 3.2.

4. Implementing the Concentration Project

Administrative action requested by the Provost's Office/ Office of the Registrar/ Graduate College to add clarity to the CIM record for the major and concentrations. We have added the names of the concentrations to the Program of Study. The 8 hours of electives are part of the concentration requirements.

5. Due to the inclusion of the Concentrations (Keys 1023 and 1024) showing the coursework required, combining the electives in this total hours added clarity to the program requirements.

6. Organizing the major requirements, concentration requirements, and other requirements as separate components made the POS more readable and user friendly.

7. By adding STAT as an interdepartmental entity, this reflects the intended structure from the beginning, that STAT is a co-sponsoring department.

Reasoning for the proposed revisions for Financial and Insurance Analytics Concentration Requirements are:

8. Replace STAT 432 with ASRM 454 (Generalized Linear Models).

GLM is an integral part of Financial and Insurance Analytics. It is heavily used in casualty insurance industry and credit risk analysis in the banking industry. We have heard from prospective PARM COOP partners their interests in internship applicants who have deep understanding of GLM modeling. While STAT 432 (Basics of Statistics learning) provides a solid statistical learning foundation, it has substantial overlap with the content of ASRM 455, therefore we believe that replacing STAT 432 with ASRM 454 will give students a more

therefore we believe that replacing STAT 432 with ASRM 434 will give students a more comprehensive coverage of the requirements of the FIA concentration without affecting their statistical learning competency.

9. Add the option for students to choose between STAT 480 (Big Data Analytics 4 credits) or STAT 447 (Data Science Programing Methods 4 credits).

Based on last year's course offerings, we realized that STAT 480 was not offered as frequently as initially planned. Since STAT 480 is an FIA concentration requirement and must be taken by all students before their graduation, Department of Statistics suggested STAT 447 (Data Science Programming Methods) as a replacement in Spring 2023. Therefore, we propose to give students the option to take either STAT 480 or STAT 447 to fulfill the requirements of the FIA concentration.

10. Expand the elective pool.

The expanded list shall offer PARM students the options to take more courses that cater to their interests and diverse career paths.

11. STAT 447 and STAT 480 are options (see justification 9) in Concentration Requirements and Concentration Electives, with a note that in the Elective section that they can be taken as electives if not take as the concentration requirement.

To add clarity to the POS when the course is taken as a Concentration Requirement vs. as Concentration Elective.

12. Remove ASRM 539 and FIN 590 from the elective pool.

ASRM 539 is a PARM major requirement and should be taken by all students in the program rather than as an elective. FIN 590 (Individual Study and Research) has program restrictions and requires the approval of the instructor. During the past year none of the PARM students was able to register in this course. Since it is very unlikely for PARM candidates to secure an approval, we believe it is better to remove it from the elective pool.

13. Add a cap of 8 credits on the number of FIN elective credits.

The LAS pays $785 per credit per student for each FIN course according to an MOU signed between the LAS and the College of Business. The restriction is imposed to prevent students from taking more FIN courses beyond meeting the degree requirements. For example, FIA concentration students must take FIN 530 because it is part of the program major requirements. In addition, they may choose to take up to 8 credits of FIN electives (Capped

electives) available for FIA concentration. The cap does not affect the number of FIN credits taken by any student (in both concentrations) that count towards the 32 credits needed for their graduation.

14. Update the course number for "Enterprise Risk Management" to its current number (FIN 538) instead of its former number (FIN 526) in the elective course list.

When "Enterprise Risk Management" course was selected for the Enterprise Risk Management concentration requirements, its course number was FIN 526 as can be seen in the CIMC Key12771 History. In 2021, FIN 526 changed names from "Enterprise Risk Management" to "Investment Banking" and the "Enterprise Risk Management" course became FIN 538. Since the initial selection for the program was "Enterprise Risk Management", the current course number (FIN 538) must be used.

15. Administrative action requested by the Provost's Office/Office of the Registrar/ Graduate College to add clarity to the CIM record for the major and concentrations. We have added the names of the concentrations to the Program of Study. The 8 hours of electives are part of the concentration requirements.

16. FIN 580 Special Topics, section Big Data Analytics was proposed as a permanent course number, FIN 550. As such, removing the special topics section and adding the permanent course number for student transparency.

While it appears there have been changes made to the Financial Resources in this proposal there are no changes. The information in this section was carried over from the original program proposal and removed for this revision.

## 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?

No

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

No

Does the program include other courses/subjects outside of the sponsoring department impacted by the creation/revision of this program? If Yes is selected, indicate the appropriate courses and attach the letter of

support/acknowledgement.

Yes

Courses outside of the sponsoring department/interdisciplinary departments:

STAT 432 - Basics of Statistical Learning
FIN 538 - Enterprise Risk Management
FIN 526 - Investment Banking
FIN 590 - Individual Study and Research
FIN 580 - Special Topics in Finance
FIN 550 - Big Data Analytics in Finance

| | |
|---|---|
| Please attach any letters of support/ acknowledgement for any Instructional Resources. Consider faculty, students, and/or other impacted units as appropriate. | Support letter from Stats for PARM Program revisions.pdf<br>Support Letter from Finance MSPARM_537538_2023.pdf<br>Support PARM_FINcourses_062023.pdf<br>STAT approval for adding STAT electives to ERM and FIA concentrations.pdf<br>Stat Approval to include ASRM 402 in the elective pool for PARM.pdf<br>Supporting_Letter_Finance FIN 580 and FIN 550.pdf |

## Program Features

Academic Level Graduate

Is this program part of an ISBE approved licensure program?

No

Will specialized accreditation be sought for this program?

Yes

Describe the institution's plan for seeking specialized accreditation for this program.

Professional Risk Managers' International Association (PRMIA) Risk Accreditation Program
https://prmia.org/Public/PRM/PRM_Exam_Exemptions_-_University_Accreditation.aspx

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

The estimated number of degrees awarded in the first year is lower than the number of students in the program due to the fact that some students may elect to continue with the program for more than two semesters.

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

No

## Program of Study

Revised programs Side by Side Comparative Table for PARM 1022 1023 1024 (Dec 23).xlsx

### Catalog Page Text - Overview Tab

Catalog Page Overview Text

This ~~proposed new~~ degree program is designed to meet the ~~respond to a large and~~ growing demand for professionals with expertise in advanced analytical ~~modern statistical~~ techniques for ~~combined with an understanding of~~ risk management across ~~in a wide range of~~ industries such as ~~including~~ insurance, consulting, investment, pensions, ~~pension,~~ healthcare, banking, and ~~banking and~~ financial services. The ~~This~~ program integrates ~~combines~~ training in modern statistical methods with ~~actuarial science~~ principles of actuarial science and financial risk management. It ~~The coursework~~ is intended for students with a strong ~~who have the prerequisite~~ quantitative background who seek ~~to train for~~ careers in predictive analytics for insurance and other financial sectors. ~~settings by providing a multidisciplinary and integrated program.~~

The curriculum provides a multidisciplinary and integrated learning experience. Core requirements include courses from an actuarial science perspective, along with ~~three disciplines,~~ a case study course ~~in financial risk management, courses in risk management~~ and an internship course. ~~predictive analytics from an actuarial science perspective, and training in statistical machine learning, big data techniques, and Bayesian statistical methods.~~ Students receive training in statistical machine learning, big data techniques, and Bayesian statistical methods. In addition, electives ~~Related courses~~ from ~~the~~ three related disciplines allow ~~may then be chosen as electives for~~ students to tailor the program to ~~reach~~ their individual ~~individualized~~ educational goals.

The 32-credit-hour ~~Courses will be scheduled so that students may complete the 32-hour~~ program can be completed in one academic year with appropriate course scheduling. ~~year.~~ Each concentration requires 20 credit ~~12~~ hours of coursework ~~common core courses,~~ organized around three broad areas of expertise, with at least 12 hours completed at the 500 level. ~~including a case study course. Each concentration also requires 12 hours of related area coursework specific to the concentration, plus an additional 8 hours of electives from a prescribed list included in this proposal.At least 12 hours must be taken at the 500 level.~~

Is the overview text above correct?

Yes

Statement for Programs of Study Catalog

| **Major Requirements** | | **12** |
|---|---|---|
| ASRM 410 | Investments and Financial Markets | |

| | | |
|---|---|---|
| ASRM 455 | Predictive Analytics | |
| ASRM 539 | Risk Analytics and Decision Making | |
| ASRM 593 | Graduate Internship (or ASRM 490) | |
| FIN 530 | Foundations in Risk Management | |
| **Financial and Insurance Analytics Concentration Requirements** | | **12** |
| ASRM 454 | Generalized Linear Models | |
| STAT 431 | Applied Bayesian Analysis | |
| ~~STAT 432~~ | ~~Basics of Statistical Learning~~ | |
| STAT 447 | Data Science Programming Methods | |
| or STAT 480 | Big Data Analytics | |
| **Financial and Insurance Analytics Concentration Electives** | | **8** |
| Choose two of the following: | | |
| (FIN elective credits are capped at 8 credits per student) | | |
| ASRM 402 | Actuarial Statistics II | |
| ASRM 409 | Stochastic Processes for Finance and Insurance | |
| ASRM 441 | Statistics for Risk Modeling I | |
| ASRM 442 | Statistics for Risk Modeling II | |
| ASRM 461 | Loss Models | |
| ASRM 469 | Casualty Actuarial Mathematics | |
| ASRM 471 | Life Contingencies I | |
| ASRM 490 | Actuarial Research | |
| ASRM 499 | Topics in Actuarial Science | |
| ASRM 510 | Financial Mathematics | |
| ASRM 533 | Risk Management Practices and Regulation | |
| ~~ASRM 539~~ | ~~Risk Analytics and Decision Making (if not taken as a core requirement)~~ | |
| ASRM 555 | Advanced Predictive Analytics | |
| ASRM 561 | Loss Data Analytics & Credibility | |
| ASRM 563 | Risk Modeling and Analysis | |

| | |
|---|---|
| ASRM 569 | Extreme Value Theory and Catastrophe Modeling |
| ASRM 575 | Life Insurance and Pension Mathematics |
| ASRM 595 | Advanced Topics in Actuarial Science and Risk Analytics |
| FIN 431 | Property-Liability Insurance |
| FIN 511 | Investments |
| FIN 512 | Financial Derivatives |
| FIN 513 | Advanced Financial Derivatives |
| FIN 514 | Valuation of Complex Derivative Securities |
| FIN 515 | Fixed Income Portfolios |
| FIN 519 | Behavioral Finance |
| ~~FIN 526~~ | ~~Investment Banking~~ |
| FIN 537 | Financial Risk Management |
| FIN 538 | Enterprise Risk Management |
| FIN 550 | Big Data Analytics in Finance for Predictive and Causal Analysis |
| FIN 551 | International Finance |
| ~~FIN 580~~ | ~~Special Topics in Finance (Big Data Analytics)~~ |
| ~~FIN 590~~ | ~~Individual Study and Research~~ |
| ~~MATH 563~~ | ~~Course MATH 563 Not Found~~ |
| STAT 440 | Statistical Data Management |
| STAT 447 | Data Science Programming Methods (If not taken as concentration requirement) |
| STAT 480 | Big Data Analytics (If not taken as concentration requirement) |
| STAT 525 | Topics in Computational Statistics |
| STAT 542 | Statistical Learning |
| STAT 556 | Advanced Time Series Analysis |
| STAT 590 | Individual Study and Research |
| **Total Hours** | **32** |

**Other requirements (may overlap)**

A concentration is required

| | |
|---|---|
| Minimum 500-level hours required overall | 12 |
| Minimum GPA | 3.0 |

~~Financial and Insurance Analytics Concentration~~

## Program Relationships

Corresponding Program(s):

| Corresponding Program(s) |
|---|
| Predictive Analytics and Risk Management, MS |

## Program Regulation and Assessment

### Plan to Assess and Improve Student Learning

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

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

No

Student Learning Outcomes

Students graduating from the Financial and Insurance Analytics concentration of the Predictive Analytics and Risk Management program will be able to:

1) Apply statistical learning techniques to analyze big data related to financial and insurance industries.
2) Demonstrate proficiency in programming and software used to conduct statistical analysis and visualizations.
3) Communicate effectively technical findings to a wide range of audience.
4) Participate efficiently in case studies and internships that require team collaboration.

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

Describe here:

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

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

Program Description and Requirements

Attach Documents

## Delivery Method

This program is available:

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

## Enrollment

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

This modification will not impact enrollment and degrees awarded.

## Budget

| | |
|---|---|
| Are there budgetary implications for this revision? | No |

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

No ~~Yes~~

Additional Budget Information

Attach File(s)

## Financial Resources

How does the unit intend to financially support this proposal?

~~The interdisciplinary nature of this degree requires that Mathematics reach tuition sharing agreements with collaborating departments, Statistics andFinance.After paying for some fixed costs, the remaining revenue will be split across departments according to the number of hours of instruction performed by eachdepartment.The existing arrangements allow for growth in the program to be supported by the resulting growth in tuitionincome.A more detailed financial analysis is givenbelow.As explained in the Justification section, we expect a large pool of applicants to ensure the admission of a sufficiently large number of high caliber candidates so that the costs of running the program arecovered.Below is a brief analysis of the breakeven point, and revenue depending onenrollment.We assume an arrangement within LAS that directs 70% of the net tuition to the Math department, which will then be shared with the Statistics and Finance departments in proportion to the number of hours of instruction after subtracting some fixedcosts.Annual expenditures are assumed to be a 15K stipend for the program director, 60K for a 100% academic professional who will be involved with advising, admissions, and job placement, 35K for a civil service employee and 330K for instructors of additional sections that will berequired.We assume an expense of 90K for 50% TAs who will serve in these extra sections and 114K for other expenses such as travel, guest speaker, marketing, costs in developing online courses and otheritems.That comes to a total of 644K in annualexpenses.Revenue from tuition is based on an approximate base rate of 27.412K for nonresident students and 12.688K for Illinois residents, and a tuition differential for allstudents.The tuition differential amount is being reviewed within the College and will be requested with the AY22-23 tuitionrequest.We assume that 80 percent will be nonresident and 20 percent will beresidents.We further assume that 50% of students will spend two semesters in the program, and 50% will spend threesemesters.Given these assumptions, the total number of students required for the departments to break even is25.The differential tuition on top of the base graduate tuition is intended to fund a Predictive Analytics Education and Research InnovationInitiative.The objective of the funding is to make more courses available online and to cover costs of industry speakers to campus, providing individualized career coaching services, etc, which are additional services not available in existing MS programs in the Departments of Mathematics andStatistics.This may also be used to support research innovations and collaborations among the participating departments' faculty andstudents.~~

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

No ~~Yes~~

Attach letters of
support

Is this program requesting self-supporting status?

Yes

## Faculty Resources

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

All courses for this program are already offered to students from other programs. We do not expect changes to the number of faculty, teaching loads or student-faculty ratios.

## Library Resources

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

The proposal team consulted with Sarah Park and, based upon their input, determined that the Library’s resources, collections, and services are sufficient to meet the needs of the program outlined in this proposal.

### EP Documentation

EP Control Number EP.26.138

Attach Rollback/
Approval Notices

### Non-EP Documentation

U Program Review
Comments

Rollback
Documentation and
Attachment

### DMI Documentation

Attach Final
Approval Notices

Banner/Codebook
Name

Financial and Insurance Analytics

| | | | | | |
|---|---|---|---|---|---|
| Program Code: | 6070 | | | | |
| Minor Code | | Conc Code | 6070 | Degree Code | MS |
| | | | | Major Code | 6078 |
| Senate Approval Date | | | | | |
| Senate Conference Approval Date | | | | | |
| BOT Approval Date | | | | | |
| IBHE Approval Date | | | | | |
| HLC Approval Date | | | | | |
| DOE Approval Date | | | | | |
| Effective Date: | | | | | |

Program Reviewer Comments

**Mary Lowry (lowry) (05/09/23 2:40 pm):** Rollback: Please see my email. Many of the changes apply to more than one of the proposals.

**Mary Lowry (lowry) (06/08/23 12:03 pm):** Rollback: Please see email from me.

**Stephen Downie (sdownie) (07/20/23 9:47 am):** Rollback: Per email to Claudia on July 20th.

**Mary Lowry (lowry) (10/16/23 2:23 pm):** Rollback: Please see emails dated 10-16-23

**Mary Lowry (lowry) (11/03/23 5:48 pm):** Rollback: please see email dated 11-3-23

**Brianna Vargas-Gonzalez (bv4) (07/19/24 10:53 am):** Rollback: rollback per department's request

**Emily Stuby (eastuby) (01/29/26 3:40 pm):** Rollback: College requested

**Allison McKinney (agrindly) (03/09/26 1:43 pm):** Rollback: As requested.

Key: 1023

# Program Change Request

EP.26.138
Admin Approval_Section2_#A3

Date Submitted: 01/29/26 8:43 pm

## Viewing: 6071 : Predictive Analytics and Risk Management: Enterprise Risk Management, MS

Last approved: 03/11/22 1:22 pm

Last edit: 03/31/26 12:18 pm

Changes proposed by: Feng Liang

Catalog Pages Using this Program: Predictive Analytics and Risk Management: Enterprise Risk Management, MS

Proposal Type:
Concentration (ex. Dietetics)

This proposal is for a:
Revision

### In Workflow

1. U Program Review
2. 1257-MATH Head
3. 1583-STAT Head
4. KV Dean
5. University Librarian
6. Grad_College
7. COTE Programs
8. Provost
9. Senate EPC
10. Senate
11. U Senate Conf
12. Board of Trustees
13. IBHE
14. HLC
15. DOE
16. Catalog Editor
17. DMI

### Approval Path

1. 01/29/26 3:40 pm Emily Stuby (eastuby): Rollback to Initiator
2. 01/30/26 1:24 pm Brianna Vargas-Gonzalez (bv4): Approved for U Program Review
3. 02/04/26 3:01 pm Feng Liang (liangf): Approved for 1257-MATH Head
4. 02/24/26 9:48 pm Feng Liang (liangf):

Approved for 1583-STAT Head

5. 03/03/26 1:22 pm Melissa Reedy (murray): Approved for KV Dean
6. 03/03/26 2:49 pm Tom Teper (tteper): Approved for University Librarian
7. 03/09/26 1:43 pm Allison McKinney (agrindly): Rollback to KV Dean for Grad_College
8. 03/09/26 2:46 pm Melissa Reedy (murray): Approved for KV Dean
9. 03/09/26 2:48 pm Tom Teper (tteper): Approved for University Librarian
10. 03/24/26 7:55 pm Allison McKinney (agrindly): Approved for Grad_College
11. 03/24/26 9:08 pm Suzanne Lee (suzannel): Approved for COTE Programs
12. 03/27/26 3:16 pm Brooke Newell (bsnewell): Approved for Provost

## History

1. Feb 8, 2022 by Kelly Ritter (ritterk)
2. Mar 10, 2022 by Mary Lowry (lowry)
3. Mar 11, 2022 by Mary Lowry (lowry)

## Administration Details

| | |
|---|---|
| Official Program Name | Predictive Analytics and Risk Management: Enterprise Risk Management, MS |
| Diploma Title | |
| Sponsor College | Liberal Arts & Sciences |
| Sponsor Department | Mathematics |
| Sponsor Name | Feng Liang, Interim Director of Actuarial Science and PARM Program ~~Mary Lowry~~ |
| Sponsor Email | liangf@illinois.edu ~~lowry@illinois.edu~~ |
| College Contact | Stephen R. Downie ~~Mary Lowry~~ |
| College Contact Email | sdownie@illinois.edu ~~lowry@illinois.edu~~ |
| College Budget Officer | Michael Wellens |
| College Budget Officer Email | wellens@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.

Claudia Freiji, cnassif@illinois.edu
Melissa Reedy, murray@illinois.edu (LAS Assistant Director Course & Cir Dvt)

Does this program have inter-departmental administration?

Yes ~~No~~

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

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

The Predictive Analytics and Risk Management (PARM) program has shared governance between the departments of Mathematics and Statistics. While the PARM faculty director and staff members handle administrative tasks, a joint committee with appointed members from both departments provides guidance and consultation to the PARM director, sets administrative policies, approves personnel and curricula changes, and handles all other matters of concern to the program.

College Liberal Arts & Sciences

Department Statistics

Is there an additional department involved in governance?

No

## Effective Catalog Term

| | |
|---|---|
| Effective Catalog Term | Fall 2026 |
| Effective Catalog | 2026-2027 |

## Proposal Title

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

Revise the Concentration in Enterprise Risk Management in the Master of Science in Predictive Analytics and Risk Management in the College of Liberal Arts and Sciences and the Graduate College

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

This revision of the Enterprise Risk Management concentration (key 1024) is related to the revision of the Predictive Analytics and Risk Management, MS (key 1022) and the revision of the Financial and Insurance Analytics concentration (key 1023).

## Program Justification

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

Proposed revisions for the Predictive Analytics and Risk Management major requirements are:

1. Replace ASRM 555 (Advanced Predictive Analytics; 4 credits) with ASRM 455 (Predictive Analytics; 4 credits). ASRM 555 will be added to the concentration elective list. The total number of credits for the major will remain the same.

2. Add ASRM 593 (Graduate Internship; 0 credits) to the list of program major requirements.

3. Raise the required GPA to 3.0 instead of 2.75.

4. With this revision we will update the POS with the core requirements (now titled major requirements) and the names of the two concentrations, Financial and Insurance Analytics (FIA) and Enterprise Risk Management (ERM).

5. The Elective (8 hours) have been combined with the concentration coursework (previously 12 hours) for a total of 20 concentration hours. The total number of hours for the degree have not changed.

6. The POS tables have been separated but the content within each remains the same. Table 1 was formerly the Core Requirements and now the Major Requirements. Table 2 represents the concentrations containing the total hours for the concentration (see justification 5). Table 3 remains the Other Requirements table with only a change to the GPA (see justification 3).

7. Adding STAT as an interdepartmental entity to the CIM-P record.

Proposed revisions for Enterprise Risk Management (ERM) Concentration Requirements and Electives are:

8. Update the course number for "Enterprise Risk Management" to its current number (FIN 538) instead of its former number (FIN 526) in the ERM concentration requirements.

9. Expand the elective pool by adding the following courses: ASRM 402, ASRM 441, ASRM 442, ASRM 454, ASRM 461, ASRM 469, ASRM 471, ASRM 490, ASRM 555, STAT 431, STAT 440, STAT 447, STAT 480, STAT 525, STAT 556. Note that MATH 563 has became ASRM 563 since Spring 2025.

10. Remove ASRM 539 and FIN 590 from the elective pool.

11. Cap the FIN electives to 8 credits per student

12. With this revision we will implement the concentration project. This is the reason for adding the major requirements that are needed in addition to the concentration requirements to the Program of Study table.

13. Remove FIN 580 Special Topics (Big Data Analytics) and add FIN 550: Big Data Analytics for Predictive and Causal Analysis.

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

No

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

Reasoning for the proposed revisions for the Predictive Analytics and Risk Management major requirements are:

The Predictive Analytics and Risk Management (PARM) program was launched in Fall 2022. While the students' experiences have been largely positive, we did encounter some logistical challenges and collected constructive feedback from the first cohort of students and faculty members involved with the program. We discovered a few areas for potential improvements. The rationales for the proposed changes are as follows:

1. Replace ASRM 555 with ASRM 455

Due to the interdisciplinary nature of the program, we have attracted students from a variety of academic backgrounds, some of whom did not have previous exposure to advanced statistics courses. In Fall 2022, the Actuarial Science Program implemented a change to the course Predictive Analytics (previously ASRM 552), whose content have been split and expanded into two courses ASRM 455 and 555. While the course ASRM 455 is taught at an elementary level with advanced undergraduate students and first year master's students as primary audience, the subsequent course ASRM 555 is offered at a much more advanced level with sophisticated case studies. When the change was implemented, ASRM 555 was used automatically in the course catalogue as a replacement of the retired ASRM 552. As a result, PARM students now must take the advanced version ASRM 555. Since ASRM 555 uses ASRM 455 as its prerequisite, we are effectively asking students to take an additional course (ASRM 455) for graduation, which would likely extend the time to graduation. We also found that some students who intend for the Enterprise Risk Management concentration may find difficulty in taking ASRM 555. Therefore, we propose to adopt ASRM 455 (Predictive Analytics) as a major program requirement and move ASRM 555 (Advanced Predictive Analytics) to the elective pool.

2. Add ASRM 593 (Graduate Internship; 0 credits) to the program major requirements

Students who cannot secure internship before graduation with reasonable efforts can substitute this requirement by taking ASRM 490 (Advanced Actuarial Research) within the I-Risk Lab in their last semester. Replacing ASRM 593 with ASRM 490 should be treated as an exception to be used only in the event that a student was not able to land an internship before graduation.
The PARM program is designed to offer a fast-track option where students may graduate within one year of study. The faculty team is working diligently to establish new co-operative partnerships with corporates to secure internship opportunities to most of our students. While some of our students have found internship opportunities for the Spring semester (their 2nd

semester), they have been declined by the ISSS to obtain a Curricular Practical Training (CPT) permit. Federal regulations regarding the F-1 visa status prohibit CPT/OPT from being awarded prior to the completion of a full academic year of full-time study. However, the CPT/OPT rule does allow an exception for graduate programs that require (not just recommend) immediate participation in off-campus employment. After consulting the ISSS, we shall impose the internship requirement before graduation. The ISSS has confirmed that the added language should comply with federal regulations.

3. Raise the required GPA to 3.00

We propose raising the required GPA from 2.75 to 3.0 to remain consistent with the requirements of the Graduate College. During the first year of launch we were able to attract students with substantially higher GPAs than 3.2.

4. Implementing the Concentration Project

Administrative action requested by the Provost's Office/ Office of the Registrar/ Graduate College to add clarity to the CIM record for the major and concentrations. We have added the names of the concentrations to the Program of Study. The 8 hours of electives are part of the concentration requirements.

5. Due to the inclusion of the Concentrations (Keys 1023 and 1024) showing the coursework required, combining the electives in this total hours added clarity to the program requirements.

6. Organizing the major requirements, concentration requirements, and other requirements as separate components made the POS more readable and user friendly.

7. By adding STAT as an interdepartmental entity, this reflects the intended structure from the beginning, that STAT is a co-sponsoring department.

Reasoning for the proposed revisions for Enterprise Risk Management (ERM) Concentration Requirements and Electives are:

8. Update the course number for "Enterprise Risk Management" to its current number (FIN 538) instead of its former number (FIN 526) in the ERM concentration requirements.

When "Enterprise Risk Management" course was selected for the Enterprise Risk Management concentration core requirements, its course number was FIN 526 as can be seen in the CIMC Key12771 History. In 2021, FIN 526 changed names from "Enterprise Risk Management" to "Investment Banking" and the "Enterprise Risk Management" course became FIN 538. Since the initial selection for the program was "Enterprise Risk Management", the current course number

initial selection for the program was "Enterprise Risk Management", the current course number (FIN 538) must be used.

9. Expand the elective pool.

The expanded list shall offer Predictive Analytics and Risk Management (PARM) students the options to take more courses that cater to their interests and diverse career paths.

10. Remove ASRM 539 and FIN 590 from the elective pool.

ASRM 539 is a PARM major requirement and should be taken by all students in the program rather than elective. FIN 590 (Individual Study and Research) has program restrictions and requires the approval of the instructor. During the past year none of the PARM students were able to register in this course. Since it is very unlikely for PARM candidates to secure an approval, we believe it is better to remove it from the elective pool.

11. Add a cap of 8 credits on the number of FIN elective credits.

The LAS pays $785 per credit per student for each FIN course according to an MOU signed between the LAS and the College of Business. The restriction is imposed to prevent students from taking more FIN courses beyond meeting the degree requirements. For example, Enterprise Risk Management (ERM) concentration students must take FIN 530 because it is part of the program major requirements. They must take FIN 537 and FIN 538 because they are in the ERM concentration requirements. In addition, they may choose to take up to 8 credits of FIN electives (Capped electives) available for ERM concentration. The cap does not affect the number of FIN credits taken by any student (in both concentrations) that count towards the 32 credits needed for their graduation.

12. To provide clarity to the major requirements and concentration requirements.

13. FIN 580 Special Topics, section Big Data Analytics was proposed as a permanent course number, FIN 550. As such, removing the special topics section and adding the permanent course number for student transparency.

While it appears there have been changes made to the Financial Resources in this proposal there are no changes. The information in this section was carried over from the original program proposal and removed for this revision.

## 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?

No

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

No

Does the program include other courses/subjects outside of the sponsoring department impacted by the creation/revision of this program? If Yes is selected, indicate the appropriate courses and attach the letter of support/acknowledgement.

Yes

Courses outside of the sponsoring department/interdisciplinary departments:

FIN 538 - Enterprise Risk Management
FIN 526 - Investment Banking
FIN 590 - Individual Study and Research
FIN 580 - Special Topics in Finance
FIN 550 - Big Data Analytics in Finance

| | |
|---|---|
| Please attach any letters of support/ acknowledgement for any Instructional Resources. Consider faculty, students, and/or other impacted units as appropriate. | Support letter from Stats for PARM Program revisions.pdf<br>Support PARM_FINcourses_062023.pdf<br>STAT approval for adding STAT electives to ERM and FIA concentrations.pdf<br>Stat Approval to include ASRM 402 in the elective pool for PARM.pdf<br>Supporting_Letter_Finance FIN 580 and FIN 550.pdf |

## Program Features

Academic Level Graduate

Is this program part of an ISBE approved licensure program?

No

Will specialized accreditation be sought for this program?

Yes

Describe the institution's plan for seeking specialized accreditation for this program.

Professional Risk Managers' International Association (PRMIA) Risk Accreditation Program
https://prmia.org/Public/PRM/PRM_Exam_Exemptions_-_University_Accreditation.aspx

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

The Assistant or Associate Director of the Predictive Analytics and Risk Management (PARM) ~~PARM~~ program is expected to pre-screen candidates. An admission committee that consists of faculty members teaching for the PARM program and is led by a faculty director will screen and admit candidates. Staff members will proceed and work with the Graduate College to finalize admission decisions.

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

No

## Program of Study

Revised programs Side by Side Comparative Table for PARM 1022 1023 1024 (Dec 23).xlsx

### Catalog Page Text - Overview Tab

Catalog Page Overview Text

This ~~proposed new~~ degree program is designed to meet the ~~respond to a large and~~ growing demand for professionals with expertise in advanced analytical ~~modern statistical~~ techniques for ~~combined with an understanding of~~ risk management across ~~in a wide range of~~ industries such as ~~including~~ insurance, consulting, investment, pensions, ~~pension,~~ healthcare, banking, and ~~banking and~~ financial services. The ~~This~~ program integrates ~~combines~~ training in modern statistical methods with ~~actuarial science~~ principles of actuarial science and financial risk management. It ~~The coursework~~ is intended for students with a strong ~~who have the prerequisite~~ quantitative background who seek ~~to train for~~ careers in predictive analytics for insurance and other financial sectors. ~~settings by providing a multidisciplinary and integrated program.~~

The curriculum provides a multidisciplinary and integrated learning experience. Core requirements include courses from an actuarial science perspective, along with ~~three disciplines,~~ a case study course ~~in financial risk management, courses in risk management~~ and an internship course. ~~predictive analytics from an actuarial science perspective, and training in statistical machine learning, big data techniques, and Bayesian statistical methods.~~ Students receive training in statistical machine learning, big data techniques, and Bayesian statistical methods. In addition, electives ~~Related courses~~ from ~~the~~ three related disciplines allow ~~may then be chosen as electives for~~ students to tailor the program to ~~reach~~ their individual ~~individualized~~ educational goals.

The 32-credit-hour ~~Courses will be scheduled so that students may complete the 32-hour~~ program can be completed in one academic year with appropriate course scheduling. ~~year.~~ Each concentration requires 20 credit ~~12~~ hours of coursework ~~common core courses,~~ organized around three broad areas of expertise, with at least 12 hours completed at the 500 level. ~~including a case study course. Each concentration also requires 12 hours of related area coursework specific to the concentration, plus an additional 8 hours of electives from a prescribed list included in this proposal.At least 12 hours must be taken at the 500 level.~~

Is the overview text above correct?

Yes

Statement for Programs of Study Catalog

| **Major Requirements** | | **12** |
|---|---|---|
| ASRM 410 | Investments and Financial Markets | |

| | | |
|---|---|---|
| ASRM 455 | Predictive Analytics | |
| ASRM 539 | Risk Analytics and Decision Making | |
| ASRM 593 | Graduate Internship (or ASRM 490) | |
| FIN 530 | Foundations in Risk Management | |
| **Enterprise Risk Management Concentration Requirements** | | **12** |
| ~~FIN 526~~ | ~~Investment Banking~~ | |
| ASRM 533 | Risk Management Practices and Regulation | |
| FIN 537 | Financial Risk Management | |
| FIN 538 | Enterprise Risk Management | |
| **Enterprise Risk Management Concentration Electives** | | **8** |
| Choose two of the following courses: | | |
| (Note: FIN elective credits are capped at 8 credits per student) | | |
| ASRM 402 | Actuarial Statistics II | |
| ASRM 409 | Stochastic Processes for Finance and Insurance | |
| ASRM 441 | Statistics for Risk Modeling I | |
| ASRM 442 | Statistics for Risk Modeling II | |
| ASRM 454 | Generalized Linear Models | |
| ASRM 461 | Loss Models | |
| ASRM 469 | Casualty Actuarial Mathematics | |
| ASRM 471 | Life Contingencies I | |
| ASRM 490 | Actuarial Research | |
| ASRM 499 | Topics in Actuarial Science | |
| ASRM 510 | Financial Mathematics | |
| ~~ASRM 539~~ | ~~Risk Analytics and Decision Making (if not taken as a core requirement)~~ | |
| ASRM 555 | Advanced Predictive Analytics | |
| ASRM 561 | Loss Data Analytics & Credibility | |
| ASRM 563 | Risk Modeling and Analysis | |
| ASRM 569 | Extreme Value Theory and Catastrophe Modeling | |

| | | |
|---|---|---|
| ASRM 575 | Life Insurance and Pension Mathematics | |
| ASRM 595 | Advanced Topics in Actuarial Science and Risk Analytics | |
| FIN 431 | Property-Liability Insurance | |
| FIN 511 | Investments | |
| FIN 512 | Financial Derivatives | |
| FIN 513 | Advanced Financial Derivatives | |
| FIN 514 | Valuation of Complex Derivative Securities | |
| FIN 515 | Fixed Income Portfolios | |
| FIN 519 | Behavioral Finance | |
| FIN 550 | Big Data Analytics in Finance for Predictive and Causal Analysis | |
| FIN 551 | International Finance | |
| ~~FIN 580~~ | ~~Special Topics in Finance (Big Data Analytics)~~ | |
| ~~FIN 590~~ | ~~Individual Study and Research~~ | |
| ~~MATH 563~~ | ~~Course MATH 563 Not Found~~ | |
| STAT 431 | Applied Bayesian Analysis | |
| STAT 440 | Statistical Data Management | |
| STAT 447 | Data Science Programming Methods | |
| STAT 480 | Big Data Analytics | |
| STAT 525 | Topics in Computational Statistics | |
| STAT 542 | Statistical Learning | |
| STAT 556 | Advanced Time Series Analysis | |
| STAT 590 | Individual Study and Research | |
| **Total Hours** | | **32** |

| **Other requirements (may overlap)** | |
|---|---|
| A concentration is required | |
| Minimum 500-level hours required overall | 12 |
| Minimum GPA | 3.0 |

~~Enterprise Risk Management Concentration~~

## Program Relationships

Corresponding Program(s):

| Corresponding Program(s) |
| --- |
| Predictive Analytics and Risk Management, MS |

## Program Regulation and Assessment

### Plan to Assess and Improve Student Learning

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

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

No

Student Learning Outcomes

Students graduating from the Enterprise Risk Management concentration of the Predictive Analytics and Risk Management program will be able to:

1) Apply risk management techniques to contain and mitigate risks in different market sectors such as: Investment and Commercial Banks, Financial Markets, Insurance and reinsurance and Enterprises.
2) Demonstrate proficiency in using programming software to conduct data analysis and visualizations.
3) Communicate effectively technical findings to a wide range of audience.
4) Participate efficiently in case studies and internships that require team collaboration.

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

Describe here:

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

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

Program Description and Requirements
Attach Documents

## Delivery Method

This program is available:

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

## Enrollment

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

This revision will not impact enrollment and degrees awarded.

## Budget

Are there budgetary implications for this revision? No

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

No ~~Yes~~

Additional Budget Information

Attach File(s)

## Financial Resources

How does the unit intend to financially support this proposal?

~~The interdisciplinary nature of this degree requires that Mathematics reach tuition sharing agreements with collaborating departments, Statistics and Finance.After paying for some fixed costs, the remaining revenue will be split across departments according to the number of hours of instruction performed by each department.The existing arrangements allow for growth in the program to be supported by the resulting growth in tuition income.A more detailed financial analysis is given below.As explained in the Justification section, we expect a large pool of applicants to ensure the admission of a sufficiently large number of high caliber candidates so that the costs of running the program are covered.Below is a brief analysis of the breakeven point, and revenue depending on enrollment.We assume an arrangement within LAS that directs 70% of the net tuition to the Math department, which will then be shared with the Statistics and Finance departments in proportion to the number of hours of instruction after subtracting some fixed costs.Annual expenditures are assumed to be a 15K stipend for the program director, 60K for a 100% academic professional who will be involved with advising, admissions, and job placement, 35K for a civil service employee and 330K for instructors of additional sections that will be required.We assume an expense of 90K for 50% TAs who will serve in these extra sections and 114K for other expenses such as travel, guest speaker, marketing, costs in developing online courses and other items.That comes to a total of 644K in annual expenses.Revenue from tuition is based on an approximate base rate of 27.412K for nonresident students and 12.688K for Illinois residents, and a tuition differential for all students.The tuition differential amount is being reviewed within the College and will be requested with the AY22-23 tuition request.We assume that 80 percent will be nonresident and 20 percent will be residents.We further assume that 50% of students will spend two semesters in the program, and 50% will spend three semesters.Given these assumptions, the total number of students required for the departments to break even is 25.The differential tuition on top of the base graduate tuition is intended to fund a Predictive Analytics Education and Research Innovation Initiative.The objective of the funding is to make more courses available online and to cover costs of industry speakers to campus, providing individualized career coaching services, etc, which are additional services not available in existing MS programs in the Departments of Mathematics and Statistics.This may also be used to support research innovations and collaborations among the participating departments' faculty and students.~~

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

Yes

If yes, please provide a summary of the sources and an indication of the approved support.

~~This new degree program is supported by a campus-wide Investment for Growth grant awarded by the Provost's office, which will help pay for the initial year of instruction and an academic professional who will be involved with career placement, admissions, and advising on administrative matters.Additional campus or external resources would be cluster computing access and massive data sets for instruction and research.The Department of Statistics currently has a grant to further data science education on campus and is working with ATLAS to provide a cluster of servers that may be used for this program as well as other courses and data intensive educational aims.Several companies with offices in the Research Park have been supportive of MS Statistics program and provide internship opportunities for students.A notable program is the STATE FARM Modeling and Analytics Graduate Network (MAGNet) program in which MS students are hired as part-time employees and have their tuition paid.We anticipate that MAGNet will be quite interested in students from the Predictive Analytics and Risk Management degree as well.~~

Attach letters of support

Is this program requesting self-supporting status?

Yes

## Faculty Resources

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

All courses for this program are already offered to students from other programs. We do not expect significant changes to the number of faculty, teaching loads or student-faculty ratios.

## Library Resources

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

The proposal team consulted with Sarah Park and, based upon their input, determined that the Library's resources, collections, and services are sufficient to meet the needs of the program outlined in this proposal.

### EP Documentation

EP Control Number EP.26.138

Attach Rollback/ Approval Notices

### Non-EP Documentation

U Program Review Comments

Rollback Documentation and Attachment

### DMI Documentation

Attach Final Approval Notices

Banner/Codebook Name

Enterprise Risk Management

Program Code: 6071

| Minor Code | Conc Code | | Degree Code | MS Major Code |
|---|---|---|---|---|
| 6078 | | 6071 | | |

Senate Approval Date

Senate Conference Approval Date

BOT Approval Date

IBHE Approval Date

HLC Approval Date

DOE Approval Date

Effective Date:

Program Reviewer Comments

**Mary Lowry (lowry) (05/09/23 2:40 pm):** Rollback: Please see my email. Many of the changes apply to more than one of the proposals.

**Mary Lowry (lowry) (06/08/23 12:03 pm):** Rollback: Please see email from me.

**Stephen Downie (sdownie) (07/20/23 9:47 am):** Rollback: Per email to Claudia on July 20th.

**Mary Lowry (lowry) (10/16/23 2:23 pm):** Rollback: Please see emails dated 10-16-23

**Mary Lowry (lowry) (11/03/23 5:48 pm):** Rollback: please see email dated 11-3-23

**Brianna Vargas-Gonzalez (bv4) (07/19/24 10:54 am):** Rollback: rollback per department's request

**Emily Stuby (eastuby) (01/29/26 3:40 pm):** Rollback: College requested

**Allison McKinney (agrindly) (03/09/26 1:43 pm):** Rollback: As requested.

Key: 1024

EP.26.138
Admin Approval_Section2_B1

# Program Change Request

Date Submitted: 09/29/25 2:22 pm

## Viewing: 10KY4043BS : Recreation, Sport & Tourism, BS

Last approved: 02/08/23 2:39 pm

Last edit: 03/31/26 12:41 pm

Changes proposed by: Toni Liechty

| | |
|---|---|
| Catalog Pages Using this Program | Recreation, Sport & Tourism: Recreation Management, BS<br>Recreation, Sport & Tourism: Sport Management, BS<br>Recreation, Sport & Tourism: Tourism Management, BS |

Proposal Type:
Major (ex. Special Education)

This proposal is for a:
Revision

### In Workflow

1. **U Program Review**
2. **Gen Ed Review**
3. **1714-RST Committee Chair**
4. **1714-RST Head**
5. **KY Committee Chair**
6. **KY 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. 10/01/25 3:43 pm Brianna Vargas-Gonzalez (bv4): Approved for U Program Review
2. 11/10/25 2:01 pm Melissa Steinkoenig (menewell): Approved for Gen Ed Review
3. 03/03/26 10:39 am Toni Liechty (tliechty): Approved for 1714-RST

Committee Chair
4. 03/03/26 5:10 pm Carla Santos (csantos): Approved for 1714-RST Head
5. 03/23/26 12:37 pm Robbin King (rlking10): Approved for KY Committee Chair
6. 03/23/26 12:43 pm Steve Petruzzello (petruzze): Approved for KY Dean
7. 03/23/26 12:54 pm Tom Teper (tteper): Approved for University Librarian
8. 03/23/26 1:42 pm Suzanne Lee (suzannel): Approved for COTE Programs
9. 03/26/26 6:28 am Brooke Newell (bsnewell): Approved for Provost

## History

1. Mar 30, 2019 by Deb Forgacs (dforgacs)
2. Apr 26, 2019 by Deb Forgacs (dforgacs)
3. Apr 29, 2019 by Deb Forgacs (dforgacs)
4. May 2, 2019 by Deb

Forgacs (dforgacs)
5. Jul 22, 2021 by Deb Forgacs (dforgacs)
6. Sep 14, 2021 by Deb Forgacs (dforgacs)
7. Feb 8, 2023 by Toni Liechty (tliechty)

## Administration Details

| | |
|---|---|
| Official Program Name | Recreation, Sport & Tourism, BS |
| Diploma Title | Bachelor of Science in Recreation, Sport and Tourism |
| Sponsor College | Applied Health Sciences |
| Sponsor Department | Recreation, Sport & Tourism |
| Sponsor Name | Toni Liechty |
| Sponsor Email | tliechty@illinois.edu |
| College Contact | Steve Petruzello ~~Reggie Alston~~ |
| College Contact Email | petruzze@illinois.edu ~~alston@illinois.edu~~ |
| College Budget Officer | |
| College Budget Officer Email | |

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

Does this program have inter-departmental administration?

No

## Effective Catalog Term

| | |
|---|---|
| Effective Catalog Term | Spring 2026 |
| Effective Catalog | 2025-2026 |

## Proposal Title

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

Revise the Bachelor of Science in Recreation, Sport & Tourism in the College of Applied Health Sciences

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

This major has 3 concentrations and one BS/MS option. The keys are 650, 651, 652, and 638. I was told that we only need to submit the gen ed table for the main undergraduate major (key 95) because the other programs do not list out all of the courses.

## Program Justification

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

1. The formatting of the POS and additional text (e.g., graduation requirements, university requirements, and general education requirements) has been modified to adhere to the campus General Education Template.

2. CMN 101, or CMN 111 and CMN 112 moved from the old Gen Ed Table into the major requirements under "Communication Requirement"

3. RHET 105 removed

4. RST 335, RST 120, RST 230, RST 242 removed from Gen Ed Table

5. Slight modifications to indentation of coursework, adding clarifying 'RST' to Restricted Electives Departmental courses requirement, and adding concentration names in the Program of Study table

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

No

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

1. Per Office of the Provost General Education initiative for transparency and accessibility.

2. CMN 101, CMN, 111 and CMN 112 are major requirements and not Gen Ed Requirements, so they should be moved out of the Gen Ed table and into the major requirements.

3. Student placement into a Composition I course varies and is not limited to RHET 105, so this course has been removed and a letter of support from RHET has been included (Comp I Rhet Update - English Support Letter 1)

4. Removed non-required courses (RST 335, RST 120, RST 230, RST 242) from the Gen Ed Table because these are not requirements in the major (electives).

5. These edits were made to increase transparency of requirements

A sample sequence isn't attached since there will be no impact/changes needed with this revision.

## 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?

No

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

No

Does the program include other courses/subjects outside of the sponsoring department impacted by the creation/revision of this program? If Yes is selected, indicate the appropriate courses and attach the letter of support/acknowledgement.

Yes

Courses outside of the sponsoring department/interdisciplinary departments:

RHET 105 - Writing and Research

| | |
|---|---|
| Please attach any letters of support/ acknowledgement for any Instructional Resources. Consider faculty, students, and/or other impacted units as appropriate. | Comp I Rhet Update - English Support Letter 2.pdf |

## Program Features

| | |
|---|---|
| Academic Level | Undergraduate |
| Does this major have transcripted concentrations? | Yes |
| Concentrations | |

| Concentrations(s) |
| --- |
| Recreation, Sport & Tourism: Recreation Management, BS |
| Recreation, Sport & Tourism: Sport Management, BS |
| Recreation, Sport & Tourism: Tourism Management, BS |

Will you admit to the concentration directly? Yes

Is a concentration required for graduation? Yes

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

4 years

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

128

CIP Code 310101 - Parks, Recreation, and Leisure Studies.

Is this program part of an ISBE approved licensure program?

No

Will specialized accreditation be sought for this program?

No

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

No

## Program of Study

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

40 credit hours of 300 or 400-level coursework is included in the required courses for the degree. All students must take:

- 25 credits of upper-level coursework within the core requirements:
RST 325 (3 credits), RST 340 (3cr), RST 370 (3cr), RST 410 (3cr), RST 429 (4cr), RST 440 (3cr), RST 460 (3cr), RST 465 (3cr)

- 6 credits of upper-level coursework as part of their concentration requirements (all students must choose 1 or more concentrations):
EITHER RST 317 (3cr) and RST 441 (3cr)
OR RST 354 (3cr) and RST 430 (3cr)
OR RST 350 (3cr) and RST 450 (3cr)

- 13 credits of upper-level coursework as part of the internship/experiential learning requirement.
RST 480 (1cr) and RST 485 (12cr)

Minimum upper-level credits for graduation = 44 credits

Revised programs

## Catalog Page Text - Overview Tab

Catalog Page Overview Text

Statement for
Programs of Study
Catalog

**Graduation Requirements**
Minimum hours required for graduation: 128 hours.
**University Requirements**
Minimum of 40 hours of upper-division coursework, generally at the 300- or 400-level. These hours can be drawn from all elements of the degree. Students should consult their academic advisor for additional guidance in fulfilling this requirement.
The university and residency requirements can be found in the Student Code (§ 3-801) and in the Academic

Catalog.

**General Education Requirements**

~~Generaleducation:~~Follows the campus ~~Students must complete the Campus~~ General Education (Gen Ed) requirements. ~~including the campus general education language requirement.~~ Some Gen Ed requirements may be met by courses required and/or electives in the program.

| | |
|---|---|
| Composition I | 4-6 |
| Advanced Composition | 3 |
| fulfilled by RST 410 | |
| Humanities & the Arts (6 hours) | 6 |
| Natural Sciences & Technology (6 hours) | 6 |
| Social & Behavioral Sciences (6 hours) | 6 |
| fulfilled by RST 100 and any other course approved as Social & Behavioral Sciences | |
| Cultural Studies: Non-Western Cultures (1 course) | 3 |
| Cultural Studies: US Minority Cultures (1 course) | 3 |
| Cultural Studies: Western/Comparative Cultures (1 course) | 3 |
| Quantitative Reasoning (2 courses, at least one course must be Quantitative Reasoning I) | 6-10 |
| fulfilled by RST 370 and any other course approved as Quantitative Reasoning I | |
| Language Requirement (Completion of the third semester or equivalent of a language other than English is required) | 0-15 |

# Major Requirements:

| | |
|---|---|
| ~~**General Education Requirements**~~ | ~~**36-42**~~ |
| ~~Composition 1 (RHET 105) and Communication (CMN 101); or CMN 111 and CMN 112~~ | ~~6-7~~ |
| ~~Advanced Composition (RST 410 fulfills requirement)~~ | ~~3~~ |
| ~~Quantitative Reasoning I (from approved campus list)~~ | ~~3~~ |
| ~~Humanities and the Arts (from approved campus list)~~ | ~~6~~ |
| ~~Quantitative Reasoning II (RST 370 fulfills this requirement)~~ | ~~3~~ |
| ~~Social Science (RST 100 and RST 335 fulfill this requirement)~~ | ~~3~~ |
| ~~Social and Behavioral Science (RST 120 fulfills this requirement)~~ | ~~3~~ |
| ~~Natural Sciences and Technology (from approved campus list)~~ | ~~6~~ |

| | | |
|---|---|---|
| ~~Foreign Language: Completion through the third level of the same language in high school or college~~ | | ~~4~~ |
| ~~Cultural Studies~~ | | ~~9~~ |
| ~~One course from Non-Western Cultures (from approved campus list)~~ | | |
| ~~One course from U.S. Minority Cultures (RST 230 fulfills this requirement)~~ | | |
| ~~One course from Western Cultures (RST 242 & RST 335 fulfill this requirement)~~ | | |
| **Communication Requirement** | | **3-6** |
| CMN 101 | Public Speaking | 3-6 |
| or CMN 111 & CMN 112 | Oral & Written Comm I and Oral & Written Comm II | |
| **Core Courses** | | **39** |
| RST 100 | Recreation, Sport, and Tourism in Modern Society | 3 |
| RST 101 | Orientation to Recreation, Sport and Tourism | 1 |
| RST 200 | Leadership in Recreation, Sport and Tourism | 2 |
| RST 210 | Management in Recreation, Sport and Tourism | 3 |
| RST 240 | Financial Resource Management in Recreation, Sport and Tourism | 3 |
| RST 255 | Ethical Issues in Recreation, Sport and Tourism | 2 |
| RST 325 | Marketing in Recreation, Sport and Tourism | 3 |
| RST 340 | Facility Management in Recreation, Sport and Tourism | 3 |
| RST 370 | Research Methods & Analysis | 3 |
| RST 410 | Strategic Management in Recreation, Sport and Tourism | 3 |
| RST 429 | Contemporary Issues in Recreation, Sport and Tourism | 4 |
| RST 440 | HR Management in RST | 3 |
| RST 460 | Event Management in Recreation, Sport and Tourism | 3 |
| RST 465 | Event Implementation and Evaluation in Recreation, Sport and Tourism | 3 |
| **Electives** | | **28-32** |

Restricted Electives (12 hours): Departmental courses (RST) not required in the core or counted toward concentration requirement.

| | | |
|---|---|---|
| Free Electives (16-20 hours): Any courses not counted toward core requirements, concentration requirements, or restricted electives. | | |
| **Experiential Education** | | **13** |
| RST 480 | Orientation to Internship | 1 |
| RST 485 | Internship | 12 |
| **Concentration required** | | **9** |
| Recreation Management | | |
| Sport Management | | |
| Tourism Management | | |
| **Total Hours** | | **128** |

| | |
|---|---|
| Corresponding Degree | BS Bachelor of Science |

## Program Regulation and Assessment

### Plan to Assess and Improve Student Learning

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

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

Yes

Student Learning Outcomes

Students graduating with the B.S. in Recreation, Sport & Tourism should be able to:

1 Communicate effectively in writing and in oral presentations about issues in recreation, sport and tourism.
2 Demonstrate a basic understanding of the history and theoretical underpinnings of recreation, sport and tourism in modern society.
3 Demonstrate basic knowledge about various dimensions of diversity, and the impact these dimensions have on service delivery recreation, sport and tourism organizations.
4 Demonstrate a basic understanding of the essential management functions necessary to deliver and manage services in recreation, sport and tourism organizations.
5 Demonstrate an ability to apply knowledge of basic management principles to professional practice.
6 Demonstrate the ability to design, implement, and evaluate services in recreation, sport and tourism venues.
7 Identify basic research methodologies at a level sufficient to collect, analyze, apply, and critique applied research data.

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

No

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

Describe here:

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

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

Program Description and Requirements

Attach Documents

~~RST Major Requirements.docx~~

~~Side-by-side comparison of RST Core Cores.pdf~~

## Delivery Method

This program is available:

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

## Admission Requirements

Desired Effective Admissions Term

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

No

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

## Enrollment

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

No impact as no curriculum changes will be made.

Estimated Annual Number of Degrees Awarded

| Year One Estimate | 5th Year Estimate (or when fully implemented) |
| --- | --- |
| | |

What is the matriculation term for this program?

Fall

## Budget

Are there budgetary implications for this revision? No

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

No

Additional Budget Information

Attach File(s)

## Financial Resources

How does the unit intend to financially support this proposal?

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

No

Attach letters of support

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

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

No

### Faculty Resources

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

No impact as no curriculum changes will be made.

## 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.

Please see the impact statement below provided from the library consultation:

Library impact statement for proposed change to the Recreation, Sport and Tourism Bachelor of Science Degree
November 20, 2025

The proposal was shared with the Library's Applied Health Science subject liaison, Erin Simon, who indicated that due to there being no change in enrollment or method of delivery, there is no anticipated impact to the library. If the proposed change does result in a change in enrollment or delivery method, the impact to the library should be revisited.

### EP Documentation

EP Control Number EP.26.138

Attach Rollback/ Approval Notices

### Non-EP Documentation

U Program Review Comments

Rollback Documentation and Attachment

### DMI Documentation

Attach Final Approval Notices

Banner/Codebook

Name

BS:Rec, Sport & Tourism -UIUC

Program Code: 10KY4043BS

| Minor Code | Conc Code | Degree Code | BS Major Code |
|---|---|---|---|
| 4043 | | | |

Senate Approval Date

Senate Conference Approval Date

BOT Approval Date

IBHE Approval Date

HLC Approval Date

DOE Approval Date NA

Effective Date:

Program Reviewer Comments

**Emily Stuby (eastuby) (10/01/25 8:43 am):** Added the concentrations to program features section.

**Melissa Steinkoenig (menewell) (11/10/25 2:01 pm):** Gen Ed Table: Good

**Jacob Fredericks (jfred) (03/08/26 11:55 am):** I am unable to view the RHET support letter. No concerns or comments with the reformatting of the degree/gen ed requirements this appears clear.

**Tim Hale (timhale) (03/10/26 12:55 pm):** I have no concerns or suggestions for this proposal.

**Justin Aronoff (jaronoff) (03/11/26 3:24 pm):** I have no additional concerns.

**Meaghan McKenna (meaghanm) (03/12/26 5:56 am):** No additional comments.

**Wesley Wilson (wjwilson) (03/16/26 7:45 am):** No additional comments.

**Yuhei Inoue (inouey) (03/18/26 5:09 pm):** I have no major concerns about this revision. One point, however, is that like Jake, I was unable to access the attachment: "Comp I Rhet Update - English Support Letter 1.pdf." This letter should be reattached for review.

Key: 95