

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

EP.26.151 Report of Administrative Approvals Through April 27, 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 April 13, 2026

A. Graduate Programs

- 1. Revise the Concentration in Data Analytics in Accountancy in the Gies College of Business and the Graduate College (key 840)** – removes ACCY 592 as a course option in a choose from list and includes learning outcomes for the concentration in the CIM-P record.
- 2. Revise the Master of Science in Global Studies in the College of Liberal Arts and Sciences and the Graduate College (key 1067)** – revises the track names from Global Governance to Global Leadership and Governance, from Global Security to Global Security and Threat Reduction, from Gender and Public Policy to Gender, Policy, and Global Development, and adds track called Global Data Analytics and Policy; adds IS 445 to the Global Data Analytics and Policy track; changes the ordering of tracks and courses to match the ordering in the Global Studies, GCRT; adds the following Track Elective courses to the Global Data Analytics and Policy: ACE 411, ACE 516, ACE 531, ECON 415, ECON 450, GGIS 465, GGIS 466, GLBL 496, GLBL 499, GLBL 501, NRES 454, PS 584; removes EPOL 524 from the Global Leadership and Governance track; adds the following courses to the Global Leadership and Governance track: EPOL 504, EPOL 515, EPOL 520, EPOL 522, EPOL 523, EPOL 525, EPOL 526, EPOL 528, UP 423; and adds UP 423 to the Gender, Policy, and Global Development track.
- 3. Revise the Master of Science in Health Communication in the College of Liberal Arts and Sciences and the Graduate College (key 174)** – revises the delivery method to be online only and thus removes the on campus method; revises the text in the Program of study to indicate that the program is online only; revises the text that indicates requirements to instead be the specific coursework, thus adds CMN 502, CMN 503, and CMN 575; removes the Independent Study Hours requirement and includes it as a note in the Elective coursework; adds Student Learning Outcomes to the CIM-P; and updates the self-supporting status response to yes as it has always been self-supporting.

B. Undergraduate Programs

- 1. Revise the Bachelor of Science in Early Childhood Education in the College of Education (key 104)** – modifies the formatting of the Program of Study table and additional text, including graduation, university, and general education requirements, removes superscripts; removes the ‘Earth & Space Science’ requirement, with courses to be selected from College of Education approved list; removes

“across these gen ed categories, students will need to take at least one course from each of the following four different rubrics: ECON, GEOG, HIST, PS to meet the ISBE Social Science requirement” from under the degree requirements heading; removes PSYC 100 as a recommended course; lists EDUC 201 and EDUC 202 as separate course requirements; moves EDUC 101 under “College of Education Requirement”; removes total hours at the bottom of the Program of Study table; removes the Natural Sciences & Technology "Exclusions apply including, but not limited to: Horticulture, Dance and Urban Planning. Must be a science rubric. Consult with advisers for further information." Requirement; removes HDFS 301 (4 hours) and replaces it with EPSY 236 (3 hours). With the change in credit hours of SPED 450 (2 hours to 3 hours), there is a net zero change in overall program hours; removes under the ‘Electives’ heading “A maximum of six hours of upper-level ROTC coursework can count toward the degree as free electives”; and changes the “Professional Education” heading in the Program of Study to “Early Childhood Education Requirements.”

- 2. Revise the Bachelor of Science in Computer Science plus Education in the College of Education (key 1027)** – adds the Graduation, University, and General Education Requirements above the POS table. Note: Total degree hours remain at 120 hours.; updates General Education Requirements table; removes “Electives” and “Total Hours” section; moves EDUC 101 course requirement to the Major Requirements table and relabels it as "College of Education Requirement."; revises the written text for "& Two CS 4XX Any two (2) 400-level CS courses" requirement to read as "& two CS courses at the 400-level above CS 403, excluding CS 491. These two courses must be distinct from all other courses used to fulfill program requirements or options." The Computer Science Core Requirements remain the same; adds EPSY 201 to the major coursework since it is common amongst both concentrations and creates a new heading for the coursework; reduces the concentration hours in the major Program of Study table due to EPSY 201 being added to the major coursework instead; and updates the formatting of the concentration table.
- 3. Revise the Concentration in Learning Sciences in the Bachelor of Science in Computer Science plus Education in the College of Education (key 1028)** - adds the Graduation, University, and General Education Requirements above the POS table. Note: Total degree hours remain at 120 hours.; updates General Education Requirements table; removes “Electives” and “Total Hours” section; moves EDUC 101 course requirement to the Major Requirements table and relabels it as "College of Education Requirement."; revises the written text for "& Two CS 4XX Any two (2) 400-level CS courses" requirement to read as "& two CS courses at the 400-level above CS 403, excluding CS 491. These two courses must be distinct from all other courses used to fulfill program requirements or options." The Computer Science Core Requirements remain the same; adds EPSY 201 to the major coursework since it is common amongst both concentrations and creates a new heading for the coursework; EPSY 201 is being moved from a choose from list in this concentration to now being required. Since EPSY 201 is now required for both concentrations, Learning Sciences and Secondary Education, it is moved into the major coursework, and creates a new heading for this coursework. The Concentration hours reflected in the major POS table have been reduced by 3 hours accordingly due to the 3 hour increase in the major from the EPSY coursework; consolidates the College of Education Foundations and Learning Sciences Core course lists into one list; removes CI 415, EPOL 310, EPSY 236, EPSY 400, and SPED 117 from the concentration coursework; adds CI 211, CI 380, and CI 382; removes the following courses from "Choose from" lists: BCOG 100, EPSY 408, PSYC 224, PSYC 248, PSYC 414; CI 424, CI 482, EPSY 405, EPSY 407, EPSY 490; and CI 437, CI 438, CI 439, CI 499; adds 15 hours of “Concentration Electives” where students are now required to select 15 hours of College of Education electives in consultation

with an academic advisor; and adds major coursework to the Program of Study table for this concentration.

4. **Revise the Concentration in Secondary Education in the Bachelor of Science in Computer Science plus Education in the College of Education (key 1029)** - adds the Graduation, University, and General Education Requirements above the POS table. Note: Total degree hours remain at 120 hours.; updates General Education Requirements table; removes “Electives” and “Total Hours” section; moves EDUC 101 course requirement to the Major Requirements table and relabels it as "College of Education Requirement."; revises the written text for "& Two CS 4XX Any two (2) 400-level CS courses" requirement to read as "& two CS courses at the 400-level above CS 403, excluding CS 491. These two courses must be distinct from all other courses used to fulfill program requirements or options." The Computer Science Core Requirements remain the same; adds EPSY 201 to the major coursework since it is common amongst both concentrations and creates a new heading for the coursework; reduces the concentration hours in the major Program of Study table due to EPSY 201 being added to the major coursework instead; labels the section of CI, EDPR, EDUC, EPSY, and SPED courses as “Secondary Education Concentration Requirements.”; and adds major coursework to the Program of Study table for this concentration.

Program Change Request

EP.26.151

Admin Approval_Section1_#A1

Date Submitted: 03/03/26 8:54 am

Viewing: **5538 : Data Analytics in Accountancy Concentration (on campus & online)**

Last approved: 02/27/20 8:18 am

Last edit: 04/02/26 10:40 am

Changes proposed by: Ashley Lamb

Catalog Pages Using [Data Analytics in Accountancy Graduate Concentration](#)
this Program

Proposal Type:

Concentration (ex. Dietetics)

This proposal is for

a:

Revision

In Workflow

1. U Program Review
2. 1346-ACCY Head
3. KM Committee Chair
4. KM Dean
5. University Librarian
6. Grad_College
7. COTE Programs
8. Provost
9. Senate EPC

10. Senate
11. U Senate Conf
12. Board of Trustees
13. IBHE
14. HLC
15. DOE
16. Catalog Editor
17. DMI

Approval Path

1. 03/10/26 10:40 am
Brianna Vargas-Gonzalez (bv4):
Approved for U Program Review
2. 03/10/26 1:25 pm
Michael Donohoe (mdonohoe):
Approved for 1346-ACCY Head
3. 03/25/26 8:20 pm
Mitch Fisher (mfisher6):
Approved for KM

- Committee Chair
4. 03/30/26 2:08 pm
Nerissa Brown
(nerissab):
Approved for KM
Dean
 5. 03/30/26 3:54 pm
Tom Teper (tteper):
Approved for
University Librarian
 6. 03/31/26 3:13 pm
Allison McKinney
(agrindly): Approved
for Grad_College
 7. 03/31/26 3:26 pm
Suzanne Lee
(suzannel):
Approved for COTE
Programs
 8. 04/02/26 8:10 am
Brooke Newell
(bsnewell):
Approved for
Provost

History

1. Aug 13, 2019 by
Deb Forgacs
(dforgacs)
2. Feb 27, 2020 by
Whitney Smith
(wsmith42)

Administration Details

Official Program Name	Data Analytics in Accountancy Concentration (on campus & online)
Diploma Title	

Sponsor College	Gies College of Business	
Sponsor	Accountancy	
Department		
Sponsor Name	<u>Michael Donohoe</u> W.Brooke Elliott	
Sponsor Email	<u>mdonohoe@illinois.edu</u> wbe@illinois.edu	
College Contact	<u>Ashley Lamb</u> Mark Peecher	College Contact Email
	<u>anlamb@illinois.edu</u> peecher@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	Fall 2026
Term	

Effective Catalog	2026-2027
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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 Data Analytics in Accountancy 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)"

No.

Program Justification

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

1. Remove ACCY 592, Introduction to Accounting Research, as a course option for this concentration.
2. Add learning outcomes.

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. We request to remove ACCY 592, Introduction to Accounting Research, from the course option list for the Data Analytics in Accountancy concentration as it is no longer offered to master's level accounting students. We offered ACCY 592 to master's level accounting students in Fall 2018 and Fall 2019 with enrollments of 7 and 12 students, respectively. Given that the course has not been offered to master's students for several years, we anticipate little to no impact on current or prospective students. Removing the course from the course option list ensures an accurate representation of courses available to satisfy the requirements of the concentration.
2. Learning outcomes were not required for concentrations at the time this concentration was established. As part of this proposal, we are including learning outcomes to ensure compliance with current requirements.

Instructional Resources

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

No

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

No

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

No

Program Features

Academic Level Graduate

Is this program part of an ISBE approved licensure program?

No

Will specialized accreditation be sought for this program?

No

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

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

No

Program of Study

Revised programs

Catalog Page Text - Overview Tab

Catalog Page Overview Text

Statement for
Programs of Study
Catalog

ACCY 570	Data Analytics Foundations for Accountancy	4
ACCY 575	Data Analytics Applications in Accountancy	4
Choose one (1) from:		4
ACCY 571	Statistical Analyses for Accountancy	
ACCY 512	Data Analytics for Management Accounting	
ACCY 574	Risk Management and Innovation	
ACCY 592	Introduction to Accounting Research	
or both:		
ACCY 550	Multistate Taxation	
ACCY 554	International Taxation	
Total Hours		12

Course substitutions may be approved by the Department of Accountancy.

Other requirements may overlap.

Program Relationships

Corresponding

Program(s):

Corresponding Program(s)
Accountancy, MAS
Accountancy, MS (on campus & online)

Program Regulation and Assessment

Plan to Assess and Improve Student Learning

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

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

No

Student Learning Outcomes

1. Analytics-based problem solving in accounting contexts

Students will be able to formulate, structure, and solve accounting and business problems using data-driven approaches.

2. Interpretation and professional judgment grounded in data

Students will be able to exercise sound professional judgment by interpreting analytic results and drawing appropriate conclusions for accounting decisions.

3. Professional communication of analytic insights

Students will be able to communicate analytic reasoning, results, and implications clearly and effectively to relevant stakeholders.

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

Describe here:

Learning outcomes for the Data Analytics in Accountancy concentration will be assessed systematically through the Department of Accountancy's established Assurance of Learning (AoL) processes, which operate in alignment with AACSB accreditation standards. Assessment will occur at multiple points in the program. Course-embedded direct measures will be collected in designated required and elective courses within the concentration using common rubrics tied to the stated learning outcomes. These measures will include discipline-appropriate evaluations such as applied analytics projects, case analyses, and technical assignments that demonstrate students' ability to apply data analytics concepts in accounting contexts. End-of-program direct evidence will be gathered through capstone or integrative course assessments where applicable.

The assessment system incorporates multiple measures of student learning. Direct measures will be primary and may include locally developed assignments, project-based evaluations, and other faculty-scored artifacts aligned to the learning goals. Indirect measures will complement the direct evidence and may include student exit feedback, alumni outcomes, employer input where available, and relevant placement data.

Assessment activities are coordinated annually through the department's AoL review cycle, in collaboration with the Gies teaching and learning unit and AACSB support infrastructure.

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 are demonstrated through graded exercises, problem sets, projects, cases, quizzes, and participation.

1. Analytics-based problem solving in accounting contexts

Expectations / evidence of achievement:

Students are expected to demonstrate the ability to:

- Identify relevant accounting and business questions and translate them into analytically tractable problems
- Select appropriate data sources (structured and unstructured) and prepare data for analysis, including data extraction, cleaning, transformation, integration, and validation
- Implement analytic procedures using commonly used accounting analytics tools and techniques, including:
 - o Programming-based analysis using Python (e.g., in Jupyter notebooks)
 - o Spreadsheet and database tools, including querying and managing data using SQL
 - o Data visualization and dashboarding tools such as Tableau
 - o Workflow automation and process analytics tools, including robotic process automation (RPA) and tools such as Alteryx
 - o Descriptive, comparative, exploratory, and regression analyses applied to accounting settings
- Apply analytics to realistic accounting cases and projects that mirror professional practice in areas such as auditing, tax, financial, and managerial accounting

Evidence:

Evidence is drawn primarily from problem sets, lab assignments, after-class exercises, and midterm and final projects in ACCY 570, as well as multi-week applied cases and projects in ACCY 575.

2. Interpretation and professional judgment grounded in data

Expectations / evidence of achievement:

Students are expected to demonstrate the ability to:

- Correctly interpret outputs from analytic procedures, including model results, tables, dashboards, and visualizations
- Evaluate and explain the implications of analytic results for accounting decisions (e.g., audit risk assessment, tax analysis, internal controls, and managerial decision-making)
- Recognize assumptions, data quality issues, limitations of analytic methods, and sources of uncertainty

• Integrate analytic findings generated from tools such as Python, SQL-based queries, Tableau dashboards, and automated workflows with accounting knowledge and professional standards

Evidence:

Evidence comes from written case analyses, project conclusions, in-class discussions, presentations, and graded case deliverables across both courses.

3. Professional communication of analytic insights

Expectations / evidence of achievement:

Students are expected to demonstrate the ability to:

- Communicate analytic approaches, assumptions, and results clearly through written reports, code notebooks, tables, dashboards, and visualizations
- Present analytic findings in a manner appropriate for non-technical stakeholders, emphasizing interpretation, implications, and recommendations rather than technical mechanics
- Use data visualization tools (e.g., Tableau) and structured narratives to support conclusions and decision-making
- Participate constructively and professionally in group-based analytics projects, discussions, and presentations, consistent with professional norms of collaboration

Evidence:

Evidence is drawn from graded project submissions, case write-ups, dashboards, presentations, and participation assessments, including both peer and instructor evaluations.

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

Assessment results are reviewed annually by program leadership and the Department of Accountancy as part of the formal AoL continuous improvement cycle. Faculty responsible for courses mapped to the concentration learning outcomes review the results, identify areas of strength and potential gaps, and recommend targeted curricular or pedagogical adjustments where appropriate. Recommended actions may include refinement of course content, modification of assignments or rubrics, sequencing adjustments within the concentration, or enhanced student support in identified skill areas. Implemented changes are documented and subsequently re-evaluated in future AoL cycles to determine effectiveness. This closed-loop process ensures that assessment evidence is used systematically to inform continuous improvement of student learning within the concentration.

Program

Description and

Requirements

Attach Documents

Delivery Method

This program is available:

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

Describe the use of this delivery method:

This concentration is available on campus and online.

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.

We do not anticipate an impact on enrollment.

Budget

Are there budgetary implications for this revision? No

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

No

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

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.

We do not anticipate an impact on faculty resources associated with these changes.

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.

Becky Smith, the disciplinary specialist within the University Library reviewed this proposal and provided the following statement: "This course change will minimally affect the Business Library budget, but in the event additional resources are necessary, Gies College of Business will work with the University Library's Business Collections Strategist to procure the databases requisite for such course as it evolves."

EP Documentation

EP Control Number EP.26.151

Attach Rollback/
Approval Notices

Non-EP Documentation

U Program Review

Comments

Rollback

Documentation and

Attachment

DMI Documentation

Attach Final

Approval Notices

Banner/Codebook

Name

Data Analytics in Accountancy

Program Code: 5538

Minor	Conc	5538	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

Allison McKinney (agrindly) (03/31/26 3:13 pm): Administratively approved

Key: 840

Program Change Request

EP.26.151

Admin Approval_Section1_#A2

Date Submitted: 02/06/26 9:14 am

Viewing: **1PKS5215MS & 1PKS5215MSU : Global Studies, MS (on campus & online)**

Last approved: 02/03/26 12:17 pm

Last edit: 04/02/26 10:40 am

Changes proposed by: Andy Guth

Catalog Pages Using [Global Studies, MS](#)
this Program

Proposal Type:

Major (ex. Special Education)

This proposal is for

a:

Revision

In Workflow

1. U Program Review
2. 1535-CGS Head
3. 1411-ACDIS Head
4. 1597-CGGE Head
5. KV 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. 02/10/26 4:36 pm
Brianna Vargas-Gonzalez (bv4):
Approved for U
Program Review
2. 02/10/26 4:57 pm
Steve Witt (switt):
Approved for 1535-
CGS Head
3. 02/24/26 10:19 am
Angela Di Fulvio
(difulvio): Approved
for 1411-ACDIS
Head

4. 02/24/26 11:12 am
Min Zhan (mzhan):
Approved for 1597-
CGGE Head
5. 02/24/26 3:12 pm
Melissa Reedy
(murray): Approved
for KV Dean
6. 02/25/26 10:53 am
Tom Teper (tteper):
Approved for
University Librarian
7. 03/03/26 8:14 am
Allison McKinney
(agrindly): Approved
for Grad_College
8. 03/03/26 12:08 pm
Suzanne Lee
(suzannel):
Approved for COTE
Programs
9. 03/04/26 9:50 am
Brooke Newell
(bsnewell): Rollback
to KV Dean for
Provost
10. 03/27/26 1:08 pm
Melissa Reedy
(murray): Approved
for KV Dean
11. 03/27/26 1:13 pm
Tom Teper (tteper):
Approved for
University Librarian
12. 03/31/26 3:01 pm
Allison McKinney
(agrindly): Approved
for Grad_College
13. 03/31/26 3:26 pm
Suzanne Lee

(suzannel):

Approved for COTE
Programs

14. 04/02/26 8:35 am

Brooke Newell

(bsnewell):

Approved for
Provost

History

1. Feb 25, 2025 by Steve Witt (sw Witt)
2. Jun 26, 2025 by Brooke Newell (bsnewell)
3. Feb 3, 2026 by Brooke Newell (bsnewell)

Administration Details

Official Program Name	Global Studies, MS (on campus & online)	
Diploma Title	Master of Science in Global Studies	
Sponsor College	Liberal Arts & Sciences	
Sponsor Department	Center for Global Studies	
Sponsor Name	Steve Witt, Director of the Center for Global Studies	
Sponsor Email	sw Witt@illinois.edu	
College Contact	Stephen R. Downie	College Contact Email
	sdownie@illinois.edu	
College Budget Officer	Michael Wellens, <u>Associate</u> Assistant Dean of Finance and Resource Planning	
College Budget	wellens@illinois.edu	

Officer Email

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

[Melissa Reedy, murray@illinois.edu \(LAS Assistant Director Course & Cir Dvt\)](mailto:Melissa.Reedy@murray@illinois.edu) ~~Steve Witt,~~
swwitt@illinois.edu

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.

A committee appointed by the College of Liberal Arts and Sciences (LAS) and the following units will serve as the administering body of the Master of Science in Global Studies which shares core courses with the program. This committee will be responsible for overseeing admissions and advising for program's students consistent with the process in place in the academic home unit, LAS.

College Liberal Arts & Sciences
 Department Program in Arms Control & Domestic &
 International Security

Is there an additional department involved in governance?

Yes

College Liberal Arts & Sciences
 Department Study of Global Gender Equity

Is there an additional department involved in governance?

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 Master of Science in Global Studies 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)"

Global Studies, GCRT (on campus & online) (Key 1356)

Program Justification

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

1. Track names in the track declaration option and as headers for each of the Track Elective Course lists were revised as follows:
 - a. From Global Governance to Global Leadership and Governance
 - b. From Global Security to Global Security and Threat Reduction
 - c. From Gender and Public Policy to Gender, Policy, and Global Development
 - d. Adding Global Data Analytics and Policy

2. A new core course, IS 445, has been added to the new track, Global Data Analytics and Policy.

3. The ordering of tracks and the courses were changed to match the ordering presented in Key 1356: Global Studies, GCRT (on campus & online).

4. The following Track Elective Courses were added to the track, Global Data Analytics and Policy:
ACE 411, ACE 516, ACE 531
ECON 415, ECON 450
GGIS 465, GGIS 466
GLBL 496, GLBL 499, GLBL 501
NRES 454
PS 584

New letters of support were not obtained for the courses in the fourth track that were already in the POS as support for these courses was obtained when the program was developed. With this revision there are no impacts to enrollment or degrees awarded with the addition of the fourth track. The program will maintain its current student target, and the revision consists only of curricular adjustments intended to strengthen student outcomes without changing program capacity. These include:

ACE 411, ACE 516
ECON 415, ECON 450
GLBL 499, GLBL 501
NRES 454
PS 584

Letters of support were obtained for newly added courses:

ACE 531
GGIS 465, GGIS 466
GLBL 496

5. EPOL 524 was removed from the Global Leadership and Governance track.

6. The following courses were added to the Global Leadership and Governance track: EPOL 504, EPOL 515, EPOL 520, EPOL 522, EPOL 523, EPOL 525, EPOL 526, EPOL 528, UP 423.

7. UP 423 was added to the Gender, Policy, and Global Development track.

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. Track name updates were made ensure clearer alignment with current disciplinary language and to better communicate each track's thematic focus to students, advisors, and external reviewers.

The addition of the new Global Data Analytics and Policy track reflects the increased importance of data literacy and analytical skills in global studies professions, and to align the MS curriculum with the recently developed GCRT content.

2. The addition of IS 445 as a core course provides essential data-visualization and analytical competencies required for the new track, ensuring methodological rigor and consistency with the GCRT.

3. Reordering of tracks and course lists provides a consistent student experience and to maintain 1:1 alignment between the MS and GCRT for students who wish to "stack" the certificate into the MS degree, as requested by the Graduate College.

4. The addition of new elective courses provides adequate curricular depth for the new Global Data Analytics and Policy track and ensure students have elective options that support data-focused global studies.

5. When seeking the letter of support for the newly added EPOL courses we were informed that EPOL 524 would no longer be taught. It's been removed proactively from our POS.

6. The addition of new elective courses provides adequate curricular depth to this to track so students have elective options that support leadership and governance global studies.

7. Based on conversation with the instructor of UP 423, it was decided that it fits best in both the Global Leadership and Governance track and the Gender, Policy, and Global Development track.

Instructional Resources

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

No

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

No

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

Yes

Courses outside of the sponsoring department/interdisciplinary departments:

IS 445 - Data Visualization

ACE 531 - Impact Evaluation

GGIS 465 - Transportation & Sustainability

GGIS 466 - Environmental Policy

EPOL 504 - Fndtns of Sustainability Ed

EPOL 515 - Intro to Diversity & Equity

EPOL 520 - Education and Globalization

EPOL 522 - Globalization of Higher Ed

EPOL 523 - Global Issues in Learning

EPOL 525 - Global Youth and Citizenship

EPOL 526 - Educ & Power in Middle East

EPOL 528 - Researching Global Education

UP 423 - Cmnty Dev in the Global South

GLBL 496 - Hist of Global Info Society

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

[ACE-531-Approval-Feb-2026.pdf](#)
[IS-445-Approval-March-2026.pdf](#)
[GGIS-Approvals-March-2026.pdf](#)
[UP-423-Approval-March 2026.pdf](#)
[LetterofSupportGLBL_March2026.pdf](#)
[EPOL_LetterofSupport.pdf](#)

Program Features

Academic Level

Graduate

Does this major have transcribed concentrations? No

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

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

What is the required GPA? 3.0

CIP Code 302001 - International/Globalization 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

Revised programs

Catalog Page Text - Overview Tab

Catalog Page Overview Text

For the degree of Master of Science in Global Studies

program website: <https://cgs.illinois.edu/>

program faculty: Center for Global Studies Faculty

overview of college admissions & requirements: Liberal Arts & Sciences

college website: <https://las.illinois.edu/>

Master of Science in Global Studies

The Center for Global Studies (CGS), Program in Arms Control & Domestic and International Security (ACDIS), and the Women & Gender in Global Perspectives (WGGP) Program offer a Master of Science (MS) in Global Studies. To be admitted to this degree program, students apply through a joint application process through the Program in Global Studies and the Center which houses their chosen area of focus: 1) Global Security (ACDIS); 2) Gender and Public Policy (WGGP); and 3) Global Governance (CGS). Admission requirements follow in the next section. More detailed information may be obtained from the ACDIS (<https://acdis.illinois.edu/>), CGS (<https://cgs.illinois.edu/>), and WGGP (<https://wggp.illinois.edu/>) offices.

Admission

Applicants for admission to the MS in Global Studies program should hold a bachelor's degree from an accredited institution of higher education. Each Global Studies student will be required to demonstrate knowledge of a second language through at least the level of a third year of instruction, with non-native English speakers exempt from this requirement. For students not admitted with this level of second language knowledge, this requirement can be completed through an elective language course and/or reading and writing activities in association with meeting the professional development or professional skills requirement. The Graduate Record Examination (GRE) scores (verbal, quantitative, and written), or other post-secondary examinations such as the Law School Admission Test (LSAT), Graduate Management Admission Test (GMAT), Medical College Admission Test (MCAT), are recommended but not required. International students are required to take the Test of English as a Foreign Language (TOEFL), with minimum scores set by the Graduate College. All admission requirements of the Graduate College also apply.

Applicants must submit the Graduate College application for admission, certified transcripts of all undergraduate and graduate work, a writing sample, and three letters of reference.

Applicants must also submit to the Program in Global Studies a statement of purpose showing how the MS in Global Studies degree fits into their educational and career plans. This statement must show that the interdisciplinary nature of the MS in Global Studies, and their chosen track, will serve the student better than a disciplinary degree. Student applications will

be assessed by the program administering their track through the joint-application process. Admission is ordinarily limited to the fall semester, but exceptions are made for spring and summer admission.

Is the overview text above correct?

Yes

Statement for
Programs of Study
Catalog

Core Courses **12**

[GLBL 500](#) Global Society

[GLBL 570](#) Methodologies of Global Studies

Choose one of the following (each student will declare a track upon admission to the program):

[GLBL 520](#) Institutions of Global Governance (Required for Global Leadership and Governance Track)

[GLBL 580](#) Energy and Global Security (Required for Global Security and Threat Reduction Track)

[CGGE 581](#) Gender Relations & International Development (Required for Gender, Policy, and Global Development Track)

[IS 445](#) [Data Visualization \(Required for Global Data Analytics and Policy Track\)](#)

Professional Development Courses **4**

Choose one of the following:

[GLBL 572](#) Global Studies Practicum

[GLBL 573](#) Global Studies Project

(The advisor may approve a professional development course that includes a written paper on a study as an alternative to a project or practicum.)

Track Elective Courses (Advisor approval is required for all electives) **16**

(Additional 4 credit hours total of [GLBL 572](#) and [GLBL 573](#) may be applied as a Track Elective.)

~~Global Governance Track~~

Global Leadership and Governance

[ACE 406](#) Environmental Law

<u>ACE 411</u>	Environment and Development
<u>ACE 451</u>	Agriculture in Intl Dev
<u>ACE 516</u>	Environmental Economics
<u>AFST 522</u>	Development of African Studies
<u>ANTH 420</u>	Case Studies Global Heritage
<u>ANTH 460</u>	Heritage Management
<u>ANTH 466</u>	Class, Culture and Society
<u>ANTH 560</u>	Anthropology and Law
<u>ANTH 594</u>	Cultural Heritage
<u>ATMS 507</u>	Climate Dynamics
<u>CGGE 581</u>	Gender Relations & International Development
<u>ECON 415</u>	Environmental Economics
<u>ECON 418</u>	Health Economics
<u>ECON 420</u>	International Economics
<u>ECON 450</u>	Development Economics
<u>ECON 455</u>	Economics of Poverty Alleviation in Developing Countries
<u>ECON 550</u>	Econ of Development and Growth
<u>EPOL 410</u>	Racial and Ethnic Families
<u>EPOL 524</u>	Education and Human Rights
<u>EPOL 504</u>	<u>Foundations of Sustainability Education</u>
<u>EPOL 515</u>	<u>Introduction to Diversity & Equity</u>
<u>EPOL 520</u>	<u>Education and Globalization</u>
<u>EPOL 522</u>	<u>Globalization of Higher Education</u>
<u>EPOL 523</u>	<u>Global Issues in Learning</u>
<u>EPOL 525</u>	<u>Global Youth and Citizenship</u>
<u>EPOL 526</u>	<u>Education and Power in Middle East</u>
<u>EPOL 528</u>	<u>Researching Global Education</u>
<u>GGIS 410</u>	Green Development

<u>GGIS 455</u>	Geography of Sub-Saharan Africa
<u>GGIS 496</u>	Climate & Social Vulnerability
<u>GLBL 440</u>	Global Health: Interventions & Evaluations
<u>GLBL 450</u>	Poverty Interventions and Evaluation
<u>GLBL 499</u>	Special Topics
<u>GLBL 501</u>	Perspectives on Global Studies
<u>HIST 410</u>	Decolonization in Africa
<u>HIST 411</u>	20thC Africa Intellectual Hist
<u>HIST 486</u>	Revivalism and Evangelicalism
<u>HK 408</u>	Environmental Health
<u>HK 414</u>	International Health
<u>MCB 436</u>	Global Biosecurity
<u>NRES 439</u>	Env and Sustainable Dev
<u>PS 580</u>	Proseminar Intl Rel I
<u>PS 582</u>	Intl Political Economy
<u>PS 584</u>	International Cooperation
<u>RST 570</u>	Cultural Aspects of Tourism
<u>SOC 447</u>	Environmental Sociology
<u>SOC 470</u>	Social Movements
<u>SOCW 436</u>	Intl SW & Development
<u>SOCW 521</u>	Leadership and Social Change
<u>SOCW 554</u>	Inequalities In A Diverse Society

Gender and Public Policy Track

[UP 423](#)

[Community Development in the Global South](#)

Global Security and Threat Reduction

[ACE 406](#)

Environmental Law

[AFST 510](#)

Problems in African History

[ANTH 405](#)

Contemporary Central America

ANTH 485	Anthropology of Policing
ANTH 488	Modern Europe
ATMS 447	Climate Change Assessment
ATMS 507	Climate Dynamics
ECON 415	Environmental Economics
GGIS 410	Green Development
GGIS 455	Geography of Sub-Saharan Africa
GGIS 496	Climate & Social Vulnerability
HIST 400	War, Soc, Politics, & Culture
HIST 405	History of Brazil from 1808
HIST 422	Soc-Econ Hist Modern China
HIST 507	Prob in Latin American Hist
HIST 560	Problems in Russian History
HK 408	Environmental Health
HK 414	International Health
MCB 435	Evolution of Infectious Disease
MCB 436	Global Biosecurity
NPRE 480	Energy and Security
NPRE 481	Writing on Technol & Security
NPRE 483	Seminar on Security
NRES 454	GIS in Natural Resource Mgmt
PS 415	Europe and the Mediterranean
PS 540	Proseminar Comp Politics I
PS 546	Comparative Political Behavior
PS 549	Topics in Comparative Politics
PS 580	Proseminar Intl Rel I
PS 589	Topics in Intl Rel
SOC 447	Environmental Sociology

[SOC 470](#) Social Movements

[Gender, Policy, and Global Development](#)

[ACE 411](#) Environment and Development

[ACE 451](#) Agriculture in Intl Dev

[AFST 522](#) Development of African Studies

[ARCH 424](#) Gender & Race in Contemp Arch

[ECON 450](#) Development Economics

[ECON 455](#) Economics of Poverty Alleviation in Developing Countries

[GGIS 410](#) Green Development

[GGIS 455](#) Geography of Sub-Saharan Africa

[GGIS 496](#) Climate & Social Vulnerability

[GWS 550](#) Feminist Theories & Methods

[GWS 590](#) Topics in GWS

[LER 566](#) International HR Management

[NRES 439](#) Env and Sustainable Dev

[REL 403](#) Women in Muslim Societies

[SOCW 455](#) Social Work with Women

[Global Security Track](#)

[UP 423](#) [Community Development in the Global South](#)

[Global Data Analytics and Policy](#)

[ACE 411](#) [Environment and Development](#)

[ACE 516](#) [Environmental Economics](#)

[ACE 531](#) [Impact Evaluation](#)

[ECON 415](#) [Environmental Economics](#)

[ECON 450](#) [Development Economics](#)

[GGIS 465](#) [Transportation & Sustainability](#)

[GGIS 466](#) [Environmental Policy](#)

[GLBL 496](#) [History of the Global Information Society](#)

[GLBL 499](#)[Special Topics](#)[GLBL 501](#)[Perspectives on Global Studies](#)[NRES 454](#)[GIS in Natural Resource Mgmt](#)[PS 584](#)[International Cooperation](#)**Total Hours****32****Other Requirements and Conditions (may overlap):**

A minimum of 20 credit hours must be taken from the University of Illinois Urbana-Champaign campus.

A minimum of 12 500-level credit hours.

No courses used to fulfill any degree requirement may be taken using the "Credit/No Credit" option.

The minimum program GPA is 3.0.

Each Global Studies student will be required to demonstrate knowledge of a second language through at least the level of a third year of instruction, with non-native English speakers exempt from this requirement. For students not admitted with this level of second language knowledge, this requirement can be completed through an elective language course and/or reading and writing activities in association with meeting the professional development or professional skills requirement. Language courses will not count toward the degree.

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

Global Studies is a field that focuses interdisciplinary research and teaching on issues that affect the world's diverse populations at local, national, regional, and global levels. The MS in Global Studies program is designed to produce broadly educated and well-trained scholars, practitioners and professionals. Our aim is to capitalize on scholarly synergies across campus, provide new educational pathways across disciplines, and develop students who will be future leaders with global impact. Every program graduate should:

1. Draw on the literature to develop an understanding of globalization and the framework of Global Studies;
2. Think critically about how globalization impacts global order, welfare and legitimacy;
3. Become familiar with the historical, ethical and philosophical questions underlying research in the field of Global Studies;
4. Gain practical experience of collecting, analyzing and evaluating data on a key global challenge of the 21st century;
5. Observe the analysis of and solutions to research problems that may arise when conducting research that is global in scale and scope;
6. Gain practical experience based on the understanding and application of theoretical knowledge in the field of Global Studies;
7. Translate the skills and knowledge students have gained in the classroom into professional experience exploring Global Studies phenomena or problems; and
8. Observe the analysis of and solutions to problems arising in professional work settings.

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 MS in Global Studies program will follow a three-step approach to assessing and improving student learning.

Assessment Administration in the Units

1. The MS in Global Studies program will identify an individual or team who will coordinate the implementation of the plan.
2. The individual or team who will coordinate the implementation of the plan will share assessment information during an annual meeting of the program faculty and staff. At this meeting the program may also want to review enrollment information, student or course progression, degree completion, and other structural features of the student experience in addition to the evidence about student learning. The plan is to produce a report which will be distributed to the faculty and discussed at a faculty meeting. The meeting most likely would be held late in the Fall 2025 semester or early in the Spring 2026 semester.
3. The annual summary report includes the materials that form the basis of discussion at the annual meeting of the program faculty and staff, along with any recommendations made after considering the student learning assessment information presented; a template will be provided to collect this information.

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.

Global Studies is a field that focuses interdisciplinary research and teaching on issues that affect the world's diverse populations at local, national, regional, and global levels. The MS in Global Studies program is designed to produce broadly educated and well-trained scholars, practitioners and professionals. Our aim is to capitalize on scholarly synergies across campus, provide new educational pathways across disciplines, and develop students who will be future leaders with global impact. Every program graduate should:

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3. Become familiar with the historical, ethical and philosophical questions underlying research in the field of Global Studies;
4. Gain practical experience of collecting, analyzing and evaluating data on a key global challenge of the 21st century;
5. Observe the analysis of and solutions to research problems that may arise when conducting research that is global in scale and scope;
6. Gain practical experience based on the understanding and application of theoretical knowledge in the field of Global Studies;
7. Translate the skills and knowledge students have gained in the classroom into professional experience exploring Global Studies phenomena or problems; and
8. Observe the analysis of and solutions to problems arising in professional work settings.

Curriculum Mapping.

The MS in Global Studies program will develop a curriculum map that lists all required courses, program requirements, capstone experiences, and indicate where the course or learning experience contributes to each of the learning goals.

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

1. The MS in Global Studies program will identify an individual or team who will coordinate the implementation of the assessment plan.
2. The individual or team who will coordinate the implementation of the plan will share assessment information during an annual meeting of the program faculty and staff. At this meeting the program may also want to review enrollment information, student or course progression, degree completion, and other structural features of the student experience in addition to the evidence about student learning. The plan is to produce a report which will be distributed to the faculty and discussed at a faculty meeting. The meeting most likely would be held late in the Fall 2025 semester or early in the Spring 2026 semester.
3. The annual summary report includes the materials that form the basis of discussion at the annual meeting of the program faculty and staff, along with any recommendations made after considering the student learning assessment information presented; a template will be provided to collect this information.
4. The MS in Global Studies program will plan to write at least three questions the units will pursue to better understand student learning at the degree level. This process will include describing the information needed to answer the questions and a timeline for what it would take to answer the question. Not every learning outcome needs to be assessed every year, but the program will target to assess all over a 5–8-year period. The expectation is that assessment (collecting evidence, interpreting evidence, or implementing changes) takes place every year.

Program

Description and

Requirements

Attach Documents

Delivery Method

This program is available:

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

Describe the use of this delivery method:

The program is designed to allow students to choose face-to-face and online course delivery options as available. On campus students can take any of the course options, but online students will only be able to choose online course options. Instruction in all required GLBL courses (GLBL indicating the course subject) will be delivered online and in a hybrid format. The program is designed to allow some students to complete the degree off campus while employed or on an internship. This option allows for up to eight credit hours of GLBL 572, Global Studies Practicum. Students with transfer credit or accessing another online course could complete the degree with a normal academic load during one semester on campus. Students in consultation with their advisor may select existing online course options for their electives, which constitute only 16 credit hours.

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.

Students applying for the MS in Global Studies must follow the requirements of graduate and professional admissions as listed at: <https://grad.illinois.edu/admissions/apply/requirements>. There are no additional requirements.

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 on enrollment or degrees awarded is expected. The program will maintain its current student target, and the revision consists only of curricular adjustments intended to strengthen student outcomes without changing program capacity.

Estimated Annual Number of Degrees Awarded

Year One Estimate	10	5th Year Estimate (or when fully implemented)
45		
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?

Yes

Please explain/
describe:

The MS in Global Studies program will be administered by a Program Coordinator, who will manage admissions, financial aid, and advising. Program coordinator duties will be integrated into the CGS' current fully funded Outreach Coordinator position. This will become a separate position once tuition revenue and workload demand become sufficient to justify a new position. Additional program coordination required will initially be managed by the units responsible for the three tracks in cooperation with the LAS Global Studies B.A. degree, providing support for advising and practicum supervision. The tuition revenues from the initial cohort of 15 students will cover the costs of one Program Coordinator. As the program grows to 45 ~~60~~ students, another Program Coordinator can be hired. Teaching of the core courses will be the responsibility of CGS, ACDIS, WGPP, and LAS Global Studies.

Additional Budget
Information

The figures below represent budget estimates for instruction, advising, and administration for the first year. This is an estimate based on the lowest end of our projected enrollment of 5 students in each track for a total of 15 students.

Tuition Allocation of 15 students assuming average revenue is \$21,768.
2022-23 Resident Rate: \$13,776

2022-23 Non-resident Rate: \$29,760

Projected Average Tuition Revenue per Student: \$21,768

Tuition per student will be distributed as follows:

College: \$7,836

Program: \$13,932

Based on an estimate enrollment of 15 students, the available revenue to the program will be \$208,973 to be applied towards program instruction, advising, administration, and the provision of scholarships.

The MS in Global Studies will be a self-supporting program as described by the Graduate College Handbook (<https://grad.illinois.edu/gradhandbook/costrec-selfsupport>). The self-supporting designation will provide multiple advantages to both students and the units administering the degree. Tuition generated from this program is not aimed at compensating for losses in other programs, since this is the only graduate degree offered by the collaborating units. Tuition will benefit directly the students enrolled in the program by funding instruction, providing access to high quality experiential learning experiences through faculty guided independent projects and practicum learning, and supporting the advising services required to ensure students receive a quality education and are placed for the job market. In addition, tuition generated by the program will enable the units to provide both need and merit based funding to qualifying students through the creation of scholarships. At the departmental level, the self-supporting classification will allow courses currently funded by grant and endowment funds to be paid for by hard, tuition funding. In addition, it will allow the units to move grant funded aspects of positions into more solid sources, allowing the units to sustainably shift activities towards student centered learning, mentoring, and support. Courses developed for the program, however, will be open to all graduate students to pursue a graduate minor in either Global Studies or Gender Relations and International Development.

Attach File(s)

Financial Resources

How does the unit intend to financially support this proposal?

Oversight for the program will be provided by the Center for Global Studies (CGS) in collaboration with the IGI, WGGP, and ACDIS. As noted previously, Title VI funding for the period of 2022-26 is seeding course development, program design, and the advising position. These external funds will carry the program to 2026 when it will be fully funded by tuition revenue.

With current U.S. Department of Education (USDOE) Title VI funding to seed the development of the program and future tuition income from fee-paying students, a need for additional state funding is not anticipated. Operations for each of the units proposing the major are presently funded by a combination of endowment, external and state funds through the IGI. Initial funding for CGS to develop the program was provided by the USDOE Title VI National Research Center (NRC) and Foreign Language and Area Studies (FLAS) Fellowship programs. Since 2003 the USDOE has designated CGS a Title VI National Resource Center (NRC) and Foreign Language and Area Studies (FLAS) Fellowship Program and awarded the Center, for the 2003-2006 period, \$718,612 in support of its NRC programs and \$354,000 in FLAS Fellowships. CGS was successfully awarded renewal of this status in each of the subsequent award periods with the most recent a total of \$1,910,000 for the 2022-26 cycle. This near-doubling of USDOE-awarded resources indicates the DOE's confidence in CGS' stewardship of its programs and funds. As part of its application to the USDOE programs, CGS committed to establishing an MS in Global Studies program.

Although students in the MS in Global Studies program will be able to apply for a non-waiver bearing fellowship through the Foreign Language and Area Studies (FLAS) program, the MS in Global Studies will not rely on FLAS tuition revenue as the core of student recruitment. The units anticipate dedicating a percentage of tuition revenue to additional scholarship to be offered on a need and merit basis.

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

No

Attach letters of support

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

Graduate Base 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.

No impact on faculty resources is expected. The revision does not change the number of faculty, teaching loads, class sizes, or student-faculty ratios. Students will continue to enroll primarily in existing courses that have the capacity to accommodate them, and the curriculum adjustments fall fully within current instructional resources.

Library Resources

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

The proposal team consulted with Prof Steve Witt and, based upon his 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.26.151

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: Global Studies - UIUC & MS: Global Studies ONL - UIUC

Program Code: 1PKS5215MS & 1PKS5215MSU

Minor Code	Conc Code	Degree Code	MS Major Code
5215			

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

Brianna Vargas-Gonzalez (bv4) (02/10/26 4:28 pm): GLBL 496 is an approved course effective Fall 2026. The Redbox will disappear once we roll to the 2026-2027 Academic Catalog.

Brooke Newell (bsnewell) (03/04/26 9:50 am): Rollback: Per conversation with Melissa R.

Brooke Newell (bsnewell) (04/01/26 3:42 pm): changes made to justification and Program of Study table per discussion with Melissa Reedy.

Key: 1067

EP.26.151

Admin Approval_Section1_#A3

Program Change Request

Date Submitted: 01/22/26 4:29 pm

Viewing: **10KS5285MS & 10KS5285MSU : Health Communication, MS (online) (~~on-campus & online~~)**

Last approved: 09/22/22 1:38 pm

Last edit: 04/08/26 11:59 am

Changes proposed by: Jennifer Jones Barbour

Catalog Pages Using [Health Communication, MS](#)
this Program

Proposal Type:

Major (ex. Special Education)

This proposal is for

a:

Revision

In Workflow

1. U Program Review
2. 1489-COMMC Head
3. KV Dean
4. University Librarian
5. Grad_College
6. COTE Programs
7. Provost
8. Senate EPC
9. Senate
10. U Senate Conf
11. Board of Trustees
12. IBHE
13. HLC
14. DOE
15. Catalog Editor
16. DMI

Approval Path

1. 01/23/26 1:22 pm
Brianna Vargas-Gonzalez (bv4):
Approved for U
Program Review
2. 01/23/26 3:27 pm
Leanne Knobloch
(knobl): Approved
for 1489-COMMC
Head
3. 01/27/26 11:30 am
Melissa Reedy
(murray): Rollback
to 1489-COMMC
Head for KV Dean
4. 03/03/26 12:36 pm

- Jennifer Jones
Barbour (jljb):
Approved for 1489-
COMMC Head
5. 03/03/26 2:21 pm
Melissa Reedy
(murray): Approved
for KV Dean
6. 03/03/26 2:48 pm
Tom Teper (tteper):
Approved for
University Librarian
7. 04/06/26 4:42 pm
Allison McKinney
(agrindly): Approved
for Grad_College
8. 04/06/26 11:04 pm
Suzanne Lee
(suzannel):
Approved for COTE
Programs
9. 04/08/26 11:23 am
Brooke Newell
(bsnewell):
Approved for
Provost

History

1. Oct 18, 2019 by Deb Forgacs (dforgacs)
2. Sep 7, 2022 by Mary Lowry (lowry)
3. Sep 22, 2022 by Mary Lowry (lowry)

Administration Details

Official Program Name Health Communication, MS ([online](#)) (~~on-campus & online~~)

Diploma Title

Sponsor College Liberal Arts & Sciences

Sponsor Communication

Department

Sponsor Name [Jennifer Jones Barbour](#)Sponsor Email jljb@illinois.eduCollege Contact [Stephen R. Downie](#)College Contact
Emailsdownie@illinois.eduCollege Budget [Michael Wellens](#)

Officer

College Budget wellens@illinois.edu

Officer Email

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

[Melissa Reedy, murray@illinois.edu \(LAS Assistant Director Course & Cir Dvt\)](#)

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 Master of Science in Health Communication 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 delivery method is online only, the on campus designation has been removed.
2. The statement in the POS indicating either on campus or online has been changed to online only.
3. The POS Health Communication Research Methods I and II courses are identified as CMN 502 and CMN 503 and the Capstone Individual Study course has been identified as CMN 575.
4. The Independent Study Hours requirement has been removed in the POS and changed as a note in the Elective coursework.
5. Student Learning Outcomes from the catalog were added to the CIMP proposal.
6. The self-supporting status was changed to yes.

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

No

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

1. The program was never intended to be on campus and online. The intention was always to be an online program. Removing the on campus element in the title removes confusion to students. There has never been enrollment in the on campus modality and thus no impact on students.

To clarify about the intent of the program being solely online: The online modality exists primarily because of accessibility concerns. At the time this program was created 15 years ago, online education was exceedingly rare. It was difficult, if not impossible, for professionals in healthcare to seek advanced degrees because of scheduling conflicts. Many professionals in healthcare have 12-24 hours shifts; work evenings and weekends; they also often have rotating, inconsistent schedules - or may travel from clinic to clinic - which prevents them from enrolling in a class that has a set location and meeting time. Making our program online made it easier for our target audience to enroll in our program, complete their coursework, and "attend" class when their careers couldn't accommodate a more traditional grad school model, nor could they afford to leave their careers for a year or longer to complete a masters' degree on-campus.

2. To be consistent with the title change (#1).

3. For clarity on course requirements, the names of the courses have been added to the POS.

4. The Independent Study Hours are Elective Hours. This duplication made it appear as though the POS was 36 total hours but it was 32 hours and remains 32 hours.

5. This area of the the proposal was not complete so the SLOs were added.

6. This is not a change. This program has always been self-supporting, and we want document that here.

Instructional Resources

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

No

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

No

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

No

Program Features

Academic Level Graduate

Does this major No
have transcribed
concentrations?

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

5 years

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

32

What is the 2.75
required GPA?

CIP Code 090905 - Health Communication.

Is this program part of an ISBE approved licensure program?

No

Will specialized accreditation be sought for this program?

No

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

No

Program of Study

Revised programs

Catalog Page Text - Overview Tab

Catalog Page Overview Text

The Department of Communication offers an online Master of Science degree (M.S.) in Health Communication. This program is tailored for professionals in healthcare, offering a 100% online and asynchronous learning schedules to accommodate students who work full time. Applications are accepted year-round on a rolling admission basis, with start dates in Fall and Spring semesters. The degree can take 1-2 years to complete.

The Health Communication Online Master of Science (HCOM) Program offers a broad curriculum in communication research, theory and application. Specialized focus in interpersonal, organizational and mediated health communication in applied contexts are a cornerstone of the program.

Is the overview text above correct?

Yes

Statement for

Programs of Study

Catalog

This degree program can be completed ~~either on campus or~~ online, the requirements are listed below:

Health Communication Research Methods I and II; Capstone Individual Study		8
<u>CMN 502</u>	<u>Health Comm Research Methods I</u>	<u>2</u>
<u>CMN 503</u>	<u>Health Comm Research MethodsII</u>	<u>2</u>
<u>CMN 575</u>	<u>Capstone Individual Study</u>	<u>4</u>
Elective hours (24 min)		24
Independent Study Hours (4 max applied toward degree)		4
<u>Four hours of Elective coursework can be Independent Study</u>		
<u>Total Hours</u>		<u>32</u>

Other Requirements

Other requirements may overlap

Minimum Hours Required Within the Unit: 28

Minimum 500-level Hours Required Overall:12 (8 in CMN)

Minimum GPA: 2.75

Corresponding MS Master of Science
Degree

Program Regulation and Assessment

Plan to Assess and Improve Student Learning

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

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

Yes

Student Learning Outcomes

Students who complete the HCOM program will be able to:

1) Understand the role of communication processes in the reception and delivery of health care services and information. They learn that communication is not only the transmission of messages but also the interaction between humans and non-human technologies in the creation of practical understandings of health processes.

2) Read and digest qualitative and quantitative research concerning health care services in order to assist practitioners and patients in the most effective delivery of health care messages and information.

3) Identify the effectiveness and limitations of persuasion strategies used to inform and influence audience's adoption of healthcare information and behaviors. This outcome includes dedicated health campaigns as well as the influence of media on health behaviors and beliefs.

4) Understand interpersonal communication behaviors in healthcare settings as well as in private and public life that lead to or prevent the adoption of healthy behaviors. This outcome includes social support and health outcomes, patient provider communication as well as family and support group communication related to health.

5) Understand the organizational setting in which health communication takes place, particularly with reference to inter-professional communication, managerial communication, and the policies that guide health care services.

6) Recognize the role of theory in understanding health communication processes and successfully utilize theoretical frameworks to explain breakdowns in health communication and propose methods for repairing communication problems in interpersonal, organizational and social/mediated fields.

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

No

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

Describe here:

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

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

Program

Description and

Requirements

Attach Documents

Delivery Method

This program is available:

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

Online Only - The entire program is delivered online, students are not required to come to campus.

Describe the use of this delivery method:

This program is available ~~on-campus &~~ online

Admission Requirements

Desired Effective Fall 2026

Admissions Term

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

No

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

Enrollment

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

There is no anticipated impact on enrollment. The revision will just reduce student confusion. There has never been enrollment in the on campus modality and thus no impact on students.

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)

Base + Differential

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

No

Is this program requesting self-supporting status?

Yes ~~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 on faculty resources

Library Resources

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

The proposal team consulted with Lisa Romero 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.26.151

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: Health Communication-UIUC & MS:Health Cmc Online - UIUC

Program Code: 10KS5285MS & 10KS5285MSU

Minor Code	Conc Code	Degree Code	MS Major Code
5285			

Senate Approval
Date

Senate Conference
Approval Date

BOT Approval Date

IBHE Approval Date

HLC Approval Date

DOE Approval Date

Effective Date:

Program Reviewer

Comments

Melissa Reedy (murray) (01/27/26 11:30 am): Rollback: Email sent to Jennifer Jones Barbour 1/27/26.

Brianna Vargas-Gonzalez (bv4) (02/05/26 3:49 pm): Existing tuition rate has been added to the proposal for data purposes. NO changes were made to the existing rate.

Brooke Newell (bsnewell) (04/07/26 2:32 pm): Updates to Justification and Enrollment section per discussion with sponsor.

Key: 174

Program Change Request

EP.26.151

Admin Approval_Section1_#B1

Date Submitted: 11/20/25 10:49 am

Viewing: **10KN0094BS : Early Childhood Education, BS (on campus & online)**

Last approved: 08/25/22 9:41 am

Last edit: 04/02/26 10:39 am

Changes proposed by: Roxanne Street

Catalog Pages Using [Early Childhood Education, BS](#)
this Program

Proposal Type:

Major (ex. Special Education)

This proposal is for

a:

Revision

In Workflow

1. U Program Review
2. Gen Ed Review
3. 1613-CUR&I
Committee Chair
4. 1613-CUR&I Head
5. KN Committee
Chair
6. KN 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. 10/06/25 12:21 pm
Emily Stuby
(eastuby): Approved
for U Program
Review
2. 10/13/25 2:54 pm
Melissa Steinkoenig
(menewell):
Rollback to Initiator
3. 11/26/25 10:01 am
Emily Stuby
(eastuby): Approved
for U Program

- Review
4. 12/15/25 12:29 pm
Melissa Steinkoenig
(menewell):
Approved for Gen
Ed Review
 5. 12/15/25 12:34 pm
Scott Filkins (filkins):
Approved for 1613-
CUR&I Committee
Chair
 6. 12/15/25 1:54 pm
Joshua Danish
(jdanish): Approved
for 1613-CUR&I
Head
 7. 01/21/26 1:46 pm
Linda Herrera
(lherrera): Approved
for KN Committee
Chair
 8. 01/21/26 2:02 pm
Curtis Mason
(masonc): Approved
for KN Dean
 9. 01/21/26 3:54 pm
Tom Teper (tteper):
Approved for
University Librarian
 10. 01/21/26 4:21 pm
Suzanne Lee
(suzannel): Rollback
to KN Committee
Chair for COTE
Programs
 11. 02/17/26 4:27 pm
Linda Herrera
(lherrera): Approved
for KN Committee
Chair

12. 02/17/26 4:59 pm
Curtis Mason
(masonc): Approved
for KN Dean
13. 02/18/26 11:07 am
Tom Teper (tteper):
Approved for
University Librarian
14. 03/16/26 2:44 pm
Suzanne Lee
(suzannel):
Approved for COTE
Programs
15. 03/20/26 9:31 am
Brooke Newell
(bsnewell): Rollback
to KN Dean for
Provost
16. 03/27/26 11:52 am
Lori Fuller
(harvey1): Approved
for KN Dean
17. 03/27/26 1:17 pm
Tom Teper (tteper):
Approved for
University Librarian
18. 03/27/26 3:55 pm
Suzanne Lee
(suzannel):
Approved for COTE
Programs
19. 04/02/26 8:14 am
Brooke Newell
(bsnewell):
Approved for
Provost

History

1. Apr 6, 2019 by Deb

Forgacs (dforgacs)

2. Apr 2, 2020 by Kat
Kernick (kkernick)3. Aug 25, 2022 by
Anne Pradzinski
(apradz2)

Administration Details

Official Program Name Early Childhood Education, BS (on campus & online)

Diploma Title

Sponsor College Education

Sponsor Department Curriculum and Instruction

Sponsor Name Curtis Mason ~~Sarah McCarthy~~

Sponsor Email masonc@illinois.edu ~~mccarthe@illinois.edu~~

College Contact Kelli Halfman ~~Nancy Latham~~

College Contact
Email

halfman@illinois.edu ~~nilatha@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.

Anne Pradzinski, Director of Early Childhood Professional Education, apradz2@illinois.edu

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 Bachelor of Science in Early Childhood Education in the College of Education

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

Program Justification

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

1. We've made modifications to the formatting of the POS and additional text, including graduation, university, and general education requirements. Additionally, the superscripts were removed, as the corresponding footnotes no longer appear in the Catalog.
2. The 'Earth & Space Science' requirement has been removed from the curriculum. Courses were to be selected from the College of Education approved list. The courses are listed in the Instructional Resources section, along with letters from each department. The courses include: ASTR 100, 121, 122, 150, 210; ATMS 100, 120, 140; GEOL 100, 103, 107, 111, 117, 118, 143, 208; and GIS 103.
3. Under the degree requirements heading, the following statement was removed: "across these gen ed categories, students will need to take at least one course from each of the following four different rubrics: ECON, GEOG, HIST, PS to meet the ISBE Social Science requirement"
4. PSYC 100 has been removed as a recommended course from the POS.
5. EDUC 201 and EDUC 202 are listed as separate classes.
6. EDUC 101 has been moved in the POS under "College of Education Requirement"
7. The total hours at the bottom have been removed.
8. The Natural Sciences & Technology "Exclusions apply including, but not limited to: Horticulture, Dance and Urban Planning. Must be a science rubric. Consult with advisers for further information." requirement has been removed.
9. HDFS 301 (4 hours) will be removed and replaced with EPSY 236 (3 hours). Note: This change in credit hours, along with the credit hour change to SPED 450 (from 2 to 3 hours), results in a net zero change in overall hours.
10. Under the "Electives" heading, the statement "A maximum of six hours of upper-level ROTC coursework can count toward the degree as free electives" has been removed.
11. The "Professional Education" heading in the Program of Study has been changed to "Early Childhood Education Requirements."

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

No

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

1. The College of Education seeks to follow campus guidelines and adhere to best practices for enhanced transparency. Additionally, the information in the footnotes are now in the POS table for accessibility and transparency.
2. The Illinois State Board of Education (ISBE) has revised its requirements, no longer necessitating the 'Earth & Space Science' course for Illinois state teacher licensure. As a result, the department has decided to remove this requirement from the curriculum.
3. ISBE has eliminated the Social Science Rubric requirement for Illinois state teacher licensure. Thus, the department is removing it from the curriculum to allow greater autonomy for the selection of campus Gen Eds.
4. PSYC 100 is no longer a prerequisite for EPSY 201.
5. We recommend students take EDUC 201 and then EDUC 202, but it is not required that they take those courses in that prescribed order.
6. EDUC 101 was moved to comply with campus-wide standards for the new template. In other words, EDUC 101 is no longer listed before the Gen Ed table and is listed afterward.
7. The total hours are now listed as a part of the new template.
8. The exclusions are no longer applicable for licensure, and the department would like to allow students the opportunity to enroll in a variety of courses to fulfill the Natural Sciences & Technology Gen Ed.
9. The Illinois Articulation Initiative (IAI) requires all teacher licensure programs to have one course that is reciprocally transferable across all public Illinois institutions. Unlike HDFS 301, the IAI conditions will be met via EPSY 236 to fulfill program needs and the state initiative (e.g., broader developmental scope with a focus on early childhood development and other factors related to educational practice, such as sociocultural influences on learning). The credit hour change to SPED 450 reflects the current credit hours of the course.
10. The removal of the statement reflects that Colleges/Schools cannot impose limitations on the number of Military Science/ROTC credits that can count towards a degree.
11. The heading was changed to avoid confusion between the on-campus Early Childhood Education, BS degree program and the online Early Childhood Education: Professional

Education, BS (licensure and non-licensure) degree completion program, as mandated by the State of Illinois via IL Public Act 102-0174 to address the needs of the incumbent workforce.

Instructional Resources

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

No

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

No

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

Yes

Courses outside of the sponsoring department/interdisciplinary departments:

ECON - Course ECON not Found

GGIS - Course GGIS not Found

HIST - Course HIST not Found

PS - Course PS not Found

ASTR 100 - Introduction to Astronomy

ASTR 121 - Solar System and Worlds Beyond

ASTR 122 - Stars and Galaxies

ASTR 150 - Killer Skies: Astro-Disasters

ASTR 210 - Introduction to Astrophysics

ATMS 100 - Introduction to Meteorology

ATMS 120 - Severe and Hazardous Weather

ATMS 140 - Climate and Global Change

GEOL 100 - Planet Earth

GEOL 107 - Physical Geology

GEOL 111 - Emergence of Life

GEOL 117 - The Oceans

GEOL 118 - Natural Disasters

GEOL 143 - History of Life

GEOL 208 - History of the Earth System

GGIS 103 - Earth's Physical Systems

GEOL 103 - Planet Earth QRII

HORT - Course HORT not Found

DANC - Course DANC not Found

UP - Course UP not Found

EPSY 236 - Child Dev in Education

HDFS 301 - Infancy & Early Childhood

PSYC 100 - Intro Psych

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

[ASTRWongAcknowledgment for Early Childhood Education, BS CIM revision.pdf](#)

[RudolphECEAcknowledgment for Early Childhood Education, BS CIM revision.pdf](#)

[GEOLLundstromAcknowledgment for Early Childhood Education, BS CIM revision.pdf](#)

[GGISAcknowledgment for Early Childhood Education, BS CIM revision.pdf](#)

[GGIS Acknowledgment ISBE SS ECE key 104.pdf](#)

[ECON Acknowledgment for ECE key 104.pdf](#)

[HIST Acknowledgment for ECE key 104.pdf](#)

[climas.pdf](#)

[DANCE:AcknowledgementofProgramRevision.pdf](#)

[HORT:AcknowledgementofProgramRevision.pdf](#)

[URBANAcknowledgement ofProgramRevision.pdf](#)

[EPSY 236 Support.docx](#)

[Fw_EPSY 236_HDFS 301.pdf](#)

[PSYC 100 Removal Letter.pdf](#)

Program Features

Academic Level Undergraduate

Does this major have transcripted concentrations? Yes

Concentrations

Concentrations(s)
<u>Early Childhood Education: Professional Education - Licensure, BS (online)</u>
<u>Early Childhood Education: Professional Education - Non-Licensure, BS (online)</u>

Will you admit to the concentration directly? Yes

Is a concentration required for graduation? No

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

What are the minimum Total Credit Hours required for this program?
120

CIP Code 131210 - Early Childhood Education and Teaching.

Is this program part of an ISBE approved licensure program?
Yes

Will specialized accreditation be sought for this program?

No

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

Yes

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

Teacher licensure pathways in this program require approval based upon standards and assessment alignment with the requirements of the Illinois State Board of Education.

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.

Students will satisfy the 40 credit hours of upper-division coursework requirement via the major curriculum, totaling 56 hours:

CI 415 (3 hours)

CI 420 (5 hours)

CI 421 (3 hours)

CI 422 (3 hours)

CI 424 (3 hours)

CI 443 (3 hours)

CI 445 (3 hours)

CI 466 (3 hours)

EDPR 420 (4 hours)

EDPR 432 (12 hours)

EPSY 401 (3 hours)

MUS 345 (2 hours)

SPED 414 (3 hours)

SPED 450 (3 hours)

SPED 465 (3 hours)

Revised programs [ECE Sample Sequence \(key 104\).docx](#)

Catalog Page Text - Overview Tab

Catalog Page Overview Text

Statement for
Programs of Study
Catalog

Graduation Requirements

Minimum hours required for graduation: 120 hours.

Requirements for licensure: Minimum cumulative Grade Point Average of 2.5 (A=4.0); Receive a grade of C- or better in licensure coursework.

University Requirements

Minimum of 40 hours of upper-division coursework, generally at the 300- or 400-level. These hours can be drawn from all elements of the degree. Students should consult their academic advisor for additional guidance in fulfilling this requirement.

The university and residency requirements can be found in the Student Code (§ 3-801) and in the Academic Catalog.

General Education Requirements

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

General Education

Composition

Composition I 4-6

~~Advanced Composition 3-4~~

Natural Sciences and Technology

Advanced Composition 3

fulfilled by EDUC 202

~~Life Science 3-4~~

~~Physical Science 3-4~~

~~Earth and Space Science² 3-4~~

Humanities & the Arts (6 hours) 6

~~PSYC 100~~

~~Intro Psych (Recommended course, a prerequisite for EPSY 201)~~

~~Language other than English~~

~~Three years of one language other than English in high school or completion of the third semester of college-level language. 0-12~~

fulfilled by EDUC 202 and any other course approved as Humanities & the Arts

Cultural Studies

~~Western/Comparative Cultures 3-4~~

~~U.S. Minority Cultures 3-4~~

~~Non-Western 3-4~~

Social and Behavioral Sciences		
Social & Behavioral Sciences		6-8
Quantitative Reasoning		
Quantitative Reasoning I		3-5
Quantitative Reasoning I or II		3-4
Humanities and the Arts		
<u>Natural Sciences & Technology (6 hours)</u>		<u>6</u>
<u>Social & Behavioral Sciences (6 hours)</u>		
fulfilled by EPSY 201 and any other course approved as Social & Behavioral Sciences		
Electives		
Elective Courses (if needed to complete the 120-hour graduation requirement)		0-6
<u>Cultural Studies: Non-Western Cultures (1 course)</u>		<u>3</u>
<u>Cultural US Minority Cultures (1 course)</u>		<u>3</u>
fulfilled by EDUC 201		
Professional Education		
ART 201	Art in Early Childhood	2
CI 415	Language Varieties, Cultures and Learning	3
CI 420	Foundations of Early Childhood Education	5
CI 421	Principles and Practices in Early Childhood Education	3
CI 422	Families, Communities, Schools	3
CI 424	Child Development & Technology	3
CI 443	Mathematics in Early Childhood Education	3
CI 445	Science and Social Studies Inquiry	3
CI 465	Language Literacy in Early Childhood Education I	3
CI 466	Language Literacy in Early Childhood Education II	3
EDPR 420	School Access & Supports	4
EDPR 432	Ed Prac in EC & ELED	12
EDUC 201	Identity and Difference in Education	6

& EDUC 202	and Social Justice, School and Society	
EPSY 201	Educational Psychology (PSYC 100 is the prerequisite)	3
EPSY 401	Child Language and Education	3
HDFS 301	Infancy & Early Childhood	4
MUS 345	Mus Methods in Early Childhood	2
SPED 414	Assessment in Early Childhood Special Education	3
SPED 450	Introduction to Early Childhood Special Education	2
SPED 465	Curriculum and Methods in Early Childhood Special Education	3
Total minimum hours for degree		120
<u>Cultural Studies: Western/Comparative Cultures (1 course)</u>		<u>3</u>
<u>Quantitative Reasoning (2 courses, at least one course must be Quantitative Reasoning I)</u>		<u>6-10</u>
<u>Language Requirement (Completion of the third semester or equivalent of a language other than English is required)</u>		<u>0-15</u>

Major Requirements

College of Education Requirement

<u>EDUC 101</u>	<u>Education Orientation Seminar</u>	<u>1</u>
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Early Childhood Education Requirements

<u>ART 201</u>	<u>Art in Early Childhood</u>	<u>2</u>
<u>CI 415</u>	<u>Language Varieties, Cultures and Learning</u>	<u>3</u>
<u>CI 420</u>	<u>Foundations of Early Childhood Education</u>	<u>5</u>
<u>CI 421</u>	<u>Principles and Practices in Early Childhood Education</u>	<u>3</u>
<u>CI 422</u>	<u>Families, Communities, Schools</u>	<u>3</u>
<u>CI 424</u>	<u>Child Development & Technology</u>	<u>3</u>
<u>CI 443</u>	<u>Mathematics in Early Childhood Education</u>	<u>3</u>
<u>CI 445</u>	<u>Science and Social Studies Inquiry</u>	<u>3</u>
<u>CI 465</u>	<u>Language Literacy in Early Childhood Education I</u>	<u>3</u>
<u>CI 466</u>	<u>Language Literacy in Early Childhood Education II</u>	<u>3</u>
<u>EDPR 420</u>	<u>School Access & Supports</u>	<u>4</u>

<u>EDPR 432</u>	<u>Ed Prac in EC & ELED</u>	<u>12</u>
<u>EDUC 201</u>	<u>Identity and Difference in Education</u>	<u>3</u>
<u>EDUC 202</u>	<u>Social Justice, School and Society</u>	<u>3</u>
<u>EPSY 201</u>	<u>Educational Psychology</u>	<u>3</u>
<u>EPSY 236</u>	<u>Child Development in Education</u>	<u>3</u>
<u>EPSY 401</u>	<u>Child Language and Education</u>	<u>3</u>
<u>MUS 345</u>	<u>Mus Methods in Early Childhood</u>	<u>2</u>
<u>SPED 414</u>	<u>Assessment in Early Childhood Special Education</u>	<u>3</u>
<u>SPED 450</u>	<u>Introduction to Early Childhood Special Education</u>	<u>3</u>
<u>SPED 465</u>	<u>Curriculum and Methods in Early Childhood Special Education</u>	<u>3</u>

Degree Requirements

Orientation Seminar

EDUC 101	Education Orientation Seminar	1
---------------------	--	--------------

~~The following degree requirements also meet general education course requirements and must be selected from the campus general education course list. Across these gen-ed categories, students will need to take at least one course from each of the following four different rubrics: ECON, GEOG, HIST, PS to meet the ISBE Social Science requirement.~~

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

~~Program Learning Objectives:~~ 1. Students will acquire deep knowledge of child development as it relates to the field of Education.

2. Students will effectively plan and implement relevant, culturally responsive, ~~responsive~~ and developmentally appropriate instruction for children from birth ~~infancy~~ to grade two. ~~age eight.~~

~~3.~~ 3. Students will use assessment data to drive decisions and solve problems in and out of the classroom.

3. ~~4.~~ 4. Students will display the expectations of professionalism related to success in the field of education and beyond (fairness, commitment to collaboration, community, reflective practice, and attention to 21st-century ~~21st century~~ skills and practices). ~~Learning objectives will be assessed through multiple means including coursework, state licensure assessments and assessment of teaching practices. Coursework including written, performance and presentation, will be assessed and compared across courses utilizing rubric performance indicators as well as final course grades. Students pursuing state teacher licensure will be required to pass the state teacher licensure exam and to complete the edTPA, a large, national performance based assessment. Data from these assessments will indicate the level of performance related to the Illinois Professional Teaching standards for early childhood education and program alignment to those requirements. Assessments of teaching in the field will be completed by students, field supervisors and cooperating teachers based on a research-based teacher performance model. Finally, students will be assessed on their professional dispositions as part of their final teaching performances in either student teaching or an internship.~~

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

Yes

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

Describe here:

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

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

Program

Description and

Requirements

Attach Documents

Delivery Method

This program is
available:

On Campus 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:

Students in the traditional program will be on campus only and will not have a concentration.
Students in the Early Childhood Professional Education program will be online only and must be in a concentration.

Online students have concentration based program codes.

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.

The revisions made to the POS will not impact enrollment and degrees awarded. The revisions made were to further clarify degree and Illinois state teacher licensure 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

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 Early Childhood Professional Education concentrations and related program costs will be funded through Federal flow through dollars administered by the Department of Health and Human Services, distributed by the Illinois Board of Higher Education. Institutional funding should be distributed in Spring of 2022 to cover design, administration and launch. Scholarship funding for full cost of attendance to students is available in 3 cycles, AY21/22, AY22/23, AY23/24. The Early Childhood Access Consortium for Equity, established by Public Act 102-174, is providing guidance to IHEs regarding this funding intended to support the requirements of this legislative mandate as well as promoting and managing the scholarship offered to students that are members of the incumbent early childhood workforce.~~

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.

This program revision shall not impact faculty resources, including any changes in the number of faculty, class size, teaching loads, and 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 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.26.151

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:Early Childhood Educ -UIUC

Program Code: 10KN0094BS

Minor Code	Conc Code	Degree Code	BS Major Code
0094			

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) (03/23/23 8:52 am): Rollback: email sent to Kelli

Melissa Steinkoenig (menewell) (10/13/25 2:54 pm): Rollback: Gen Ed Table needs updates - message sent to Roxanne & Kelli

Melissa Steinkoenig (menewell) (12/15/25 12:28 pm): Gen Ed Table: Good

Suzanne Lee (suzannel) (01/21/26 4:21 pm): Rollback: rolling back per Lori Fuller

Brooke Newell (bsnewell) (03/20/26 9:31 am): Rollback: Per email with Roxanne and Kelli

Key: 104

Program Change Request

EP.26.151

Admin Approval_Section1_#B2

Date Submitted: 12/12/25 3:27 pm

Viewing: **6081:BS : Computer Science + Education, BS**

Last approved: 02/04/22 11:21 am

Last edit: 04/02/26 10:40 am

Changes proposed by: Kelli Halfman

Catalog Pages Using [Computer Science + Education: Learning Sciences, BS](#)
[Computer Science + Education: Secondary Education, BS](#)
 this Program

Proposal Type:

Major (ex. Special Education)

This proposal is for

a:

[Revision](#)

In Workflow

1. U Program Review
2. Gen Ed Review
3. 1613-CUR&I
Committee Chair
4. 1613-CUR&I Head
5. 1434-SSCDS
Committee Chair
6. 1434-SSCDS Head
7. KP Committee Chair
8. KP Dean
9. KN Committee
Chair
10. KN Dean
11. University Librarian
12. COTE Programs
13. Provost
14. Senate EPC
15. Senate
16. U Senate Conf
17. Board of Trustees
18. IBHE
19. HLC
20. Catalog Editor
21. DMI

Approval Path

1. 12/17/25 3:24 pm
Brianna Vargas-Gonzalez (bv4):
Approved for U
Program Review
2. 12/18/25 3:13 pm
Melissa Steinkoenig
(menewell):

- Approved for Gen Ed Review
3. 12/19/25 7:27 am
Scott Filkins (filkins):
Approved for 1613-CUR&I Committee Chair
 4. 12/19/25 11:13 am
Joshua Danish (jdanish): Approved for 1613-CUR&I Head
 5. 01/20/26 12:29 pm
Steve Herzog (smherzog):
Approved for 1434-SSCDS Committee Chair
 6. 02/03/26 11:13 am
Elsa Gunter (egunter): Approved for 1434-SSCDS Head
 7. 02/18/26 8:55 am
Katherine Freeman (katefree):
Approved for KP Committee Chair
 8. 02/19/26 8:58 am
Brittany Brunson (bhitchi2):
Approved for KP Dean
 9. 03/11/26 1:19 pm
Linda Herrera (lherrera): Approved for KN Committee Chair
 10. 03/11/26 1:33 pm
Curtis Mason

- (masonc): Approved
for KN Dean
11. 03/11/26 4:13 pm
Tom Teper (tteper):
Approved for
University Librarian
12. 03/11/26 6:57 pm
Suzanne Lee
(suzannel):
Approved for COTE
Programs
13. 03/12/26 12:39 pm
Brooke Newell
(bsnewell): Rollback
to KN Dean for
Provost
14. 03/27/26 11:53 am
Lori Fuller
(harvey1): Approved
for KN Dean
15. 03/27/26 1:19 pm
Tom Teper (tteper):
Approved for
University Librarian
16. 03/27/26 3:52 pm
Suzanne Lee
(suzannel):
Approved for COTE
Programs
17. 04/01/26 9:23 am
Brooke Newell
(bsnewell):
Approved for
Provost

History

1. Feb 4, 2022 by Robb
Lindgren (robblind)

Administration Details

Official Program Name	Computer Science + Education, BS	
Diploma Title		
Sponsor College	Education	
Sponsor Department	Curriculum and Instruction	
Sponsor Name	<u>Joshua Danish</u> Sarah McCarthey	
Sponsor Email	<u>jdaniel@illinois.edu</u> mccarthe@illinois.edu	
College Contact	<u>Robb Lindgren</u> Kathy Stalter; Robb Lindgren; Luc Paquette	College Contact Email
	<u>robblind@illinois.edu</u> kstalter@illinois.edu; robblind@illinois.edu; lpaq@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.

Todd Lash, toddlash@illinois.edu

Curtis Mason, masonc@illinois.edu

Kelli Halfman, halfman@illinois.edu

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.

~~Computer Science Department;~~ This program will adopt the governance structure of existing CS+X programs, in which ~~programs where~~ both units (e.g., Siebel School and Curriculum & Instruction) provide ~~have~~ input on course requirements, advising, etc.

College Grainger College of Engineering

Department Siebel School Comp & Data Sci

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 Bachelor of Science in Computer Science plus Education in the College of Education

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

This BS proposal (key 1027) is related to the Learning Sciences concentration (key 1028) and the Secondary Education concentration (key 1029).

Program Justification

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

1. The Graduation, University, and General Education Requirements have been added above the POS table. Note: Total degree hours remain at 120 hours.
2. The General Education Requirements table has been updated.
3. The "Electives," and "Total Hours" sections have been removed. Instead, following the General Education Requirements table, there is a Major Requirements table and a Learning Sciences concentration table.
4. The EDUC 101 course requirement has been moved to the Major Requirements table and relabeled as a "College of Education Requirement."
5. The Computer Science Core Requirements remain the same. However, the written text for "& Two CS 4XX Any two (2) 400-level CS courses" requirement has been revised to read as "& two CS courses at the 400-level above CS 403, excluding CS 491. These two courses must be distinct from all other courses used to fulfill program requirements or options."
6. EPSY 201 is now required for both concentrations, Learning Sciences and Secondary Education. Thus, EPSY 201 (3 hours) is now moved into the major coursework. A new heading was created for this coursework. The Concentration hours reflected in the major POS table have been reduced by 3 hours accordingly.
7. The Concentration table language remains the same, but the formatting has been updated.

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. To meet the required and/or recommended Academic Catalog standards and to enhance transparency for undergraduate students.
2. To adhere to the General Education template.
3. The "Electives" were removed, as the elective hours will vary by student, and the "Total Hours" is now accounted for in the Graduation Requirements text above the POS table, per the template.
4. EDUC 101 was previously listed before the General Education Requirements. It was moved accordingly to reflect it's a major requirement, per the College of Education.
5. The revised text of this requirement matches other CS+X programs and provides greater clarity while noting exceptions among the 400-level CS course offerings: CS 400-403 (which are reserved for the iCAN program), CS 491 (which is a seminar with S/U grading) and any course (such as CS 421) which would be used to satisfy another requirement.
6. EPSY 201 is now moved into the major coursework since it is a required course now in both concentrations. With the move of the course into the major, the concentration hours have been reduced accordingly. There is no change to overall total hours for the degree program.
7. The updated formatting is in line with campus standards (e.g., concentration names linked to their respective Catalog pages).

Instructional Resources

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

No

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

No

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

support/acknowledgement.

No

Program Features

Academic Level Undergraduate

Does this major Yes
have transcribed
concentrations?

Concentrations

Concentrations(s)
<u>Computer Science + Education: Learning Sciences, BS</u>
<u>Computer Science + Education: Secondary Education, BS</u>

Will you admit to Yes
the concentration
directly?

Is a concentration Yes
required for
graduation?

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

What are the minimum Total Credit Hours required for this program?
120

CIP Code 110199 - Computer and Information Sciences,
Other.

Is this program part of an ISBE approved licensure program?
Yes

Will specialized accreditation be sought for this program?

Yes

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

Accreditation ~~We will seek accreditation from the Illinois State Board of Education (ISBE)~~ for the Secondary Education concentration is accredited by the Illinois State Board of Education (ISBE).
~~concentration.~~ There is no need for ~~additional~~ accreditation for the Learning Sciences concentration.

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.

All students completing the program requirements will necessarily have a minimum of 40 hours of upper-division coursework:

Computer Science Core: Totaling 17-23 hours

a. CS 225 (4 hours) Prerequisites: CS 126, CS 128, or ECE 220; and CS 173, CS 413, MATH 213, MATH 314, MATH 347, MATH 412, or MATH 413.

b. CS 374 (4 hours)

c. CS 341 (3 hours); or CS 340 and two 400-level CS courses (9 hours)

d. CS 357 or CS 421 (3 hours)

e. CS 361 (3 hours)

Mathematical Foundations (3 hours) if selecting MATH 257 with MATH 220 or 221; and CS 101 prerequisites.

Learning Sciences Concentration: Totaling 24 hours

a. CI 380 (3 hours)

b. CI 382 (3 hours)

c. CI 489 (3 hours)

d. Concentration Electives (students may earn up to 15 hours of upper-division electives)

Secondary Education Concentration: Totaling 30 hours

a. CI 401 (3 hours)

b. CI 403 (3 hours)

c. CI 404 (3 hours)

d. CI 473 (3 hours)

e. EDPR 442 (12 hours)

f. EPSY 485 (3 hours)

g. SPED 405 (3 hours)

Revised programs [CS+EDUC Sample Sequence 1.docx](#)

Catalog Page Text - Overview Tab

Catalog Page Overview Text

~~department office:Curriculum & Instruction 311 Education Building 1310 South Sixth
Champaign, IL 61820 phone:(217) 244-8286 department website:https://education.illinois.edu/
ci department faculty:Curriculum & Instruction Faculty overview of college admissions &
requirements:College of Education college website:https://education.illinois.edu/ Curriculum in
Computer Science and Education www.cs.illinois.edu or https://education.illinois.edu/ This
major is sponsored jointly by the Department of Computer Science and the Department of
Curriculum & Instruction.The major in Computer Science and Education is a flexible program for
undergraduate students who plan to pursue careers in either field and offers two foci of
concentration.The Learning Sciences concentration focuses on how technology can be designed
and developed to further education.Social media, virtual and augmented reality, data analytics,
mobile and wearable devices have created an opportunity to transform teaching and learning
in both formal and informal contexts.This degree will prepare students for advanced study at
the graduate level, as well as immediate entry into the workforce at software companies,
publishers, school districts, game design companies, and research non-profits.The Secondary
Education concentration provides the coursework and field experience for students to be
licensed to teach computer science in grade 9-12.The degree will prepare students to join the
workforce as a teacher in high school institutions in the state of Illinois, providing them with
the knowledge necessary to teach and develop computer science curricula.To graduate from
the Computer Science and Education curriculum, a student must complete all courses with a
traditional letter grade.In order to be recommended for licensure, candidates are required to
maintain University of Illinois at Urbana-Champaign, cumulative, content area, and professional
education grade point averages of 2.5 (A-4.0).Candidates in teaching licensure programs must
maintain a C or better in ALL content and professional education coursework.Candidates should
consult their adviser or the Council on Teacher Education for the list of courses used to
compute these grade point averages.For teacher education licensure requirements applicable
to all curricula, see the Council on Teacher Education.Licensure requirements are subject to
change without notice as a result of new mandates from the Illinois State Board of Education or
the Illinois General Assembly.~~

Is the overview text above correct?

Statement for
Programs of Study
Catalog

Graduation Requirements

Minimum hours required for graduation: 120 hours.

University Requirements

Minimum of 40 hours of upper-division coursework, generally at the 300- or 400-level. These hours can be drawn from all elements of the degree. Students should consult their academic advisor for additional guidance in fulfilling this requirement.

The university and residency requirements can be found in the Student Code (§ 3-801) and in the Academic Catalog.

General Education Requirements

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

~~General Education Requirements~~

~~Composition~~

Composition I	4-6
Advanced Composition	3

~~Quantitative Reasoning~~

~~See Computer Science Core and Mathematical Foundations for specific requirement.~~

~~Natural Sciences and Technology~~

Humanities & the Arts (6 hours)	6
---------------------------------	---

~~Humanities and the Arts~~

Natural Sciences & Technology (6 hours)	6
---	---

~~Social and Behavioral Sciences~~

Social & Behavioral Sciences (6 hours)	6
--	---

~~Cultural Studies~~

fulfilled by [EPSY 201](#) and any other course approved as Social & Behavioral Science

~~Choose 1 from:~~ ~~3~~

~~CS-357 Numerical Methods-I~~

~~CS-421 Programming Languages & Compilers~~

~~Mathematical Foundations (fulfills Quantitative Reasoning)~~

CS-361 Probability & Statistics for Computer Science	3
--	--------------

MATH 220	Calculus	4-5
or MATH 221	Calculus I	
MATH 231	Calculus II	3
Choose 1 from:		2-3
MATH 225	Introductory Matrix Theory	
MATH 227	Linear Algebra for Data Science	
MATH 257	Linear Algebra with Computational Applications	
Concentration		
Students must complete 36-39 credit hours within one of the following areas of concentration: 1) Learning Science or 2) Secondary Education.		36-39
Electives		
Electives		0-8
Total Hours		120
Cultural Studies: Non-Western Cultures (1 course)		3
Cultural Studies: US Minority Cultures (1 course)		3
Cultural Studies: Western/Comparative Cultures (1 course)		3
Language other than English		
Three years of one language other than English in high school or completion of the third semester of college-level language		0-12
Computer Science Core Requirements (fulfills Quantitative Reasoning)		
CS 124	Introduction to Computer Science I	3
CS 128	Introduction to Computer Science II	3
CS 173	Discrete Structures	3
CS 222	Software Design Lab	1
CS 225	Data Structures	4
CS 374	Introduction to Algorithms & Models of Computation	4
Choose 1 from:		8-9
CS 233 & CS 341	Computer Architecture and System Programming	

OR**CS 340** **Introduction to Computer Systems**Quantitative Reasoning (2 courses, at least one course must be Quantitative Reasoning I) 6-10fulfilled by CS 124, CS 128, CS 225, MATH 220 or MATH 221, and MATH 231Language Requirement (Completion of the third semester or equivalent of a language other than English is required) 0-15

Major Requirements

College of Education Requirement

EDUC 101 Education Orientation Seminar 1

Education Core Requirement

EPSY 201 Educational Psychology 3

Computer Science Core Requirements

CS 124 Introduction to Computer Science I 3CS 128 Introduction to Computer Science II 3CS 173 Discrete Structures 3CS 222 Software Design Lab 1CS 225 Data Structures 4CS 374 Introduction to Algorithms & Models of Computation 4Choose 1 from: 8-9CS 233 Computer Architecture
& CS 341 and System Programming**OR**CS 340 Introduction to Computer Systems& two CS courses at the 400-level above CS 403, excluding CS 491. These two courses must be distinct from all other courses used to fulfill program requirements or options.Choose 1 from: 3CS 357 Numerical Methods ICS 421 Programming Languages & Compilers

Mathematical Foundations

<u>CS 361</u>	<u>Probability & Statistics for Computer Science</u>	<u>3</u>
<u>MATH 220</u>	<u>Calculus</u>	<u>4-5</u>
<u>or MATH 221</u>	<u>Calculus I</u>	
<u>MATH 231</u>	<u>Calculus II</u>	<u>3</u>
<u>Choose 1 from:</u>		<u>2-3</u>
<u>MATH 225</u>	<u>Introductory Matrix Theory</u>	
<u>MATH 227</u>	<u>Linear Algebra for Data Science</u>	
<u>MATH 257</u>	<u>Linear Algebra with Computational Applications</u>	

Concentration

Students must complete 33-36 credit hours within one of the following areas of concentration: 33-36

Learning Sciences

Secondary Education

~~The following degree requirements also meet general education course requirements and must be selected from the campus General Education course list.~~

Orientation Seminar

EDUC 101	Education Orientation Seminar	1
---------------------	--	--------------

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?

No

Student Learning Outcomes

~~Our identified learning outcomes will be measured through the following assessments:~~1.

~~Learning Outcome 1: Students will acquire deep knowledge of computer science as it relates to the field of Education. Education Student lesson plans and observations of student teaching (for Secondary Education concentration), written and oral assignments in university courses, design and research projects (for Learning Sciences concentration).~~

2. ~~Learning Outcome 2 (Secondary Education concentration only):~~ Students pursuing the Secondary Education concentration will effectively plan and implement relevant, responsive instruction for high school students.

~~Student lesson plans, observations of student teaching.~~3. ~~Learning Outcome 3 (Licensure concentration only):~~ Students pursuing the Secondary Education concentration will use assessment data to drive decisions and solve problems in and out of ~~the the~~ classroom.

~~Student lesson plans, written and oral assignments in university courses.~~4. ~~Learning Outcome 4:~~ Students will display the expectations of professionalism related to success in the field of education and beyond (Fairness, commitment to collaboration, community, reflective practice, and attention to 21st-century ~~21st-century~~ skills and practices). ~~Observations of student teaching (Licensure concentration), design and research projects (for Learning Sciences concentration).~~

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

Describe here:

1. Student lesson plans and observations of student teaching (for Secondary Education concentration), written and oral assignments in university courses, design and research projects (for Learning Sciences concentration).

2. Student lesson plans, observations of student teaching.

3. Student lesson plans, written and oral assignments in university courses.

4. Observations of student teaching (Licensure concentration), design and research projects (for Learning Sciences concentration).

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

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

Program

Description and

Requirements

Attach Documents

Delivery Method

This program is
available:

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

Admission Requirements

Desired Effective Fall 2026

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.

Applications will be submitted to the College of Education, consistent with other CS+X programs. A committee of faculty/representatives from Education will determine whether students are admitted to the program, though input may be sought from advisors in Computer Science. Transfer applications will be handled in the same way, two times per academic year. We recommend that students with fewer than two years remaining towards their degree not be allowed to transfer into the major, unless they are currently Education or Computer Science majors.

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 degrees awarded. Per Fall 2025 10th Day data collected by DMI, a total of 54 undergraduate students are pursuing the Computer Science + Education program. Each of these students will have the option to continue pursuing the curriculum in accordance with the Academic Catalog for their admit term, or to pursue the proposed curriculum upon approval. Note: The Secondary Education concentration curriculum has not been revised; this applies specifically to the Learning Sciences concentration.

Estimated Annual Number of Degrees Awarded

Year One Estimate

0

5th Year Estimate (or when fully implemented)

20

What is the matriculation term for this program?

Fall

Budget

Are there budgetary implications for this revision?

No

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

No Yes

Additional Budget

Information

Any additional needs will be financed through tuition differentials that Engineering students incur. Students in the CS+Education major will follow the current arrangement for CS+X: students will be coded under ENG for tuition assessment. Following the IVCB Appendix II, Education and ENG have agreed to evenly split the tuition for CS+Educ. Both Education and CS will use funds from the differential tuition to accommodate any increase in advising or teaching loads and they have agreed to split both the tuition differentials and the major fees that is reimbursed on a per-major basis for CS+Education students.

Attach File(s)

Financial Resources

How does the unit intend to financially support this proposal?

Any additional needs will be financed through tuition differentials that Engineering students incur. Students in the CS+Education major will follow the current arrangement for CS+X: students will be coded under ENG for tuition assessment. Following the IVCB Appendix II, Education and ENG have agreed to evenly split the tuition for CS+Educ. Both Education and CS will use funds from the differential tuition to accommodate any increase in advising or teaching loads and they have agreed to split both the tuition differentials and the major fees that is reimbursed on a per-major basis for CS+Education students.

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.

This program revision shall not impact faculty resources, including any changes in the number of faculty, class size, teaching loads, and 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 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.26.151

Attach Rollback/
Approval Notices

Non-EP Documentation

U Program Review
Comments

Rollback
Documentation and
Attachment

DMI Documentation

Attach Final
Approval Notices

Banner/Codebook
Name

Computer Science and Education, BS

Program Code: 6081:BS

Minor

Conc

Degree

BS

Code Code Code Major 6081

Code

Senate Approval
Date

Senate Conference
Approval Date

BOT Approval Date

IBHE Approval Date

HLC Approval Date

DOE Approval Date

Effective Date:

Program Reviewer

Comments

Melissa Steinkoenig (menewell) (12/18/25 3:13 pm): Gen Ed Table: Good

Brooke Newell (bsnewell) (03/12/26 12:39 pm): Rollback: Per email with Curtis, Kelli, and Roxanne.

Key: 1027

Program Change Request

EP.26.151

Admin Approval_Section1_#B3

Date Submitted: 12/12/25 3:27 pm

Viewing: **10KN6069BS : Computer Science +****Education: Learning Sciences, BS**

Last approved: 02/04/22 11:21 am

Last edit: 04/02/26 10:41 am

Changes proposed by: Kelli Halfman

Catalog Pages Using [Computer Science + Education: Learning Sciences, BS](#)
this Program

Proposal Type:

Concentration (ex. Dietetics)

This proposal is for

a:

[Revision](#)

In Workflow

1. U Program Review
2. Gen Ed Review
3. 1613-CUR&I
Committee Chair
4. 1613-CUR&I Head
5. 1434-SSCDS
Committee Chair
6. 1434-SSCDS Head
7. KP Committee Chair
8. KP Dean
9. KN Committee
Chair
10. KN Dean
11. University Librarian
12. COTE Programs
13. Provost
14. Senate EPC
15. Senate
16. U Senate Conf
17. Board of Trustees
18. IBHE
19. HLC
20. Catalog Editor
21. DMI

Approval Path

1. 12/17/25 3:22 pm
Brianna Vargas-
Gonzalez (bv4):
Approved for U
Program Review
2. 12/18/25 2:25 pm
Melissa Steinkoenig
(menewell):

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History

1. Feb 4, 2022 by Robb Lindgren (robblind)

Administration Details

Official Program Name Computer Science + Education: Learning Sciences, BS

Diploma Title

Sponsor College Education

Sponsor Department Curriculum and Instruction

Sponsor Name Joshua Danish ~~Sarah McCarthy~~

Sponsor Email jdaniel@illinois.edu ~~mccarthe@illinois.edu~~

College Contact ~~Kathy Stalter~~; Robb Lindgren College Contact Email
~~kstalter@illinois.edu~~; robbblind@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.

Todd Lash, toddlash@illinois.edu

Curtis Mason, masonc@illinois.edu

Kelli Halfman, halfman@illinois.edu

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.

~~Computer Science Department~~; This program will adopt the governance structure of existing CS+X programs, in which ~~programs where~~ both units (e.g., Siebel School and Curriculum & Instruction) provide ~~have~~ input on course requirements, advising, etc.

College Grainger College of Engineering

Department Siebel School Comp & Data Sci

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 Learning Sciences in the Bachelor of Science in Computer Science plus Education in the College of Education

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 Learning Sciences concentration proposal (key 1028) is related to the Computer Science + Education degree (key 1027) and the Secondary Education concentration (key 1029).

Program Justification

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

1. The Graduation, University, and General Education Requirements have been added above the POS table. Note: Total degree hours remain at 120 hours.
2. The General Education Requirements table has been updated.
3. The "Electives," and "Total Hours" sections have been removed. Instead, following the General Education Requirements table, there is a Major Requirements table and a Learning Sciences Concentration Requirements table.
4. The EDUC 101 course requirement has been moved to the Major Requirements table and relabeled as a "College of Education Requirement."
5. The Computer Science Core Requirements remain the same. However, the written text for "& Two CS 4XX Any two (2) 400-level CS courses" requirement has been revised to read as "& two CS courses at the 400-level above CS 403, excluding CS 491. These two courses must be distinct from all other courses used to fulfill program requirements or options."
6. EPSY 201 is being moved from a choose from list in this concentration to now being required. Since EPSY 201 is now required for both concentrations, Learning Sciences and Secondary Education, it is moved into the major coursework. A new heading was created for this coursework. The Concentration hours reflected in the major POS table have been reduced by 3 hours accordingly.
7. The College of Education Foundations and Learning Sciences Core course lists have been consolidated into one list.
8. The following curriculum changes to the Learning Sciences concentration have been made:
 - 8.1. CI 415, EPOL 310, EPSY 236, EPSY 400, and SPED 117 have been removed.
 - 8.2. CI 211, CI 380, and CI 382 have been added.
 - 8.3. The following courses from "Choose from" lists have been removed: BCOG 100, EPSY 408, PSYC 224, PSYC 248, PSYC 414; CI 424, CI 482, EPSY 405, EPSY 407, EPSY 490; and CI 437, CI 438, CI 439, CI 499.
 - 8.4. A new "Concentration Electives" section has been added. Students are now required to select 15 hours of College of Education electives in consultation with an academic advisor.
9. The major coursework were added to 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. To meet the required and/or recommended Academic Catalog standards and to enhance transparency for undergraduate students.
2. To adhere to the General Education template.
3. The "Electives" were removed, as the elective hours will vary by student, and the "Total Hours" is now accounted for in the Graduation Requirements text above the POS table, per the template.
4. EDUC 101 was previously listed before the General Education Requirements. It was moved accordingly to reflect it's a major requirement, per the College of Education.
5. The revised text of this requirement matches other CS+X programs and provides greater clarity while noting exceptions among the 400-level CS course offerings: CS 400-403 (which are reserved for the iCAN program), CS 491 (which is a seminar with S/U grading) and any course (such as CS 421) which would be used to satisfy another requirement.
6. ESPY 201 is considered foundational to the learning sciences concentration curriculum, and tailored for students pursuing related degrees. EPSY 201 is being moved into the major coursework since it is a required course now in both concentrations. With the move of the course into the major, the concentration hours have been reduced accordingly. There is no change to overall total hours for the degree program.
7. The consolidation to one course list is to avoid confusion between course expectations among both CS+ Education concentrations, an to align with the requirements as listed for the Secondary Education concentration.
- 8.1. CI 415 and EPSY 236 courses are intended for students pursuing teacher licensure programs and have thus been removed. Meanwhile, EPOL 310, EPSY 400, and SPED 117 have been removed, but may be considered for the "Concentration Electives" to be chosen in consultation with an academic advisor, depending on the students' educational goals.
- 8.2. It is important for all students pursuing the Learning Sciences concentration to complete a set of the same learning sciences coursework (e.g., CI 211, CI 380, CI 382, and CI 489), to achieve the program's learning outcomes.
- 8.3. EPSY 201 will provide foundational psychology concepts, thus, removing BCOG 100, PSYC 224, PSYC 248, and PSYC 414. The remaining "Choose from" courses that were removed (e.g., CI 424, CI 482, EPSY 405, EPSY 407, EPSY 490; and CI 437, CI 438, CI 499) and may be considered for the "Concentration Electives" to be chosen in consultation with an academic advisor.

depending on the students' academic goals, which enhances autonomy over course selection. EPSY 408 was removed due to deactivation. CI 439 changed to a graduate-level course, CI 553. 8.4. The "Concentration Electives" serve as Learning Sciences/education-related supporting coursework to be chosen in consultation with an academic advisor, providing more student autonomy to meet their educational goals, compared to the previous "Choose from" lists.

9. Previously, only the concentration coursework was listed. Adding the major coursework enhances transparency of all the requirements.

Instructional Resources

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

No

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

No

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

Yes

Courses outside of the sponsoring department/interdisciplinary departments:

BCOG 100 - Intro to Brain & Cognitive Sci
PSYC 224 - Cognitive Psych
PSYC 248 - Learning and Memory
PSYC 414 - Brain, Learning, and Memory
EPOL 310 - Race and Cultural Diversity
EPSY 236 - Child Dev in Education
EPSY 405 - Personality and Soc Dev
EPSY 407 - Adult Learning and Development
EPSY 490 - Developments in Educ Psyc
SPED 117 - The Culture of Disability
EPSY 201 - Educational Psychology

Please attach any [EPOL Acknowledgement of Program Revision.pdf](#)

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

[EPSY Acknowledgement of Program Revisions.pdf](#)
[PSYC: Acknowledgement of program revision.pdf](#)
[SPED Acknowledgement of program revision.pdf](#)
[EPSY 201 Acknowledgment.pdf](#)
[EPSY Letter EPSY 236 and EPSY 400.pdf](#)
[PSYC Letter re EPSY 405.pdf](#)

Program Features

Academic Level Undergraduate


Is this program part of an ISBE approved licensure program?

No

Will specialized accreditation be sought for this program?

No

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

[The Siebel School](#)  will provide advising to CS+Education students on all matters of CS and some general matters throughout the program. Each student will be assigned a specific CS advisor for monitoring of progress and advice. As students complete their foundational CS coursework they will also consult with advisors in the College of Education in selection of their education core courses. This additional advising will not be a burden to the College of Education advising staff, nor will they need additional training. The students in this concentration will be enrolling in the same core curriculum as other education majors.

Applications will be submitted to the College of Education, consistent with other CS+X programs. A committee of faculty/representatives from Education will determine whether students are admitted to the program, though input may be sought from advisors in Computer Science. Transfer applications will be handled in the same way, two times per academic year. We recommend that students with fewer than two years remaining towards their degree not be allowed to transfer into the major, unless they are currently Education or Computer Science majors.

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.

All students completing the program requirements will achieve the minimum of 40 hours of upper-division coursework by completing the following:

Computer Science Core: Totaling 17-23 hours

a. CS 225 (4 hours) Prerequisites: CS 126, CS 128, or ECE 220; and CS 173, CS 413, MATH 213, MATH 314, MATH 347, MATH 412, or MATH 413.

b. CS 374 (4 hours)

c. CS 341 (3 hours); or CS 340 and two 400-level CS courses (9 hours)

d. CS 357 or CS 421 (3 hours)

e. CS 361 (3 hours)

Mathematical Foundations (3 hours) if selecting MATH 257 with MATH 220 or 221; and CS 101 prerequisites.

Learning Sciences Concentration: Totaling 24 hours

a. CI 380 (3 hours)

b. CI 382 (3 hours)

c. CI 489 (3 hours)

d. Concentration Electives (students may earn up to 15 hours of upper-division electives)

Revised programs [CS+EDUC Learning Sciences Sample Sequence 2.docx](#)

Catalog Page Text - Overview Tab

Catalog Page Overview Text

~~The following courses are required for this concentration.~~

Is the overview text above correct?

Statement for

Programs of Study

Catalog

Graduation Requirements

Minimum hours required for graduation: 120 hours.

University Requirements

Minimum of 40 hours of upper-division coursework, generally at the 300- or 400-level. These hours can be drawn from all elements of the degree. Students should consult their academic advisor for additional guidance in fulfilling this requirement.

The university and residency requirements can be found in the Student Code (§ 3-801) and in the Academic Catalog.

General Education Requirements

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

<u>Composition I</u>	<u>4-6</u>
<u>Advanced Composition</u>	<u>3</u>
<u>Humanities & the Arts (6 hours)</u>	<u>6</u>
<u>Natural Sciences & Technology (6 hours)</u>	<u>6</u>
<u>Social & Behavioral Sciences (6 hours)</u>	<u>6</u>
<u>fulfilled by CI 210 and EPSY 201</u>	
<u>Cultural Studies: Non-Western Cultures (1 course)</u>	<u>3</u>
<u>Cultural Studies: US Minority Cultures (1 course)</u>	<u>3</u>
<u>Cultural Studies: Western/Comparative Cultures (1 course)</u>	<u>3</u>
<u>Quantitative Reasoning (2 courses, one course must be a Quantitative Reasoning I)</u>	<u>6-10</u>
<u>fulfilled by CS 124, CS 128, CS 225, MATH 220 or MATH 221, MATH 231</u>	
<u>Language Requirement (Completion of the third semester or equivalent of a language other than English is required)</u>	<u>0-15</u>

Major Requirements

College of Education Requirement

<u>EDUC 101</u>	<u>Education Orientation Seminar</u>	<u>1</u>
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Education Core Requirement

<u>EPSY 201</u>	<u>Educational Psychology</u>	<u>3</u>
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Computer Science Core Requirements

<u>CS 124</u>	<u>Introduction to Computer Science I</u>	<u>3</u>
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<u>CS 128</u>	<u>Introduction to Computer Science II</u>	<u>3</u>
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<u>CS 173</u>	<u>Discrete Structures</u>	<u>3</u>
---------------	----------------------------	----------

<u>CS 222</u>	<u>Software Design Lab</u>	<u>1</u>
---------------	----------------------------	----------

<u>CS 225</u>	<u>Data Structures</u>	<u>4</u>
---------------	------------------------	----------

<u>CS 374</u>	<u>Introduction to Algorithms & Models of Computation</u>	<u>4</u>
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<u>Choose 1 from:</u>		<u>8-9</u>
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<u>CS 233</u> & <u>CS 341</u>	<u>Computer Architecture</u> & <u>System Programming</u>	
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OR

<u>CS 340</u>	<u>Introduction to Computer Systems</u>	
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& two CS courses at the 400-level above CS 403, excluding CS 491. These two courses must be distinct from all other courses used to fulfill program requirements or options.

<u>Choose 1 from:</u>		<u>3</u>
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<u>CS 357</u>	<u>Numerical Methods I</u>	
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<u>CS 421</u>	<u>Programming Languages & Compilers</u>	
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Mathematical Foundations

<u>CS 361</u>	<u>Probability & Statistics for Computer Science</u>	<u>3</u>
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<u>MATH 220</u>	<u>Calculus</u>	<u>5</u>
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<u>or MATH 221</u>	<u>Calculus I</u>	
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<u>MATH 231</u>	<u>Calculus II</u>	<u>3</u>
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<u>Choose 1 from:</u>		<u>2-3</u>
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<u>MATH 225</u>	<u>Introductory Matrix Theory</u>	
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<u>MATH 227</u>	<u>Linear Algebra for Data Science</u>	
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MATH 257Linear Algebra with Computational Applications**Learning Sciences Concentration Requirements**

<u>CI 210</u>	Introduction to Digital Learning Environments	3
<u>CI 211</u>	<u>Introduction to Learning</u>	<u>3</u>
<u>CI 380</u>	<u>History (and Futures) of Educational Technology</u>	<u>3</u>
<u>CI 382</u>	<u>Designing Interactive Learning Spaces</u>	<u>3</u>
<u>CI 489</u>	Educational Technology Capstone Course	3
Choose 1 from:		3
BCOG-100	Introduction to the Brain and Cognitive Science	
EPSY 408	Course EPSY 408 Not Found	
PSYC-224	Cognitive Psych	
PSYC-248	Learning and Memory	
PSYC-414	Brain, Learning, and Memory	
Choose 2 from:		6
CI 424	Child Development & Technology	
CI 482	Social Learning and Multimedia	
EPSY 405	Personality and Soc Dev	
EPSY 407	Adult Learning and Development	
EPSY 490	Developments in Educational Psychology (Learning in Everyday Contexts)	
Choose 3 from:		9
CI 437	Educational Game Design	
CI 438	Computer Programming and the Classroom	
CI 439	Course CI 439 Not Found	
CI 499	Issues and Development in Education (Attention, Learning, and New Technology)	
CI 499	Issues and Development in Education (Designing Learning Spaces)	
<u>EPOL 201</u>	Foundations of Education	3
or <u>EPOL 202</u>	Foundations of Education-ACP	

~~Choose 3 from:~~~~9-10~~~~CI 415 Language Varieties, Cultures and Learning~~~~EPOL 310 Race and Cultural Diversity~~~~EPSY 201 Educational Psychology~~~~EPSY 236 Child Development in Education~~~~EPSY 400 Psychology of Learning in Education~~~~SPED 117 The Culture of Disability~~**Concentration Electives**Select 15 hours of coursework within the College of Education in consultation with an academic advisor.15

Program Relationships

Corresponding

Program(s):

Corresponding Program(s)

Computer Science + Education, BS

Program Regulation and Assessment

Plan to Assess and Improve Student Learning

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

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

No

Student Learning Outcomes

~~Our identified learning outcomes will be measured through the following assessments:~~1.

~~Learning Outcome1:~~Students will acquire deep knowledge of computer science as it relates to the field of Education. ~~Education Written and oral assignments in university courses, design and research projects.~~

2. ~~Learning Outcome4:~~Students will display the expectations of professionalism related to success in the field of education and beyond (Fairness, commitment to collaboration, community, reflective practice, and attention to 21st-century ~~21st century~~ skills and practices). ~~Design and research projects.~~

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

Describe here:

1. Written and oral assignments in university courses, design and research projects.

2. Design and research projects.

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 program revision shall bear no impact on degrees awarded. Students currently enrolled in the program may continue pursuing the degree under their admission term or adopt the new curriculum.

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?

~~Any additional needs will be financed through tuition differentials that Engineering students incur. Students in the CS+Education major will follow the current arrangement for CS+X: students will be coded under ENG for tuition assessment. Following the IVCB budget model for CS+, program differential, engineering program international differential and 20% of any non-resident differential will be split 50% to Engineering and 50% to Education. Similarly as defined in the model, majors will be split 50% to Engineering and 50% to Education. Both Education and CS will use funds from the differential tuition to accommodate any increase in advising or teaching loads and they have agreed to split both the tuition differentials and the major fees that is reimbursed on a per-major basis for CS+Education students.~~

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

No

Attach letters of support

Faculty Resources

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

This program revision shall not impact faculty resources, including any changes in the number of faculty, class size, teaching loads, and 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 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.26.151

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:CS & Edu:Learning Sci -UIUC

Program Code: 10KN6069BS

Minor	Conc	6069	Degree	BS
Code	Code		Code	Major Code

6081

Senate Approval

Date

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Key: 1028

Program Change Request

EP.26.151

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Last approved: 02/04/22 11:21 am

Last edit: 04/02/26 10:41 am

Changes proposed by: Kelli Halfman

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(menewell):

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History

1. Feb 4, 2022 by Robb Lindgren (robblind)

Administration Details

Official Program Name	Computer Science + Education: Secondary Education, BS	
Diploma Title		
Sponsor College	Education	
Sponsor Department	Curriculum and Instruction	
Sponsor Name	<u>Joshua Danish</u> Sarah McCarthy	
Sponsor Email	<u>jdaniel@illinois.edu</u> mccarthe@illinois.edu	
College Contact	<u>Robb Lindgren</u> Kathy Stalter, Luc Paquette	College Contact Email
	<u>robblind@illinois.edu</u> kstalter@illinois.edu; lpaq@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.

Todd Lash, toddlash@illinois.edu

Curtis Mason, masonc@illinois.edu

Kelli Halfman, halfman@illinois.edu

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.

~~Computer Science Department;~~ This program will adopt the governance structure of existing CS+X programs, in which ~~programs where~~ both units (e.g., Siebel School and Curriculum & Instruction) provide ~~have~~ input on course requirements, advising, etc.

College Grainger College of Engineering

Department Siebel School Comp & Data Sci

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 Secondary Education in the Bachelor of Science in Computer Science plus Education in the College of Education

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 Secondary Education concentration proposal (key 1029) is related to the Computer Science + Education degree (key 1027) and the Learning Sciences concentration (key 1028).

Program Justification

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

1. The Graduation, University, and General Education Requirements have been added above the POS table. Note: Total degree hours remain at 120 hours.
2. The General Education Requirements table has been updated.
3. The "Electives," and "Total Hours" sections have been removed. Instead, following the General Education Requirements table, there is a Major Requirements table and a Learning Sciences concentration table.
4. The EDUC 101 course requirement has been moved to the Major Requirements table and relabeled as a "College of Education Requirement."
5. The Computer Science Core Requirements remain the same. However, the written text for "& Two CS 4XX Any two (2) 400-level CS courses" requirement has been revised to read as "& two CS courses at the 400-level above CS 403, excluding CS 491. These two courses must be distinct from all other courses used to fulfill program requirements or options."
6. EPSY 201 is now required for both concentrations, Learning Sciences and Secondary Education. Thus, EPSY 201 (3 hours) is now moved into the major coursework. A new heading was created for this coursework. The Concentration hours reflected in the major POS table have been reduced by 3 hours accordingly.
7. The section of CI, EDPR, EDUC, EPSY, and SPED courses has been labeled as "Secondary Education Concentration Requirements."
8. The major coursework were added to 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. To meet the required and/or recommended Academic Catalog standards and to enhance transparency for undergraduate students.
2. To adhere to the General Education template.
3. The "Electives" were removed, as the elective hours will vary by student, and the "Total Hours" is now accounted for in the Graduation Requirements text above the POS table, per the template.
4. EDUC 101 was previously listed before the General Education Requirements. It was moved accordingly to reflect it's a major requirement, per the College of Education.
5. The revised text of this requirement matches other CS+X programs and provides greater clarity while noting exceptions among the 400-level CS course offerings: CS 400-403 (which are reserved for the iCAN program), CS 491 (which is a seminar with S/U grading) and any course (such as CS 421) which would be used to satisfy another requirement.
6. EPSY 201 is now moved into the major coursework since it is a required course now in both concentrations. With the move of the course into the major, the concentration hours have been reduced accordingly. There is no change to overall total hours for the degree program.
7. The group of courses has been labeled accordingly to be consistent with the labeling of courses of the program (e.g., Computer Science Core Requirements, Mathematical Foundations).
8. Previously, only the concentration coursework was listed. Adding the major coursework enhances transparency of all the requirements.

Instructional Resources

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

No

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

No

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

No

Program Features

Academic Level Undergraduate

Is this program part of an ISBE approved licensure program?

Yes

Will specialized accreditation be sought for this program?

Yes

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

Accreditation for the Secondary ~~We will seek accreditation from the Illinois State Board of Education~~ concentration is accredited by the Illinois State Board of Education (ISBE). ~~(ISBE) for the licensure track.~~

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

~~CS will provide advising to CS+Education students on all matters of CS and some general matters throughout the program. Each student will be assigned a specific CS advisor for monitoring of progress and advice. As students complete their foundational CS coursework they will also consult with advisers in the College of Education in selection of their education core courses. This additional advising will not be a burden to the College of Education advising staff, nor will they need additional training. The students in this major will be enrolling in the same core curriculum as other education majors. Applications will be submitted to the College of Education, consistent with other CS+X programs. A committee of faculty/representatives from Education will determine whether students are admitted to the program, though input may be sought from advisors in Computer Science. Transfer applications will be handled in the same way, two times per academic year. We recommend that students with fewer than two years remaining towards their degree not be allowed to transfer into the major, unless they are currently Education or Computer Science majors.~~

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

Yes

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

Teacher licensure is regulated by the Illinois State Board of Education ([ISBE](#)). (~~ISBE~~)

Program of Study

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

All students completing the program requirements will necessarily have a minimum of 40 hours of upper-division coursework:

Computer Science Core: Totaling 17-23 hours

a. CS 225 (4 hours) Prerequisites: CS 126, CS 128, or ECE 220; and CS 173, CS 413, MATH 213, MATH 314, MATH 347, MATH 412, or MATH 413.

b. CS 374 (4 hours)

c. CS 341 (3 hours); or CS 340 and two 400-level CS courses (9 hours)

d. CS 357 or CS 421 (3 hours)

e. CS 361 (3 hours)

Mathematical Foundations (3 hours) if selecting MATH 257 with MATH 220 or 221; and CS 101 prerequisites.

Secondary Education Concentration: Totaling 30 hours

a. CI 401 (3 hours)

b. CI 403 (3 hours)

c. CI 404 (3 hours)

d. CI 473 (3 hours)

e. EDPR 442 (12 hours)

f. EPSY 485 (3 hours)

g. SPED 405 (3 hours)

Revised programs [CS+EDUC Secondary Education 2.docx](#)

Catalog Page Text - Overview Tab

Catalog Page Overview Text

~~The following courses are required for this concentration.~~

Is the overview text above correct?

Statement for

Programs of Study

Catalog

Graduation Requirements

Minimum hours required for graduation: 120 hours.

Requirements for licensure: Minimum cumulative Grade Point Average of 2.5 (A=4.0); receive a grade of C- or better in licensure coursework.

University Requirements

Minimum of 40 hours of upper-division coursework, generally at the 300- or 400-level. These hours can be drawn from all elements of the degree. Students should consult their academic advisor for additional guidance in fulfilling this requirement.

The university and residency requirements can be found in the Student Code (§ 3-801) and in the Academic Catalog.

General Education Requirements

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

<u>Composition I</u>	<u>4-6</u>
<u>Advanced Composition</u>	<u>3</u>
<u>fulfilled by EDUC 202</u>	
<u>Humanities & the Arts (6 hours)</u>	<u>6</u>
<u>fulfilled by EDUC 202 and any other course approved as Humanities & the Arts</u>	
<u>Natural Sciences & Technology (6 hours)</u>	<u>6</u>
<u>Social & Behavioral Sciences (6 hours)</u>	<u>6</u>
<u>fulfilled by EPSY 201 and any other course approved as Social & Behavioral Science</u>	

<u>Cultural Studies: Non-Western Cultures (1 course)</u>	<u>3</u>
<u>Cultural Studies: US Minority Cultures (1 course)</u>	<u>3</u>
<u>fulfilled by EDUC 201</u>	
<u>Cultural Studies: Western/Comparative Cultures (1 course)</u>	<u>3</u>
<u>Quantitative Reasoning (2 courses, one course must be a Quantitative Reasoning I)</u>	<u>6-10</u>
<u>fulfilled by CS 124, CS 128, CS 225, MATH 220 or MATH 221, MATH 231</u>	
<u>Language Requirement (Completion of the third semester or equivalent of a language other than English is required)</u>	<u>0-15</u>

Major Requirements

<u>College of Education Requirement</u>	
<u>EDUC 101</u>	<u>Education Orientation Seminar</u> <u>1</u>
<u>Education Core Requirement</u>	
<u>EPSY 201</u>	<u>Educational Psychology</u> <u>3</u>
<u>Computer Science Core Requirements</u>	
<u>CS 124</u>	<u>Introduction to Computer Science I</u> <u>3</u>
<u>CS 128</u>	<u>Introduction to Computer Science II</u> <u>3</u>
<u>CS 173</u>	<u>Discrete Structures</u> <u>3</u>
<u>CS 222</u>	<u>Software Design Lab</u> <u>1</u>
<u>CS 225</u>	<u>Data Structures</u> <u>4</u>
<u>CS 374</u>	<u>Introduction to Algorithms & Models of Computation</u> <u>4</u>
<u>Choose 1 from:</u>	<u>8-9</u>
<u>CS 233</u> <u>& CS 341</u>	<u>Computer Architecture</u> <u>and System Programming</u>
<u>OR</u>	
<u>CS 340</u>	<u>Introduction to Computer Systems</u>
<u>& two CS courses at the 400-level above CS 403, excluding CS 491. These two courses must be distinct from all other courses used to fulfill program requirements or options.</u>	
<u>Choose 1 from:</u>	<u>3</u>

<u>CS 357</u>	<u>Numerical Methods I</u>	
<u>CS 421</u>	<u>Programming Languages & Compilers</u>	
<u>Mathematical Foundations</u>		
<u>CS 361</u>	<u>Probability & Statistics for Computer Science</u>	<u>3</u>
<u>MATH 220</u>	<u>Calculus</u>	<u>5</u>
<u>or MATH 221</u>	<u>Calculus I</u>	
<u>MATH 231</u>	<u>Calculus II</u>	<u>3</u>
<u>Choose 1 from:</u>		<u>2-3</u>
<u>MATH 225</u>	<u>Introductory Matrix Theory</u>	
<u>MATH 227</u>	<u>Linear Algebra for Data Science</u>	
<u>MATH 257</u>	<u>Linear Algebra with Computational Applications</u>	
<u>Secondary Education Concentration Requirements</u>		
<u>CI 401</u>	Introductory Teaching in a Diverse Society	3
<u>CI 403</u>	Teaching a Diverse High School Student Population	3
<u>CI 404</u>	Teaching and Assessing Secondary School Students	3
<u>CI 473</u>	Disciplinary Literacy	3
<u>EDPR 442</u>	Educational Practice in Secondary Education	12
<u>EDUC 201</u>	Identity and Difference in Education	3
<u>EDUC 202</u>	Social Justice, School and Society	3
<u>EPSY 201</u>	<u>Educational Psychology (Gen Ed PSYC 100 is a prerequisite for EPSY 201)</u>	<u>3</u>
<u>EPSY 485</u>	Assessing Student Performance	3
<u>SPED 405</u>	General Educator's Role in Special Education	3

Program Relationships

Corresponding

Program(s):

Corresponding Program(s)

Computer Science + Education, BS

Program Regulation and Assessment

Plan to Assess and Improve Student Learning

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

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

No

Student Learning Outcomes

~~Our identified learning outcomes will be measured through the following assessments:~~1.

~~Learning Outcome 1:~~Students will acquire deep knowledge of computer science as it relates to the field of Education. ~~Education—Student lesson plans, observations of student teaching, written and oral assignments in university courses.~~

2. ~~Learning Outcome 2:~~Students will effectively plan and implement relevant, responsive instruction for high school students.

~~—Student lesson plans, observations of student teaching.~~3. ~~Learning Outcome 3:~~Students will use assessment data to drive decisions and solve problems in and out of the classroom.

~~—Student lesson plans, written and oral assignments in university courses.~~4. ~~Learning~~

~~Outcome 4:~~Students will display the expectations of professionalism related to success in the field of education and beyond (Fairness, commitment to collaboration, community, reflective practice, and attention to 21st-century ~~21st-century~~ skills and practices). ~~—Student lesson plans, observations of student teaching.~~

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

Describe here:

1. Student lesson plans, observations of student teaching, written and oral assignments in university courses.

2. Student lesson plans, observations of student teaching.

3. Student lesson plans, written and oral assignments in university courses.

4. Student lesson plans, observations of student teaching.

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, as the degree requirements have not changed. Rather, the formatting has been updated to align with campus standards and improve clarity.

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?

~~Any additional needs will be financed through tuition differentials that Engineering students incur. Students in the CS+Education major will follow the current arrangement for CS+X: students will be coded under ENG for tuition assessment. Education and ENG have agreed to evenly split the tuition for CS+Educ. Both Education and CS will use funds from the differential tuition to accommodate any increase in advising or teaching loads and they have agreed to split both the tuition differentials and the major fees that is reimbursed on a per-major basis for CS+Education students.~~

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

No

Attach letters of
support

Faculty Resources

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

This program revision shall not impact faculty resources, including any changes in the number of faculty, class size, teaching loads, and 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 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.26.151

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:CS & Edu:Secondary Ed -UIUC

Program Code: 10KN6082BS

Minor	Conc	6082	Degree	BS
Code	Code		Code	Major Code

6081

Senate Approval
Date

Senate Conference
Approval Date

BOT Approval Date

IBHE Approval Date

HLC Approval Date

DOE Approval Date

Effective Date:

Program Reviewer

Comments

Melissa Steinkoenig (menewell) (12/18/25 3:11 pm): Gen Ed Table: Good

Brooke Newell (bsnewell) (03/12/26 12:39 pm): Rollback: Per email with Curtis, Kelli, and Roxanne.

Key: 1029