

Program Change Request

New Proposal

Date Submitted: 12/09/25 7:44 pm

Viewing: : **Foundations of Global Studies, GCRT**
(on campus & online)

Last edit: 04/13/26 1:27 pm

Changes proposed by: Steve Witt

In Workflow

1. U Program Review
2. 1535-CGS 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. 09/02/25 2:00 pm
Brianna Vargas-Gonzalez (bv4):
Rollback to Initiator
2. 09/15/25 9:24 am
Brianna Vargas-Gonzalez (bv4):
Approved for U
Program Review
3. 10/29/25 7:05 pm
Steve Witt (sw Witt):
Approved for 1535-
CGS Head
4. 11/07/25 1:33 pm
Stephen Downie
(sdownie): Rollback

- to Initiator
- 5. 12/10/25 11:04 am
Brianna Vargas-
Gonzalez (bv4):
Approved for U
Program Review
- 6. 12/10/25 12:09 pm
Steve Witt (sw Witt):
Approved for 1535-
CGS Head
- 7. 02/24/26 3:12 pm
Melissa Reedy
(murray): Approved
for KV Dean
- 8. 02/25/26 10:53 am
Tom Teper (tteper):
Approved for
University Librarian
- 9. 03/05/26 2:50 pm
Allison McKinney
(agrindly): Approved
for Grad_College
- 10. 03/06/26 1:20 am
Suzanne Lee
(suzannel):
Approved for COTE
Programs
- 11. 03/10/26 11:51 am
Brooke Newell
(bsnewell): Rollback
to KV Dean for
Provost
- 12. 03/27/26 1:08 pm
Melissa Reedy
(murray): Approved
for KV Dean
- 13. 03/27/26 1:13 pm
Tom Teper (tteper):
Approved for
University Librarian

- 14. 03/31/26 3:01 pm
Allison McKinney
(agrindly): Approved
for Grad_College
- 15. 03/31/26 3:26 pm
Suzanne Lee
(suzannel):
Approved for COTE
Programs
- 16. 04/02/26 8:14 am
Brooke Newell
(bsnewell):
Approved for
Provost

Proposal Type

Proposal Type: Major (ex. Special Education)

Administration Details

Official Program Name	Foundations of Global Studies, GCRT (on campus & online)	
Diploma Title	Graduate Certificate in Foundations of Global Studies	
Sponsor College	Liberal Arts & Sciences	
Sponsor Department	Center for Global Studies	
Sponsor Name	Steven Witt	
Sponsor Email	switt@illinois.edu	
College Contact	Stephen R. Downie	College Contact Email
	sdownie@illinois.edu	
College Budget Officer	Michael Wellens, Associate Dean of Finance and Resource Planning	
College Budget Officer Email	wellens@illinois.edu	

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

Andrew Guth - Academic Program Coordinator for the MS in Global Studies Program
(andyguth@illinois.edu)

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

Does this program have inter-departmental administration?

No

Effective Catalog Term

Effective Catalog Term Fall 2026

Effective Catalog 2026-2027

Proposal Title

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

Establish the Graduate Certificate in Foundations of 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, MS (on campus & online) (Key 1067)

Program Justification

Provide a brief justification of the program, including highlights of the program objectives, and the careers, occupations, or further educational opportunities for which the program will prepare graduates, when appropriate.

Objectives:

Building on the MS in Global Studies program which was fully approved in the Spring of 2025, the Graduate Certificate in Foundations of Global Studies aligns with:

- a. the University's Next 150 Strategic Plan for expanded access to higher education
- b. all four goals of the Boldly Illinois: Strategic Plan 2030
- c. LAS 2021-2025 Strategic Plan to create innovative online learning experiences
- d. Illinois' mission of fostering global leadership and informed decision-making, and
- e. the Illinois Global Institute's (IGI) objectives to:
 - (1) provide transformative learning experiences,
 - (2) make a visible societal impact, and
 - (3) foster scholarship and innovation.

The Graduate Certificate is a strategic addition to the university's portfolio that meets the growing academic and professional demands for focused training in global studies without the time and resource commitment required for a full master's degree.

Careers/occupations:

Global Studies has emerged as a critical interdisciplinary field that addresses the complexities of an increasingly interconnected world. Universities worldwide have embraced this focus through undergraduate and graduate programs that prepare students to navigate pressing global challenges. This Certificate equips students, working professionals, and others with interdisciplinary, continuing training, and education skills required to work in global systems, analyze global challenges, and prepare for or further careers in government, non-governmental organizations (NGOs), trade groups, transnational institutions, international business, and more. The curriculum offers a structured set of courses tailored to meet the needs of professionals and students pursuing expertise in this domain and positions the University to compete at the highest levels with other elite institutions that have realized the importance of continuing education in today's professional environment.

Further Educational Opportunities:

The Graduate Certificate is a stackable option towards a MS in Global Studies, and complements students and learners varying paths of microcredentialing, credentialing, certificates, Certificates, minors, and or a MS in Global Studies. Within the IGI's framework, the Graduate Certificate adds the option for working professionals and others to address the growing need for interdisciplinary, continuing education on global issues while also introducing and promoting our University and program(s) to an expanded audience.

Furthermore, the Graduate Certificate complements IGI's other thematically interdisciplinary programs, such as LAS' Global Studies B.A. program, Undergraduate Certificate in Global Security, Center for Global Studies (CGS)' Global Studies Graduate Minor, the Center for the Study of Global Gender Equity (CSGGE)' Gender Relations in International Development (GRID) Graduate Minor, and a robust catalog of graduate-level courses developed with support from CGS, CSGGE, and the Program in Arms Control & Domestic and International Security (ACDIS).

The Certificate then leverages the expertise of CGS, CSGGE, and ACDIS whose faculty affiliates span 90 campus units and represent 370 faculty members across 14 colleges and schools at Illinois. The courses for the certificate draw from a rich curriculum developed over two decades, which emphasize interdisciplinary, problem-solving approaches.

Due to the introduction of a fourth track in this Certificate the Global Studies, MS (Key 1067) is also under revision.

Instructional Resources

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

No

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

No

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

Yes

Courses outside of the sponsoring department/interdisciplinary departments:

IS 445 - Data Visualization

CGGE 581 - Gender Relations & Intl Dev

GLBL 520 - Institutions Global Governance

GLBL 580 - Energy and Global Security

GLBL 500 - Global Society

GLBL 570 - Methodologies of Glbl Studies

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

[CGGE-581-Approval-Feb-2026.pdf](#)
[IS-445-Apprival-March-2026.pdf](#)
[LetterofSupportGLBL_March2026.pdf](#)

Program Features

Academic Level Graduate

Does this major have transcripted concentrations? No

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

What are the minimum Total Credit Hours required for this program?
12

What is the required GPA? 2.75

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

Attach Program of Study related information here.

Catalog Page Text - Overview Tab

Catalog Page Overview Text

The Graduate Certificate in Foundations of Global Studies is designed to develop leaders who (1) understand globalization, (2) think critically, and (3) engage in historical, theoretical, and practical applications of ethical questions and problem-solving on a global scale. It equips students, working professionals, and others with the interdisciplinary, continuing training and education skills required to work in global systems, analyze global challenges, and prepare for or further careers in government, non-governmental organizations (NGOs), trade groups, transnational institutions, international business, and more. It is stackable into a MS in Global Studies.

Admission

Applicants to the Graduate Certificate must have completed a bachelor's degree from an accredited institution of higher learning. Admissions for in-person Graduate Certificate will be managed by the Graduate College, and the student must be accepted by the Graduate College. Admissions for online Graduate Certificate will be managed by Illinois Online, and the student must be accepted by the Graduate College. Students are admitted as "Certificate" Students, not non-degree students. This Graduate Certificate follows the requirements set by: Graduate Admissions - Minimum Requirements | Graduate College. There are no additional requirements.

Admission is available on a rolling basis. Graduate Certificate students are eligible for Financial Aid and Scholarships but are not eligible for Graduate Assistantships or Fellowships. Graduate Certificates are awarded on the standard degree awarding cycle (May, August, December). Students will receive a notation on their transcript of the Certificate and a Certificate Diploma.

Statement for
Programs of Study
Catalog

Graduate Certificate Requirements

Minimum Cumulative GPA: 2.75**Minimum hours required for certificate completion: 12 hours**

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

12 hours of coursework requirements of the MS Global Studies degree program.

Required Core		8
GLBL 500	Global Society	4
GLBL 570	Methodologies of Global Studies	4
Track Options		4
Students should consult with their program advisor before selecting Campus Graduate Certificate electives.		
Global Leadership and Governance		
GLBL 520	Institutions of Global Governance	
Global Security and Threat Reduction		
GLBL 580	Energy and Global Security	
Gender, Policy, and Global Development		
CGGE 581	Gender Relations & International Development	
Global Data Analytics and Policy		
IS 445	Data Visualization	
Total Hours		12
Corresponding Degree	GCRT Graduate Certificate	

Program Regulation and Assessment

Plan to Assess and Improve Student Learning

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

Student Learning Outcomes

Global Studies is an interdisciplinary field that addresses the complex challenges and opportunities facing the world's diverse populations at local, national, regional, and global levels. The Graduate Certificate is designed to provide focused, interdisciplinary training to students and professionals who seek to better understand and navigate global issues effectively. By drawing on the courses offered for the MS in Global Studies, the Certificate creates new pathways for interdisciplinary education, preparing participants to become impactful leaders in a globalized world.

The Graduate Certificate in Foundations of Global Studies emphasizes the following outcomes, ensuring that students acquire the knowledge and skills necessary to address global challenges:

1. Be well-versed in the field: become familiar with foundational texts of Global Studies that identify the pathways and dynamics of globalization and trace their impact and the governance of globalization across the full range of scales, from global to planetary.
2. Think critically about how globalization impacts global order, welfare, and legitimacy.
3. Become ethically engaged by becoming familiar with the historical, ethical, and philosophical questions underlying research in the field of Global Studies, and their impact on the framing of analytical questions and the gathering and analysis of data on problems that are global in scale and scope.
4. Gain practical experience in collecting, analyzing, and evaluating data on key global challenges of the 21st century using a range of analytical tools.
5. Design and implement policies by translating the skills and knowledge gained in the classroom into professional experiences focused on solutions to problems that are global in scope and/or benefit from global studies' perspectives and approaches.

The Graduate Certificate aims to cultivate a cohort of well-prepared professionals and scholars equipped to make informed decisions and lead effectively in an interconnected world. By focusing on interdisciplinary research and practical application, the program provides a transformative educational experience that meets the demands of global careers and academic advancement.

The above objectives are the same as those in the existing MS in Global Studies Program.

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

Describe here:

The Graduate Certificate in Foundations of Global Studies falls under the same or similar rubric as the MS in Global Studies Program assessment.

To ensure the Program fulfills its mission, including through the Graduate Certificate, measures to assess the Program will be collected and analyzed by:

1. Analyzing enrollment.
2. Analyzing and ensuring the three Learning Objectives of the Illinois Global Institute (IGI) are fulfilled: (a) provide transformative learning experiences; (b) make a visible societal impact; and (c) foster scholarship and innovation.
3. Analyzing and ensuring the Program's previously-mentioned five Learning Outcomes are fulfilled: (a) be well-versed in the global studies field, (b) think critically, (c) become ethically engaged, (d) gain practical experience, and (e) design and implement policies.

The MSGS Program's Executive Committee (EC) ensures the processes and methodologies to assess student learning at the program level reflect good practice, including the substantial participation of faculty, instructional, and other relevant staff members. The EC follows the eight Principles of Assessment (summarized description below) adopted by the University, which were adapted from the Principles of Good Practice for Assessing Student Learning provided by the American Association for Higher Education.

1. The assessment of student learning begins with educational values.
2. Assessment is most effective when it reflects an understanding of learning as multidimensional, dynamic, contextual, and experiential.
3. Assessment works best when the programs it seeks to improve have clear, explicitly stated purposes.
4. Assessment works best when it is ongoing, not episodic.
5. Assessment fosters wider improvement when representatives from across the educational community are involved.
6. Assessment makes a difference when it addresses top-priority issues to illuminate outcomes of highest importance to stakeholders.
7. Assessment leads to improvement when it is part of a larger set of conditions that promote change.
8. Through assessment, educators meet responsibilities to students and to the public.

In addition to the Principles of Assessment as guidance, the EC ensures the overall success of the program through:

1. Monitoring

The MS in Global Studies Program Coordinator will collect data that reflects on the overall success of the Program and the extent to which student learning objectives or outcomes are fulfilled.

a. Data tracking: track the number of students enrolled in the Program's Certificates, students' demographic information, the distribution of students across colleges and major fields of study, courses taken, as well as post-graduate employment information, which will be used to update advising materials provided to students in the Program.

b. Student Self-assessment: student self-assessment forms at matriculation and upon completion of Certificate requirements, regarding their experience with and mastery of concepts and skills.

c. Program Assessment of Students: Grades, homework assignments and class projects as well as exhibitions and presentations of student work will take place on a regular basis and will provide an additional source of data.

d. Ensure Program Student Learning Objectives are met: each core course has well-articulated individual learning outcomes, outlined in the approved HLC Form, which describe the concepts and skills to be gained in relationship to one or more of the Program's Learning Outcomes (ART. II). Collectively, the core courses reinforce each other in contributing to the Program's Learning Outcomes.

e. Mapping of Outcomes: the learning outcomes are mapped across required courses.

Each core course syllabus will list and aim to achieve its respective outcomes, in addition to other learning outcomes determined by the instructor. All elective courses developed by the Program will similarly use the Program's Learning Outcomes or closely related outcomes in their syllabi.

2. Evaluating

a. Evaluation of the overall MS in Global Studies program, including Graduate Certificates, will take place in a two-year rotation between (year one) macro-level analysis of curriculum, and (year two) a more focused scrutiny of course content/syllabi.

b. In both years, an agile "Assessment and Action," process will occur during which assessment data will be analyzed and used to make programmatic or course changes as quickly as possible, to improve student learning in relationship to our stated outcomes.

c. An Assessment and Action Report will be prepared each spring by the Program Coordinator, with the support of the Executive Committee.

with the support of the Executive Committee.

3. Sharing

a. The Assessment of Action Report will be shared with the Program Director, the Directors of the partner units managing programmatic tracks, and the Director of the Illinois Global Institute.

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.

Each of the Graduate Certificate's five learning objectives are evaluated and monitored by each faculty in their taught classes. Each student is assessed as achieving the outcomes by completing the three-course Certificate with an overall GPA of 2.75 or above.

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

The assessment of learning outcomes creates a feedback loop where the collected data is evaluated to ensure learning outcomes are met, maintained, or need adjustment; the outcomes are integrated directly into the courses through syllabi and assessment tools (e.g. quizzes); and further data is collected through course evaluations to add to further evaluation. See below for further details.

Evaluating

- a. Evaluation of the Program, including Graduate Certificates, will take place in a two-year rotation between (year one) macro-level analysis of curriculum, and (year two) a more focused scrutiny of course content/syllabi.
- b. In both years, an agile “Assessment and Action” process will occur where assessment data is analyzed and used to suggest programmatic or course changes to the Executive Committee for consideration to improve student learning in relationship to the Program’s stated Learning Outcomes.
- c. An Assessment and Action Report will be prepared each spring by the Program Coordinator, with the support of the Executive Committee.

More specifically:

1. Clear and measurable Learning Outcomes are posted on each course syllabus.
2. Instructors employ various assessment tools, such as quizzes, exams, projects, papers, presentations, and discussions.
3. Instructors offer timely, specific, actionable, and constructive feedback.
4. Instructors offer office hours and one-on-one meetings with students.
5. Instructors seek feedback from students for course improvements through teacher and course evaluations.
6. Collected data is evaluated to continually ensure outcomes are met, maintained, or need adjustment.

The MS in Global Studies Program, including the Graduate Certificate, is working in coordination with the undergraduate Global Studies program and the Center for Innovative Teaching and Learning (CITL) on the University of Illinois Urbana-Champaign campus to manage course development and ensure that it is both appropriately delivered and sequences adequately between undergraduate and graduate level instruction.

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:

We will attract on-campus students and global professionals and allow students to choose face-to-face and online course delivery options as available. The aim is to work with CITL to offer hybrid, synchronous, and asynchronous options.

Online: the entire program is offered online; students are not required to come to campus. We want to ensure global professionals can complete the Graduate Certificate fully online and leave this option open for our on-campus students to take these same online courses (with their global professional counterparts) when they are offered. Online courses allow non-traditional and place-bound students to enroll, often while working fulltime or serving in the military. There is added benefit to having students and professionals taking courses together.

On-campus: we want to give local or living near-by students the option of attending the already offered in-person, on-campus courses. All the courses mentioned in this proposal, with possibly the exception of IS 445, are already taught in-person/on-campus, online, and in hybrid formats. Extending these options to our Certificate students does not then pose significant additional resources, other than potentially some additional administrative work in recording which students chose which option and for what reason.

Admission Requirements

Desired Effective Spring 2026
Admissions Term

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.

Admissions will be managed by the Graduate College. Students will be admitted as “Certificate” Students. These are not non-degree students. The student must be accepted by the Graduate College. This Graduate Certificate follows the requirements set by: Graduate Admissions - Minimum Requirements | Graduate College. International students whose home country does not use English as its official language are required to take either the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS), with minimum scores set by the Graduate College. There are no additional requirements.

Additional Information:

- No credit may be transferred from another institution to satisfy the Certificate requirements.
- Credit from one Certificate may not also count towards another Certificate.
- Students must be admitted to the Certificate program and enrolled for a minimum of one semester to be eligible for that Certificate.

Enrollment

Number of Students in Program (estimate)

Year One Estimate	3	5th Year Estimate (or when fully implemented)
10		

Estimated Annual Number of Degrees Awarded

Year One Estimate	3	5th Year Estimate (or when fully implemented)
10		

What is the matriculation term for this program?

Fall

Budget

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

No

Additional Budget
Information

The Graduate Certificate in Foundations of Global Studies falls within the budget of the self-supporting MS in Global Studies Program. The Graduate Certificate and other credentialing will help promote and support the MSGS Program.

Attach File(s)

Financial Resources

How does the unit intend to financially support this proposal?

The current MS in Global Studies Academic Program Coordinator is already well-positioned to serve as the primary advisor, maintain records, process student registration for the Graduate Certificate and related coursework, and certify GCRT requirements have been met. Current academic and administrative staff in the MS in Global Studies Program also have the capacity to help the Academic Program Coordinator in this role.

Current instructional staff in the MS in Global Studies Program will offer and instruct the courses, including potential instructors from IGI, CGS, CSGGE, ACDIS, and the collaborating 90 campus units and 370 faculty members across 14 colleges and schools at Illinois. Should demand exceed expectations, new faculty may be recruited to teach some of the courses. Funding for these additional faculty and courses will come from the self-funding exceeding demand for the Certificate as well as potentially from the Department and College resources currently available for existing faculty lines.

The Graduate Certificate and other credentialing will help support the MSGS Program, along with potential grants.

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

No

Attach letters of
support

[SS-program-answer-form.docx](#)

[SS-program-designation-form Global Students CERT.pdf](#)

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

On-Campus - Graduate Base Tuition; Online - Graduate Base Rate- See

below the 'tuition cost analysis' for more detail.

Is this program requesting self-supporting status?

Yes

IBHE

Institutional Context

University of Illinois at Urbana-Champaign

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

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

The Graduate Certificate builds upon the new MS in Global Studies as well as the already successful Global Studies Graduate Minor, CSGGE's Gender Relations in International Development (GRID) Graduate Minor, and graduate level courses developed across campus through support from the Center for Global Studies (CGS), Program in Arms Control & Domestic and International Security (ACDIS), and Center for the Study of Global Gender Equity (CSGGE).

The Graduate Certificate helps further the MS in Global Studies Program that is currently building microcredentialing, credentialing, and the here proposed Graduate Certificate to give traditional and nontraditional students options to pursue their best-fit goals.

The Graduate Certificate provides a professionally oriented certificate option that supplements the MS in Global Studies degree, College of Liberal Arts and Sciences' BALAS in Global Studies, and Arms Control & Domestic and International Security Undergraduate Certificate in Global Security.

While the University of Illinois Urbana-Champaign has impressive degree programs, courses, and faculty engaged in a wide spectrum of global studies, notably in addressing global issues, it had, up until the advent of the MS in Global Studies, only one advanced degree program in the 'Global Studies in Education' and one Graduate Certificate in 'Global Studies in Education.' In 2005, CGS and the College of Education cooperated to create the Global Studies in Education concentration for the M.Ed., Ph.D., and Ed.D in Educational Policy, Organization and Leadership, all of which are currently thriving as both online and traditional degree programs. These degree programs focus on educational leadership, policy formation, and pedagogy, so they will remain quite distinct from our proposed Graduate Certificate.

There is a broadening spectrum of graduate programs in Global Studies across the U.S. as well as internationally. In January of 2019, UC Berkeley launched a new Global Studies program, joining campuses such as Arizona State University, University of California-Santa Barbara (UCSB), Rutgers, and University of North Carolina-Chapel Hill (UNC) to name a few of the domestic programs. The Illinois program is distinct in its focus on developing professional leadership and policy expertise in partnership with rich programs such as Arms Control & Domestic and International Security and Center for the Study of Global Gender Equity Perspectives. This innovation distinguishes the University of Illinois Urbana-Champaign's approach to Global Studies by situating it within programs that receive broad faculty support.

Undergraduate Global Studies majors and minors are increasing in number in the United States and abroad as well. An informal survey of the members of the Global Studies Consortium, the maior professional organization in the field, shows that there is a high to moderate increase in

interest in Global Studies at their institutions. The Illinois LAS Global Studies BA degree has attracted some 250 majors in 2020-2021. Universities like the University of Indiana, UNC, and UCSB have even larger numbers of majors. By last count, Indiana had over 800 majors, North Carolina had over 800 majors, and UCSB over 1,000 majors. Developing the Graduate Certificate positions Illinois to both recruit students from these programs while bolstering its own undergraduate degree in Global Studies to keep pace with these peer institutions.

University of Illinois

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

Building on the MS in Global Studies program which was fully approved in the Spring of 2025, the Graduate Certificate in Foundations of Global Studies aligns with:

- a. the University's Next 150 Strategic Plan for expanded access to higher education
- b. all four goals of the Boldly Illinois: Strategic Plan 2030
- c. LAS 2021-2025 Strategic Plan to create innovative online learning experiences
- d. Illinois' mission of fostering global leadership and informed decision-making, and
- e. the Illinois Global Institute's (IGI) objectives to:
 - (1) provide transformative learning experiences,
 - (2) make a visible societal impact, and
 - (3) foster scholarship and innovation.

The Graduate Certificate is a strategic addition to the university's portfolio that meets the growing academic and professional demands for focused training in global studies without the time and resource commitment required for a full master's degree.

The certificate is stackable into our MS in Global Studies degree if the learner desires. Additionally, this transcribed Certificate is part of the larger, overall MS in Global Studies Program (MSGSP) that includes a MSGS degree, four (4) non-transcribed certificates that will be offered online, and other credentialing options for a variety of choices for today's working professional to choose and build upon depending on their or their employer's goals and desires. An ecosystem that focuses more and more on online learning with options for in-person for those who desire.

The Graduate Certificate leverages multiple areas of distinction at the University of Illinois to create interdisciplinary certificates aimed at developing professionals with the ability to engage global issues that challenge humanity on local, national, and international levels. The Graduate Certificate thus supports both the traditional land-grant mission of providing knowledge and technical expertise to Illinois residents and serving more contemporary conceptions of a global public that benefits from and engages with the University. Guided by principles of the new campus strategic plan, the Certificate capitalize on scholarly synergies across campus, provides new educational pathways that enhance current programs to foster education across disciplines, and develops students who will be future leaders with global impact.

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

There is a strong need in both the private and public sector for continuing education through avenues like a Graduate Certificate in Foundations of Global Studies that demonstrate skills to engage global problems. The William and Mary University's 2014 conference on the future of international and foreign language studies documents the imperative for universities to develop programs and initiatives that promote U.S. global competence (Internationalization of U.S. Education in the 21st Century: The Future of International and Foreign Language Studies, April 11-13, 2014; <https://www.wm.edu/offices/revescenter/globalengagement/internationalization/index.php>)

Multiple studies cited in this research conference point to the need for organizational leaders to have a greater capacity to work within global and inter-cultural environments. Another study notes evidence that U.S. businesses need employees with international expertise. The authors point out that in a survey with 836 respondents from "U.S. executives who have supervisory responsibility or are involved in human resource decisions," 43% of the respondents believed that "their overall business would increase a great deal if more international expertise was available among their staff," and a further 43% "indicated business would increase somewhat" (Daniel, S., Xie, F., Kedia, B. L., & Lodge, W., 2014. U.S. business needs for employees with international expertise. Center for International Business Education and Research. University of Hawai'i at Manoa, p. 23). Fifty percent of respondents noted that "understanding global interconnectedness and country socio-economic knowledge was of great importance" (Daniel, S., Xie, F., Kedia, B. L., & Lodge, W., 2014, US business needs for employees with international expertise. Center for International Business Education and Research. University of Hawai'i at Manoa, p. 24). The proposed Graduate Certificate(address these points directly.

Currently, the combined programs of ACDIS, CGS, and CSGGE position Illinois graduates and Certificate holders for productive public engagement and success in their careers. Recent program graduates successfully enter the workforce in the Foreign Service, medicine, global policy, computer science, U.S. Dept. of Commerce, U.S. Army Corps of Engineers and many other essential public and private enterprises. A focused Graduate Certificate program will expand upon the expertise required by these and similar organizations.

Students completing a Graduate Certificate in Foundations of Global Studies will grow professionally in the areas of Global and Interdisciplinary studies. The Certificate will appeal to

traditional and non-traditional students, entry- to mid-level professionals looking to advance, as well as learners searching for online continuing education opportunities.

Drawing upon projections for future employment and growth as described by the U.S. Bureau for Labor Statistics' Occupational Outlook Handbook (<https://www.bls.gov/ooh/>), we have identified the following department of labor job titles that fit the proposed Graduate Certificate.

Management (Global Leadership and Governance): projected to grow faster than the average for all occupations from 2023 to 2033, with 1,282,500 employed in the field in 2023 and with a 2024 median annual wage of \$136,550 per year (<https://www.bls.gov/ooh/field-of-degree/interdisciplinary-studies/interdisciplinary-studies-field-of-degree.htm>; <https://www.bls.gov/ooh/about/data-for-occupations-not-covered-in-detail.htm#Management%20occupations>).

Security Analyst (Global Security and Threat Reduction): projected to grow much faster than the average for all occupations from 2023 to 2033, with 180,700 employed in the field in 2023, with a 2024 median annual wage of \$124,910 per year, and about 60,000 more positions being added in the next ten years (<https://www.bls.gov/ooh/computer-and-information-technology/information-security-analysts.htm>).

Social and Community Service Managers (Gender, Policy, and Global Development): projected to grow faster than the average for all occupations from 2023 to 2033, with 199,500 employed in the field in 2023, with a 2024 median annual wage of \$78,240 per year per year, and about 16,400 more positions being added in the next ten years (<https://www.bls.gov/OOH/management/social-and-community-service-managers.htm>).

Data Scientist (Global Data Analytics and Policy): projected to grow much faster than the average for all occupations from 2023 to 2033, with 202,900 employed in the field in 2023, with a 2024 median annual wage of \$112,590 per year, and about 73,100 more positions being added in the next ten years (<https://www.bls.gov/ooh/math/data-scientists.htm>).

Providing a new and accessible options that span the Global and Interdisciplinary studies spectrum will meet rising demand these and related desired and impactful careers. The growth of the online delivery method is imperative for the University of Illinois Urbana Champaign in this market.

ADDITIONAL OPPORTUNITIES:

Further drawing upon projections for future employment and growth as described by the U.S. Bureau for Labor Statistics' Occupational Outlook Handbook (<https://www.bls.gov/ooh/>), we

Bureau of Labor Statistics Occupational Outlook Handbook (<https://www.bls.gov/ooih/>), we have identified the following department of labor job titles that fit a MS in Global Studies, if a student chooses to proceed to the degree.

Each of these broad job categories requires a master's degree and all enjoy a faster than average to as fast as average job projection. Equivalent data from the State of Illinois Long-Term Occupational Projections 2022-2032 is provided when available for these categories.

This listing is followed by further job titles that fall within the US Department of Labor categories and within the targeted positions for this professionally oriented program.

1. Political Scientists

- Education: Master's degree
- Job Growth: up to 999 new positions annually
- o State of Illinois Long-Term Occupational Projections 2022-2032
- Outlook: As fast as average
- Median Pay: \$100,000 or more
- Relevance to MS in Global Studies: Political scientists often analyze governmental systems, international relations, political theories, and policies. Graduates from the Global Governance and Global Security tracks can apply their understanding of international policy, diplomacy, and security studies to conduct research, develop theories, and advise on global political issues. This role suits those interested in examining global political dynamics and contributing to policy development.

2. Education Administrators, Postsecondary

- Education: Master's degree
- Job Growth: 5,000 to 9,999 positions annually
- o State of Illinois Long-Term Occupational Projections 2022-2032 1.27% annual growth
- Outlook: As fast as average
- Median Pay: \$100,000 or more
- Relevance to MS in Global Studies: This role involves overseeing academic programs, including those focused on global studies, international affairs, or development. Graduates with a background in Global Governance, Global Security, or Development can manage global studies programs, foster international partnerships, and support curriculum development. Their comprehensive understanding of global issues equips them to implement educational programs that reflect current global challenges and promote global citizenship.

3. Environmental Scientists and Specialists, Including Health

- Education: Bachelor's degree (Master's degree can be advantageous)
- Job Growth: 5,000 to 9,999 positions annually

o State of Illinois Long-Term Occupational Projections 2022-2032 5.6% annual growth

- Outlook: Faster than average
- Median Pay: \$75,000 to \$99,999
- Relevance to MS in Global Studies: Environmental scientists work on issues such as climate change, sustainable development, and global health, all of which are critical to global security and development. Graduates from the Development track can contribute to international projects focusing on sustainable practices and health initiatives, using their expertise to inform policy and guide development efforts. In addition, the Security track focuses substantially on the intersection of climate, energy needs, and security matters. The overall knowledge of global systems aids in addressing complex environmental challenges that transcend national borders.

4. Sociologists

- Education: Master's degree
- Job Growth: up to 999 new positions annually
- Outlook: Faster than average
- Median Pay: \$100,000 or more
- Relevance to MS in Global Studies: Sociologists study social behavior, societal changes, and global trends. This role aligns with the Global Studies program, especially the Global Governance and Development tracks, as it involves understanding how societal dynamics affect international relations, development policies, and security. Graduates can use their analytical skills to study global issues like migration, inequality, and cultural interactions, contributing valuable insights for policymakers and international organizations.

5. Urban and Regional Planners

- Education: Master's degree
 - Job Growth: 1,000 to 4,999 positions annually
- o State of Illinois Long-Term Occupational Projections 2022-2032 3.1% annual growth
- Outlook: As fast as average
 - Median Pay: \$75,000 to \$99,999
 - Relevance to MS in Global Studies: Urban and regional planners focus on land use, development, and community design, often in the context of addressing global development challenges. Those in the Development track of the MS in Global Studies can work on international projects that promote sustainable urban growth, infrastructure planning, and community development. Their understanding of global governance allows them to navigate international regulations and standards, contributing to globally aware urban planning strategies.

Additionally, the following Job Titles describe the types of positions and titles within the public, private, and non-profit organizations that require of expertise in global affairs. These titles fit

within the broader job categories that are documented through US Department of Labor data above.

Job Titles

1. Policy Analyst

- Sector: Government, International Organizations, NGOs
- Relevance: Policy analysts research and evaluate international policies, focusing on global governance, security, and development issues. Graduates can apply their knowledge to develop recommendations for government agencies, NGOs, and international organizations addressing global challenges.

2. Foreign Service Officer / Diplomat

- Sector: Government (e.g., State Department)
- Relevance: This role involves representing a country's interests abroad, focusing on diplomacy, international relations, security, and economic development. Graduates from all three tracks their expertise in diplomatic negotiations, policy analysis, and cultural understanding in postings around the world and across foreign service needs, ranging from cultural exchange to development to security.

3. International Development Specialist

- Sector: NGOs, International Development Agencies (e.g., USAID, World Bank, UNDP)
- Relevance: Specialists work on projects related to economic development, humanitarian aid, health, and education in developing countries. Those in the Development track can contribute to planning, implementing, and evaluating development programs while addressing challenges like poverty, health, and sustainable development.

4. Humanitarian Affairs Officer

- Sector: International Organizations (e.g., UN OCHA, Red Cross), NGOs
- Relevance: This role involves coordinating and implementing humanitarian relief efforts in crisis situations. Graduates can use their global studies background to navigate complex emergencies, develop strategies for aid delivery, and work with various stakeholders to address global humanitarian challenges.

5. Intelligence Analyst

- Sector: Government (e.g., CIA, NSA, Homeland Security), International Organizations
- Relevance: Intelligence analysts specialize in collecting and analyzing information related to global security threats, geopolitical developments, and international crime. Graduates from the Global Security track are well-suited for roles that require critical thinking, research skills, and an understanding of international security dynamics.

6. Program Manager (International Programs)

- Sector: NGOs, International Development Agencies, Intergovernmental Organizations (e.g., UN, World Bank)
- Relevance: Program managers oversee international development projects, humanitarian aid, health initiatives, and education programs. They utilize skills in project management, cross-cultural communication, and policy implementation. Those in the Development track of the Global Studies program can apply their knowledge to manage and evaluate programs effectively.

7. Environmental Policy Advisor

- Sector: International Environmental NGOs, Government (e.g., EPA, UNEP)
- Relevance: Environmental policy advisors work on issues such as climate change, environmental conservation, and sustainable development. Graduates can contribute to policy-making processes, help design global environmental initiatives and engage in international climate negotiations.

8. Urban Development Specialist

- Sector: International Organizations (e.g., UN-Habitat, World Bank), NGOs
- Relevance: Urban development specialists work on projects that address urbanization, housing, infrastructure, and sustainable city planning in developing countries. Graduates from the Development track bring insights into global governance and urban policy to promote equitable and sustainable urban growth.

9. Public Affairs Specialist

- Sector: Government (e.g., State Department, USAID), International Organizations, NGOs
- Relevance: Public affairs specialists manage communication strategies, public relations campaigns, and outreach programs to inform and engage the public on global issues. Global Studies graduates use their understanding of international dynamics to effectively communicate complex issues to diverse audiences.

10. Social Affairs Officer

- Sector: International Organizations (e.g., United Nations, WHO), NGOs
- Relevance: This role involves studying social trends, inequalities, and human rights issues. Graduates with a background in Global Governance or Development can contribute to research, policy formation, and the implementation of social development initiatives at a global scale.

11. Human Rights Officer

- Sector: International Organizations (e.g., UN Human Rights Council), NGOs
- Relevance: Human rights officers monitor, investigate, and report on human rights situations globally. They advocate for policy changes and provide recommendations to address human

globally. They advocate for policy changes and provide recommendations to address human rights violations. Those from the Global Governance track can apply their knowledge to promote and protect human rights in various international contexts.

12. International Program Coordinator (Higher Education)

- Sector: Higher Education Institutions
- Relevance: Coordinators manage study abroad programs, international student services, and global partnerships within universities. They utilize cross-cultural communication skills, program management, and an understanding of global affairs. Graduates from any track in Global Studies can apply their knowledge of international systems, cultural awareness, and global challenges to enhance the institution's global engagement.

13. Director of International Programs

- Sector: Higher Education Institutions
- Relevance: Directors oversee the strategy and administration of international education initiatives, including exchange programs, global research partnerships, and international student recruitment. They use strategic planning, policy knowledge, and intercultural competence, making this role suitable for graduates who have a deep understanding of global governance and international education.

14. International Student Advisor

- Sector: Higher Education Institutions
- Relevance: Advisors assist international students with academic, cultural, and immigration-related matters. They use their intercultural communication skills and knowledge of global issues to support students' transition and success in the host country. This role benefits from graduates' understanding of diverse cultures, global mobility, and international education systems.

15. International Trade Specialist

- Sector: State Government, International Trade Organizations
- Relevance: Specialists work to promote international trade, support businesses in navigating global markets, and implement trade policies. Graduates with a background in Global Governance and Development can apply their expertise in international trade laws, economic policies, and market analysis to assist state governments in fostering global commerce.

16. International Affairs Liaison

- Sector: State Government
- Relevance: Liaisons work within state government offices to manage international partnerships, facilitate diplomatic activities, and promote trade or cultural exchange programs. Graduates from Global Governance or Security tracks use their knowledge of international

relations, diplomacy, and global policy to build and maintain productive international collaborations on behalf of the state.

17. Communications Specialist

- Sector: Think Tanks, Policy Research Institutes, International NGOs
- Relevance: Communications Specialists in think tanks develop and implement communication strategies to amplify research impact, engage diverse audiences, and manage media relations. They utilize various platforms, including social media, press outreach, and digital marketing, to promote research findings on global issues such as governance, security, and development. Graduates from a Global Studies program possess strong analytical skills, an understanding of global affairs, and the ability to convey complex ideas to diverse stakeholders—skills critical for this role.

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

In addition to the resources provided by the career center, the MS in Global Studies Academic Program Coordinator will work with students individually to provide career advising, manage admissions, and financial aid in consultation with the CGS, ACDIS and CSGGE Directors, and faculty advisory board sub-committees. The Illinois Global Institute also carries out a robust program on international careers that will be available to students. Each year Illinois NRCs sponsor international career service events and outreach that involves industry, education, and the US government, resulting in successful placements. In addition, CGS collaborates with Illinois' Career Services and other NRCs on workshops for public service careers that support areas of national need; each workshop averages 75 undergraduate/graduate students and includes representatives from the Peace Corps, Department of State, Central Intelligence Agency (CIA) and the United Nations (UN) as well as a variety of NGOs. Visiting CGS lecturers, like the Director of the U.S. State Department Office of Opinion Research in the Bureau of Intelligence and Research, meet with groups of students to encourage them to consider government service as a career path. These activities evince CGS' commitment to student career development.

We anticipate many currently employed professional students to be drawn to the program and therefore will offer all courses online, with further potential to offer all courses synchronously and asynchronously. Industry leaders will be invited to the program to speak, network, offer internships, and related activities. The interaction between currently employed and unemployed fulltime students further contributes to networking and job placement opportunities.

If letters of support are available attach them here:

Comparable Programs in Illinois

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

Three comparable, but different, certificates exist in Illinois. First, U of I offers a Global Studies in Education Certificate, but this approaches the topic through the lens of education, focuses on education and educational policy, and therefore differs significantly from our proposed Global Studies Certificate. Second, Northwestern offers a Global Policy Certificate Program, but Northwestern is a private university, and applicants must already hold a graduate degree to be accepted into the program. Third, DePaul University offers an International Studies certificate, but DePaul is also a private university. And, as an International Studies certificate, DePaul's certificate focuses more on how national governments interact with each other, while our Global Studies has a national government aspect but also focuses on societies, cultures, internal issues, globalization, etc. and how these local issues connect to global issues. In short, Global Studies and International Studies, while related, are distinctly different.

Comparable

Programs in Illinois

Attach Documents

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

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

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

Equity

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

Institution-level plans: Access, progression, completion, and attainment.

At the System level, the University of Illinois prioritizes closing equity gaps among the citizens across Illinois, within our urban and rural communities, and beyond. While the fundamental needs that will drive greater economic vitality vary greatly across zip codes in the state, closing equity gaps among our citizens remains crucial to achieving the mission of the University of Illinois System.

The UI System's Access 2030 Strategic Plan is a comprehensive initiative supportive of IBHE's A Thriving Illinois plan and aligning its Equity Strategy #2. Access 2030 will strengthen the University of Illinois' bedrock commitment to the public good, ensuring that as we work to improve life in our state, we are not leaving communities behind. It will build upon ongoing efforts to create more opportunities for Illinoisans of all backgrounds. The initiative is being tooled to close equity gaps throughout the pipeline, working from K-12 through college, including our community colleges. Access 2030 embodies Equity Strategy #2 of A Thriving Illinois, providing a framework for and supporting the three institutions' equity plans.

In addition to Access 2030, the University of Illinois System is engaged in various programs and supports aimed at student recruitment and retention. One such program is Salute to Academic Achievement (SAA). SAA has run for over 40 years, and targets first generation students as well as students from low-income households and school districts, and low-sending high schools and counties in Illinois. Eligibility is determined by academic performance through a combination of GPA and ACT or SAT score or through nomination by a high school counselor (must meet minimum GPA and eligibility requirements). Participants are recognized for academic achievements, and can meet with college, admissions, financial aid, and housing representatives from all three UI System universities at a college-fair type event. Participants also receive fee waivers for future admissions applications for each university along with an individualized Certificate of Academic Achievement. We are currently expanding the number of students who receive invitations.

The President's Award Program (PAP) and PAP Honors provide financial support for students admitted to one of the UI System's three institutions. The PAP award is a merit-based scholarship program that assists the University of Illinois System in making college affordable and enriching the experience of the student body. Students with excellent academic achievement who are first-generation college students, from a low-income background, or from

a low-sending high school or county may be eligible for this \$5,000 renewable award. The highest achieving students are eligible for the PAP Honors Program, a \$10,000 renewable award. Over \$359.1 million has been distributed between 2006 and 2024 to student recipients of these award programs

A third example of System level support is the UI System Transfer Guarantee Program, which aligns with Growth Strategy #8. Cognizant that a diverse group of students begin their higher education journeys at community colleges, this program guarantees admission to students who apply to any of the three campuses if they graduated from an Illinois high school, attended an Illinois community college, and attained 36 graded credit hours and a minimum 3.0 GPA. We are currently developing program enhancements to expand the guarantee to all students who graduated from Illinois high schools and who have maintained the academic criteria noted above for Fall 2025.

Finally, to curb out-of-state migration, all 12 public universities unite for a college fair once per year. Salute to Illinois Scholars (SIS) program, which has since transitioned into the Illinois College to Career Exploration (ICCE) program, is designed for high school juniors to promote college going and to help Illinois high schools meet the PaCE framework requirements.

Students can meet with admissions professionals, degree program representatives from the Model Programs of Study career fields and learn more about paying for college.

At the institution level, the University of Illinois Urbana-Champaign's equity work continues focusing on closing the achievement gap among different student groups and building a campus climate where all students feel they belong.

The university is investing in expanding current initiatives and deliberately understanding the campus climate. To address the equity gaps between different undergraduate students, the campus work focuses on four areas:

1. PreK-12 Engagement
2. Undergraduate Recruitment and Enrollment
3. Undergraduate Retention and Completion
4. Campus Climate and Culture

The PreK-12 Engagement is the newest area of work at the institution level and represents an intentional framing that includes the centralization of programs, the development of partnerships, and the enhancement of opportunities across the state to increase college awareness and readiness. In addition to continued investment in current financial aid programs such as Illinois Promise and Illinois Commitment, as part of the Equity Plan, the university will also be investing in new initiatives such as the Digital Innovation for Equity and Excellence in College Admissions (DIEECA) work.

Strengthening the University of Illinois Urbana-Champaign connection to school districts has

strengthening the University of Illinois Urbana-Champaign connection to school districts has been a core accomplishment. The Chancellor's office initiated and expanded formal partnerships with a wide range of districts and schools—spanning urban, suburban, and rural communities. These include the following districts Champaign Unit 4, Urbana 116, Rantoul Elementary/Middle 137, Danville 118, Decatur 61, Homewood-Flossmoor 233, Leyden 212, East St. Louis 189, Rantoul High School 193, as well as Ogden International High School, Dyett High School for the Arts, Chicago High School for Agricultural Sciences and Wyvetter Younge Middle School. These relationships are foundational to the university's efforts to build community-driven pathways to college access and career readiness. Additionally, these efforts also chart the way for increasing university engagement with other secondary school districts statewide.

The Brown v. Board 75th Anniversary Call-to-Action Symposium Series brought together diverse voices across seven events to explore equity in education. The events are outlined below:

- o Finishing the Unfinished Work of Brown v. Board of Education (May 2024)
- o Keynote: Gloria Ladson-Billings – Justice before Social Justice Proposition (July 2024)
- o Constitution Day- Brown at 70: The Making of a Miracle (September 2024)
- o Brown v. Board Musicology Experience: Its Impact on Society (December 2024)
- o Donna Rae Pearson's Traveling Exhibit: The Women of Brown v. Board of Education (January 2025)
- o Opening Doors and Breaking Down Barriers: Impact of Brown v. Board (February 2025)
- o Impact of Brown v. Board on Women – A Fireside Chat – Dr. Barbara Suggs-Mason and Ms. Angela Rivers moderated by Dr. Marlee Bunch (March 2025)
- o The Illinois Junior Academy of Science Symposium welcomed more than 1,500 high-achieving STEM students and approximately 4500 parents, volunteers and staff to campus, strengthening the pathway for future scholars. (May 2025)

Also in 2024-2025, the university deepened public engagement through innovative programming. The Assistant Chancellor for PreK-12 Initiatives co-hosted events with the Forum on the Future of Public Education that tackled urgent issues such as climate education and the integration of generative AI in classrooms. The Chancellor's Office is leading preparations to host the 2027 Science Olympiad National Tournament, a high-profile initiative that has already attracted legislative and community support and will continue to elevate the university's standing as a national leader in STEM education.

The TEACH Academy Planning Committee supports professional development learning experiences for educators in Champaign County. The academy focuses on providing educators with cutting edge pedagogical methods to use in their classrooms with an emphasis on implementing culturally relevant techniques. One example is Building Thinking Classrooms in Math – getting students out of their seats and engaging with their work at whiteboards. The TEACH Academy also uses an AVID framework to help bring joy back into teaching and the

classroom, impacting approximately 18,000 students in Champaign, Urbana, and Rantoul school districts.

The Assistant Chancellor for PreK-12 Engagement collaborated with the Forum on the Future of Public Education housed within the College of Education and co-hosted the following events:

- o The Forum on the Future of Illinois Education, for which the keynote was State Representative Carol Ammons.
- o A forum for the 70th Anniversary of the Brown v. Board of Education decision entitled A Forum on the future of Public Education: Finishing the Unfinished Business of Brown v. Board. Dr. Evelyn Underwood, a local civil rights leader, was the keynote speaker; with a panel discussion between education historian scholars Dr. James Anderson, Dr. Dionne Danns, and constitutional lawyer and scholar Dr. Jason Mazzone.
- o A forum on the Future of AI in Education engaged campus faculty, staff, and students in a panel discussion with Professors Chad Lane, Xinran Zhu, and Tawnya Means discussing policy implications for PreK-12, the University of Illinois Urbana-Champaign, and Illinois State Board of Education related to the use of and policy development guiding the use of AI in education.
- o A follow-up event to the Forum on the Future of AI in Education was focused on PreK-12 Educators entitled "Using Generative AI Tools in Your Future Classrooms." This event was targeted to PreK-12 educators and focused on equipping teachers to apply AI tools that augment teachers' unit plans, writing lesson plans and designing formative and summative class assignments utilizing generative AI.
- o The Climate and Sustainability Education Summit discussed curricular and education police initiatives at the University of Illinois designed to address climate change.

Plans for upcoming 2025-2026 year's PreK-12 engagement will build upon current relationships, engage with low sending and low visibility school districts statewide, and create pathway events for students to visit campus to explore their future possibilities upon high school graduation. This will include a collaboration with the U of I System office to visit and bring high schools from across the state to campus for us to learn more about them and the students to learn about the University of Illinois Urbana-Champaign and the educational possibilities the university offers. As an example, the Joy of Math Project will involve designing and building 3-AI robots to provide math tutoring, mental health, and breast cancer support to area women and youth collaboration between Dr. Ruby Mendenhall, Champaign and Urbana School Districts, and the Chancellor's office.

Retention and Completion requires intentional, coordinated work. Student Success @ Illinois has become a permanent, funded area to lead in the review and interrogation of policies and practices that are often considered barriers for success for specific groups of students. Additionally, the university is investing in expanded support for first generation students such as the NASPA First Scholars Network and growth of bridge/early move-in programs.

Tutoring & Academic Services provides students with confidence, self-sufficiency, and effective learning strategies necessary to succeed in the academically challenging atmosphere of the university and to assist them in achieving their personal learning goals. By offering individualized student-centered assistance, the program is instrumental in demystifying academic culture and equalizing the educational landscape. By filling the gaps in pre-existing knowledge and strengthening the competencies, Tutoring & Academic Services means better student success and overall academic success, especially in gateway courses such as math, biology, economics, and physics. One of the primary ways students receive academic support is with The Jeffries Center, which provides in-person and, more recently, online tutoring. This is a significant addition as it allows for 24/7 online tutoring through a specially designed platform that is integrated within Canvas LMS and features NetTutor, a service that connects students with professionally trained and educationally credentialed tutors in more than 350 courses and disciplines. These tutors are taught to create a virtual environment that is welcoming and inclusive, encouraging students to become confident, independent learners and learn the way that best fits their lives and schedules. Regardless of whether it is after hours, late at night, or when tutoring centers are closed, students have access to the timely, high-quality help they need, through NetTutor, exactly when they need it. The key purpose of this model of support is to scaffold academics in such a way that it not only supports performance and progression through a course but also encourages help-seeking habits. When resources are accessible, free for every student, barriers for accessing learning are moved, making way for equity, access, and student success. Equally important, through the standardization of tutoring, the program is intended to promote academic resilience, enhance success, and, in the end, continued persistence and enhanced retention. Finally, for students who participate in tutoring, tutoring can also build pathways for taking advantage of supplementary high-impact educational experiences, such as undergraduate research, internships, and study abroad.

The First-Generation Student Initiatives (FGSI) team is committed to helping first-generation students thrive in a holistic manner that promotes academic success, personal development, and community. Through their various institutional networks of support, FGSI works together to provide students with the knowledge, confidence, and capacity to succeed in college. This infrastructure allows Illinois the chance to raise awareness and visibility around first gen identity across the university, and work towards inclusive excellence. One way in which FGSI amplifies the strengths of first gen students is in partnership with the network of campus cheerleaders and champions. Through these various partnerships, FGSI offers wrap-around services, such as mental health resource referrals, life skills training and resource fairs focused on non-academic barriers that are more likely to be experienced by first-generation students. Those first-generation students who actively participate with the unit benefit from focused advising sessions and community-building programs that seek to fight isolation. FGSI also provides targeted support through first generation identity-based initiatives including access to study abroad, engaging and training faculty, research opportunities through federal work-study,

and college transition workshops. Direct and practical support, alumni integration, and family webinars also assist learners in mapping their academic paths to future careers, so first-generation students are not just retained but set up for success. FGSI efforts are central to elevating social mobility for themselves, their families, and their extended communities as well as achieving educational equity by bridging gaps in access, retention, and degree attainment.

Finally, the Office of the Vice Chancellor for Diversity, Equity & Inclusion continues to develop and grow the Illinois Scholars Program (ISP), a summer bridge experience as required by the Bridge Program for Underrepresented Students Act (110 ILCS 170/1). Designed to serve residents of the state of Illinois, including disadvantaged and first-generation college students, ISP guides undergraduate students' transition to the University of Illinois Urbana-Champaign by providing a wide range of educational, personal, social, and cultural opportunities. ISP begins with a four-week intensive summer bridge experience for incoming first-year students, and ISP continues to provide support and community for Illinois Scholars during their undergraduate years. Since the program's inception in 2018, 338 students have completed their summer bridge experience. The 2024 Summer Cohort had a 100% retention rate from their first to second term, compared to a 95% campus retention rate for all and a 93% campus retention rate for underrepresented minority students during the same period. As of July 2025, 81 ISP students have graduated with their bachelor's and 3 have obtained their master's degrees at the University of Illinois Urbana-Champaign. The six-year graduation rate for the ISP 2018 and 2019 cohorts is 87%, compared to 85% for the entire campus and 76% for underrepresented minorities during the same time. With the hiring of a full-time Illinois Scholar Program coordinator, the Illinois Scholars Program expanded from 25 students to 75 students per cohort in Summer 2023. Current academic support includes math, writing, and undergraduate research.

Related to Campus Climate and Culture, the Office of the Vice Chancellor for Diversity, Equity & Inclusion in collaboration with the Office of the Provost, Student Affairs, Illinois Human Resources, Office of the Vice Chancellor for Research & Innovation, and many other units collaborated during 2023-2025 to assess the climate on campus. In fall 2023, the institution administered a campus-wide climate assessment instrument to understand the degree to which students feel safe, accepted, and valued. In the summer of 2024, the campus received preliminary reports from the survey. These reports and data were reviewed, delivered, and socialized to campus stakeholders in the fall of 2024. During the Spring 2025 semester, the campus hosted a series of critical discussions on the All-Campus Climate Survey data. The series included four sessions inviting campus leaders to explore specific findings in the climate data. In May 2025, the campus hosted a summit reflecting on the data analysis and looking towards strategies for addressing climate gaps at the University of Illinois Urbana-Champaign. Sessions were open to all members of the university community, including students, staff and faculty. Plans to continue working with academic and non-academic units to review and socialize additional data to address issues that affect the climate on campus are underway for the

additional data to address issues that affect the climate on campus are underway for the incoming academic year.

The institution is committed to continuing to assess its values - collaboration, inclusion, and empowerment as described in the university's Boldly Illinois Strategic Framework - by conducting ongoing assessments on students' perceptions of the quality of their interactions with peers, faculty members, and administrators, including their sense of the campus as a place where they belong and are treated with respect.

Other critical efforts on the campus surround activities also relate to closing the graduation gap and increasing student success. The university is an active participant in the American Talent Initiative (ATI). ATI seeks to substantially expand access and opportunity for talented, low- and moderate-income students at the nation's colleges and universities with the highest graduation rates. A new Learning Accelerator program at the University of Illinois Urbana-Champaign has been selected for funding through ATI's IDEAS Fund in support of the university's first campuswide, dual-credit program for prospective students leading to first-time entry into four-year degree programs. The program will serve students at lower-income Illinois public high schools. With this \$250,000 grant, the university joins 15 other institutions receiving IDEAS Fund support totaling \$5 million. IDEAS is also funded by Bloomberg Philanthropies and administered jointly by the Aspen Institute College Excellence Program and Ithaka S+R. Through the Learning Accelerator program, college partners will design high-quality online courses for high school students in general education areas unavailable at lower-income Illinois public high schools. The program also focuses on improving degree attainment for underserved populations and connecting students to the University of Illinois Urbana-Champaign while preparing them for college and providing access to both college and high school credit.

As a leader in the Association of Public and Land Grant Universities Powered by Publics (APLU PxP) initiative, the university served through 2025 as the lead in the Big Ten Academic Alliance Cluster. The goals of APLU PxP were to produce several hundred thousand more degrees by 2025; to eliminate the achievement gap for low-income, minority, and first-generation students; and to expand access to higher education for students from all backgrounds. Since 2018, 130 universities and state systems participated in 16 transformation "clusters." The Big Ten Academic Alliance Cluster studied retention and persistence starting with a focus on foundational course "DFW" rates to determine barriers faced by students pursuing degree advancement and align best practices to address those challenges. The group's work is outlined in this learning memo.

The university is using these data to examine foundational course curriculum and determine additional supports needed for students in these courses. In Spring, 2023, this culminated in a project called the Inclusive Course Redesign Initiative (ICRI). Building on the APLU "DFW" data and focusing on high-enrollment courses with significant performance gaps between students who come from historically underrepresented populations and those who do not, a list of

courses that is refreshed each semester is created. Instructors in these courses are invited by the Vice Provost for Undergraduate Education to participate in the initiative. Instructors are offered support for redesigning their courses provided by the Center for Innovation in Teaching and Learning (CITL) along with a \$3,000 grant from the provost's office, renewable for two additional semesters, and either a negotiated one-section teaching buyout or funding for a 50% Graduate Assistant for the initial semester of participation. To date, nine courses have participated in ICRI, implementing strategies such as active learning, assessment reform, early feedback and consistent monitoring, incorporation of study skills, teaching assistant support, and improved course design. Outcomes include improved student performance and engagement, greater student satisfaction with the courses and activities, and notable reductions in DFW rates in several demographics.

Aligned with the goals of the APLU work is the campus' Student Success @ Illinois (SS@I) work. Known as the Student Success Initiative when it kicked off in 2019, goals are increasing access by reducing cost of attendance, increasing aid, and considering time to degree; increasing retention and graduation rates; and improve the Illinois experience by abandoning a "sink or swim" mentality, identifying and broadening campus programs, support services, and opportunities for engagement. Recognizing that Student Success is ongoing work, what was known as the "Student Success Initiative" became SS@I in 2023. A variety projects emerged from SS@I that have enabled the university to provide greater focus on student success efforts. Some examples of key efforts this past year include:

- **Student Success Symposia:** The 4th Annual Student Success Symposium in February 2025 drew more than 350 participants. As part of the Symposia, campus recognizes individuals and teams based on their contributions to Student Success @ Illinois with Student Success Champion Awards and the Impact Awards.
- **Early Alert and Outreach:** An advisory group has been meeting since 2022 to research and recommend appropriate early alert markers to connect students with relevant resources early in the semester. Starting with the Spring, 2023 semester, a select group of instructors engaged in a pilot effort to utilize Canvas Learning Management System data to detect early warning signs of academic issues. The data portion of the pilot continued through the Fall 2024 and Spring 2025 semesters to ensure validity and design the reporting structure. The Early Alert Advisory group has provided continued feedback in this development. Based on these efforts an advisor pilot will be launching in Fall 2025.
- **Policies:** In Fall 2024, two policies were reviewed and identified as needing improvement by the Policy and Issues Group. The Policy and Issues group was representative of academic colleges and units that support students academically at Illinois. Through conversations, substantial archival work and benchmarking, the group submitted two policy changes for campus approval. One for the removing the long misunderstood ABS grading option. ABS grades are calculated the same as an F grade and were often confusing to both faculty and students. In addition, a proposal to improve language regarding our incomplete (I grade)

processing. Both policy changes will support better student navigation and understanding while removing ambiguity and challenging administrative processing. In Spring 2025, the university approved revisions to the student code. Effective starting in the Fall, 2025 semester, faculty will no longer have an option to select ABS as a grading option and those with an approved undergraduate incomplete will have until the 8th week of the semester regardless of enrollment status.

- Two additional Policy and Issues Group convened in Spring 2025. One to examine the intercollegiate transfer (ICT) process throughout campus and one to explore the dates of our current drop with W deadline. Both groups included representatives from across campus and administrative units. The ICT Policy and Issues Group discussed how best to support students who are exploring other alternatives and the challenges that impact navigating processes across campus. The Deadline Policy and Issues Group explored options for dropping courses with a W and provided exploratory groundwork for a future policy change with benchmarking.
- Academic Advising: Cognizant that academic advisors are key to students' retention and experience, SS@I is focusing on supporting the university's advising community to advance efforts to create a sustainable and equitable advising experience for students and a professional advising community for academic advisors and those in advising adjacent roles. SS@I hosts the Advisor Series, a monthly professional development opportunity for advisors. In addition, a group with representation from academic advising and student support units across campus came together regularly to develop a academic advising mission and guiding principles for the advising community.

College, Department, and Program-level plans: Access, progression, completion, and attainment.

CGS's equity plans to implement systemic solutions to increase access and opportunities for underserved communities closely align with the Illinois system's programs to foster Equity Strategies 1 and 2. The CGS website and all streaming videos comply with accessibility standards, including American Sign Language (ASL) interpretation upon request and support access for users with screen readers. CGS disseminates info through campus organizations that target historically marginalized populations and co-sponsors and helps disseminate info about their events in turn.

In the administration of the MSGS Program and Graduate Certificates, CGS will extend these practices toward recruiting and retaining students in order to close equity gaps. Working with the graduate college and the admissions office, CGS will monitor the success of its efforts through metrics of applications, admissions, and graduation rate in order to gauge progress and improve performance.

Describe program and institution-based high-impact practices and wrap-around student support services

ensuring equitable access and success for students enrolled in the proposed program.

System and Institution-level high-impact and wraparound support services

Access 2030 demonstrates the University of Illinois' commitment to supporting "the ongoing learning renewal of students and systemic implementation of evidence-informed student support practices." This equity-focused plan includes emphasis on the three universities' summer bridge programs, proactive advising, and high-impact practices to support retention and to ensure equitable access and success.

In addition to Access 2030, the System supports students through the President's Research Travel Award Program. The program has been established to stimulate and support interest in the study of representation. Open to all, this competitive award provides a certificate and funding, not to exceed \$600, for students to travel to a professional conference. These conference travel awards are intended to support student candidates who will be presenting papers, posters, or creative work at conferences related to issues of representation in service to the University's interest in promoting an inclusive learning community for all.

At the institution level, the University of Illinois Urbana-Champaign prides itself on the array of high-impact practices and services offered to students. These student support practices support the ongoing learning renewal of students and systemic implementation of evidence-informed student practices, which align with Equity Strategy 1 of A Thriving Illinois. The Counseling Center, Office of the Dean of Students, McKinley Health Center, and Student Assistance Center are accessible to all students via in-person or remote options to facilitate student wellness and retention. All students are encouraged to participate in workshops hosted by the university's Writer's Workshop and are eligible to receive assistance on writing projects through their writing assistants. For students with disabilities, Disability Resources & Educational Services (DRES) has helped thousands of students earn college degrees and Urbana-Champaign has been recognized as a national leader in the area of post-secondary education for persons with disabilities. Indeed, as the oldest post-secondary disability support program in the world, DRES has been associated with many programmatic innovations including:

- The seminal research which led to the development of the first architectural accessibility standards that would become the American National Standards Institute Standards;
- The first wheelchair-accessible fixed route bus system;
- The first accessible university residence halls;
- The first university service fraternity and advocacy group comprised of students with disabilities, Delta Sigma Omicron; and The first university to receive the Barrier-Free America Award from the Paralyzed Veterans of America (2012).

Additionally, poised at the crossroads of academic and student affairs, the Michael L. Jeffries,

Sr. Center for Access and Academic Support is one of the oldest and most comprehensive student support programs in the nation. The Jeffries Center has embodied the University of Illinois Urbana-Champaign's land-grant mission by championing access for all students and providing a comprehensive array of college preparatory and support services to bolster students' success since its inception. Programs such as A&M (Advising and Mentoring), First Generation Student Initiatives and Tutoring and Academic Services the Center also align with A Thriving Illinois Equity Strategy 8 with the use of staff as advisors/coaches as well as peer and near-peer tutoring. The Jeffries Center currently houses nine departments. A more comprehensive list of Jeffries Center programs is provided in Appendix B.

In 2022, the University of Illinois Urbana-Champaign was recognized as one of 53 institutions in the National Association of Student Affairs Professionals' (NASPA) First Gen Forward 2022-2023 cohort. First-Gen Forward was the first program to acknowledge higher education institutions for their commitment to the success of first-generation students. As a NASPA First-Gen Forward institution, the university applied and was accepted into NASPA's First Scholars Network. This membership signifies the university's competency and commitment to the success of first-generation students. Through the network, the university receives tools, resources, and expert guidance, including data, peer networks, evidence-based approaches, and data-driven continuous improvement. The university established a First-Generation Steering Committee in January 2023 to work with the Center for First-Generation Student Success to establish goals, identify barriers, and create improvement projects to enhance the experience of first-generation students on campus. In the 2023-2024 academic year, this Steering Committee launched their Insights Tool, which is a comprehensive diagnostic self-assessment in which members of the community share information about institutional efforts to support first-generation students. They also joined the Postsecondary Data Partnership, which provides insights into students' academic progress and outcomes across participating institutions. In the fall of 2023, the Jeffries Center hired the inaugural Director of First-Generation Student Initiatives to lead programming and service delivery to the undergraduate first-generation student community. After many years of focused improvement, in March of 2025, Illinois was one of 32 institutions in the country to be recognized as a FirstGen Forward "Network Champion." To date, only 429 institutions of higher education have entered the Network. Explain institutional strategies being implemented to increase and retain faculty, staff, and administrators of color and the implications for the proposed program. Explain how progress will be monitored.

Student Affairs houses the university's cultural and resource centers (see Appendix C) and a System and Institution-level efforts to recruit and retain faculty, staff, and administrators of variety of high-impact programs. A more comprehensive list of programs is detailed in Appendix C. Veteran support is provided through the Chez Veterans Center out of the College of Applied Health Sciences in partnership with Student Affairs, which includes individualized campus actively support faculty recruitment and retention through a number of programs. The academic and career coaching to support progress and address barriers, peer and professional Distinguished Faculty Recruitment Program is designed to enhance faculty excellence by mentoring to foster community and networking, and health and wellness services to promote supporting the recruitment of individuals who bring a range of perspectives, experiences, and psychosocial adjustments and well-being. backgrounds to the academic community. The Public Voices Fellowship is a year-long program open to tenured faculty who join a cohort of leaders with the intent of improving The Career Center offers coaching and support students and connects them to opportunities,

representation in the field and providing them with extraordinary support, leadership skills, as they make career decisions and learn lifelong career management skills. They serve as and knowledge to ensure their ideas shape not only their fields, but also the greater public leaders of the university's career services community. The Career Center in partnership with conversations of our age. The Leadership Initiative for Women Faculty brings together women of the Jeffries Center sponsors the FOCUS program, an intensive semester program created to faculty from across the UI System, who are leaders and/or potential leaders to identify barriers eliminate the gap in post-graduation outcomes and starting salaries between first-generation to and facilitators for advancement of women. Finally, the System will also be providing funding students and their peers. Its aim is to positively impact their career trajectory, earnings in support of each university's faculty recruitment plans which will also emphasize attracting potential, and economic security for years to come. Through a series of workshops, this candidates who contribute to the academic mission through diverse perspectives, experiences, program provides transformative learning experiences for students in and out of the classroom. and scholarly excellence. The President's Executive Leadership Program is a professional Those selected to participate receive a \$1,000 scholarship.

development opportunity and experience for senior-level faculty and administrators from across the UI System. Consisting of seminars held during the academic year, the objective of the An additional service for graduate students is the Summer Predoctoral Programs for incoming leadership program is to broaden participants' understanding of higher education issues and doctoral students who have accepted their offer of admission. The 9 weeklong Summer strengthen their skill sets in leading and managing a public institution at the university or Predoctoral Institute provides an advanced opportunity for graduate students to become system level. The Board of Trustees supports the program as a mechanism for identifying and quickly prepared for the rigors, culture and expectations of graduate school during the summer developing a diverse group of potential future university and system leaders. prior to the start of their graduate studies. The Institute offers an orientation, a series of

seminars, and time to work with a research adviser in the student's academic unit. The Summer As a campus, the University of Illinois Urbana-Champaign is committed to investing in strategic Emerging PhD Program is a shorter, 2.5 week program to learn about graduate school culture hiring of faculty to meet its land grant mission of enhancing the lives of citizens in Illinois, and the campus.

across the nation and around the world through our leadership in learning, discovery, engagement, and economic development. Investments from the Office of the Provost in faculty hiring, retention, and development are critical to maintaining and enhancing the academic

excellence of our campus, especially at a time when the competition for top talent is intense. College, department, and program-level high-impact and wraparound support services: The University remains committed to investing in targeted initiatives to recruit faculty who will

enhance our global reputation through their contributions to a wide spectrum of research and - In addition to the robust services provided at the university and college level, CGS will provide innovation and while meeting evolving academic interests and needs of students. individualize academic advising and career placement support through the program's academic

adviser and the faculty and administrative directors of each of the units supporting the Retention efforts include programming and development activities for executive officers and program. This advising will ensure students have access to the courses and experiential learning faculty members across ranks. Programming and resources for unit executive officers (EOs) opportunities that most closely match their career goals.

equip them with the knowledge and skills necessary for leadership including ways to enhance their ability to support and mentor faculty within their units. The Office of the Provost also

Sustainability several leadership development programs to increase the pool of potential

academic leaders on campus to explore campus leadership and administrative roles. The university continues to be a strong partner in the Big Ten Academic Alliance's Academic Leadership Development Programs, with numerous faculty and staff from the university participating as fellows.

The Office of the Provost also invests in faculty development. From recruitment to onboarding, through promotion, and retirement, faculty members have access to programming and resources designed to meet them and address their careers needs. We also support a range of institutional memberships to external resources that provide faculty with access to high-quality professional development resources, tailored to support their individual career advancement goals.

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

As a unit of the Illinois Global Institute (IGI), CGS works closely within this structure to complement and implement institutional strategies to increase and retain faculty, staff, and administrators of color. The IGI and its units have an excellent record of recruitment and retention of faculty, staff, and administrators of color. As units deeply invested in building understanding about the Global South, among other world regions, at U of I and its communities, the IGI has prioritized building connections between global communities and themes and underrepresented minority communities in the United States. The units are also attuned to experiences of ethnic, racial, gender, and religious minorities in world regions as well as the experiences of international students and scholars at U of I. A significant proportion of the staff and leadership of the IGI and its units are part of underrepresented minority communities and/or have international backgrounds. In AY 2024, the IGI organized a Diversity Equity, and Inclusion Committee comprised of staff and students. This will be the IGI's first standing committee beyond its core governance structure and will be charged with addressing questions of climate and inclusion in the IGI and its programs.

- The Graduate Certificate often attracts professionals whose employers pay a portion or all of their tuition. The Certificate then taps into a third source of funding, in addition to government grants and personal tuition payments. The tuition generated helps support the MSGS Program. As a self-funded program, 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.

Importantly, tuition generated by the program will enable the units to provide both need based funding to qualifying students through the creation of scholarships. These scholarships support the education of historically underserved students by taking into account financial need in their assessment of applicants.

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

Online Certificates:

Tuition will be assessed per credit hour through Illinois Online. The current Illinois Online base rate is \$538 per credit hour, and the professional rate is \$778 per credit hour. To support a competitive market entry and accelerate enrollment growth, we will launch at the base rate of

\$538 per credit hour as a strategic introductory price. After 12–24 months of full implementation, we will review enrollment trends, market demand, and financial performance to determine whether adjusting tuition - potentially toward the professional rate - will enhance program sustainability and growth.

Updated costs are posted by Illinois Online here: <https://online.illinois.edu/student-services/online-degrees-and-certificates-program-costs-2025-2026>

- Global Studies

Graduate Certificate Online 3 courses 12 hours \$538/credit hour \$6,456/total

- Communication and Health Management

Graduate Certificate Online 4 courses 12 hours \$778/credit hour \$9,336/total

- Business Analytics

Graduate Certificate Online 3 courses 12 hours \$538/credit hour \$6,456/total

- Community College Leadership

Graduate Certificate Online 3 courses 12 hours \$363/credit hour \$4,356/total

- CyberGIS and Geospatial Data Science

Graduate Certificate Online 3 courses 12 hours \$778/credit hour \$9,336/total

- Environmental Sustainability

Graduate Certificate Online 5 courses 20 hours \$436/credit hour \$8,720/total

- Weather and Climate Risk & Data Analytics

Graduate Certificate Online 3 courses 12 hours \$538/credit hour \$6,456/total

On-Campus Certificates:

Tuition for on-campus graduate certificates is assessed at the Graduate Base Tuition rate as determined by the Graduate College, along with standard campus fees.

Updated costs are posted by the Office of the Registrar here: <https://registrar.illinois.edu/tuition-fees/tuition-fee-rates/tf-rates-term/g-tuition-cr-2526-2/>

For the 2025–2026 academic year:

12 credit hours (full certificate): \$7,237 total, which equals roughly \$603 per credit hour.

6–11 credit hours (two courses): \$4,825 total.

1–5 credit hours (one course): \$2,413 total.

Whether a student completes all three courses in one semester or spreads them across multiple terms, the total cost for the certificate remains \$7,237.

For non-resident or international students, the cost structure is similar, except tuition for 12 credit hours is \$15,633, or approximately \$1,303 per credit hour.

Growth

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

Drawing on repeatedly renewed U.S. Higher Education Act Title VI support and the Center for the Study of Global Gender Equity (CSGGE) endowment income, the Center for Global Studies and WGGP have a long history of outreach programs that have expanded from nearby audiences to broader availability, within the State of Illinois and beyond. For the ACDIS program, outreach includes U.S. National Laboratories including the one at Argonne, Illinois. Graduates remain in touch with the ACDIS program, including via a LinkedIn network. ACDIS has decades of experience of interactions with the U.S. armed forces undergraduate and graduate students on campus, a decade of supervision of U.S. Air Force National Defense Fellows, briefings of senior military officers, and a stint of the current ACDIS Director on the campus Military Education Council.

The Graduate Certificate substitutes or contributes to the attainment of the MS in Global Studies degree, and there are over 150,000 U.S. military officers at a rank where obtaining a master's degree is strongly encouraged and useful both for promotion and for employment after discharge. The U.S. military provides tuition support and some opportunities for on-campus study; and sufficient online courses and practicum opportunities will be available for those who need to complete all of the program off campus. The State of Illinois is fourth in the per capita number of military reserve personnel, with Ohio and Pennsylvania having only marginally more. Although active-duty personnel are often assigned to some of the larger military installations elsewhere in the United States and abroad, they do show tendency to settle in Illinois after active duty.

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

Institutional engagement

The University of Illinois Urbana-Champaign has strong partnerships with business and industry through the statewide initiatives like the Discovery Partners Institute (DPI) and the Illinois Innovation Network (IIN), which closely align with A Thriving Illinois' Growth Strategies. As a key gubernatorial initiative, DPI's Tech Talent Lab and immersion programs engage with Chicago's technology workforce, allowing students to interact with Chicagoland technology and innovation culture. Students make meaningful connections to regional employers and industries, university research teams, civic and nonprofit organizations, and startups that will lead to employment and talent retention in the region. IIN works to enrich the student experience through short-term boot camps around topics such as artificial intelligence, data science, entrepreneurship, and more. These intensive programs will encourage students' interest in topics that are key to the 21st century economy and give them a foundation for continued study.

Partnerships with the Research Park, the work of the Campus-Community Compact, and the I-Engage program align with A Thriving Illinois' Growth Strategies.

As a dynamic tech hub that provides meaningful and industry-focused research and internship opportunities, Research Park tenant companies employ 7,000 interns year-round in part-time employment, allowing University of Illinois Urbana-Champaign undergraduate and graduate students to work on campus year-round while enrolled as full-time students. Students are paid highly competitive wages for their specialized skillsets in areas like computer science, data analytics, UX/UI design, engineering, business development, biotech, hardware and more. Research Park internships increase students' employment prospects by expanding their professional networks, building their professional portfolios, and developing their leadership skills. The top students working in the Research Park are typically hired into full-time roles within the companies that employ them, many of whom then remain in tech roles in Illinois (i.e. John Deere, State Farm, Caterpillar, ADM, Country Financial, Brunswick, Abbott, etc.). Many of the corporate sites focus on outreach and participate as sponsors to various student groups and campus units. Examples include Synchrony supporting a class of 125 Chicago students who are gaining technology skills as they attend the Pritzker Tech Talent Labs' Digital Scholars program with the Discovery Partners Institute, part of the University of Illinois System. The Digital Scholars program is a free summer program for underrepresented high school students to build computing skills, increase college and career readiness, and make connections to Champaign and Chicago's dynamic tech communities. This program helps link Chicago high school students to the University of Illinois and, through Synchrony, the Research Park, further developing a strong talent pipeline. Motorola Solutions' partnership with the Society of

Hispanic Professional Engineers, and Brunswick's volunteer work with Booker T. Washington STEM Academy. Building on the well-established relationships of the affinity and community groups both on campus, the Research Park campus office has ongoing partnerships with units such as Cultural Centers, The Career Center, and Registered Student Organizations (RSOs) to educate Illinois' diverse population of students on the opportunities available within the Park. Research Park has been integrally involved in building the region's capacity and expertise in precision fermentation and bioprocessing. In July 2025, the State of Illinois announced a \$3 million grant award to move forward a second incubator to support growth-stage startup companies at Research Park. The \$20 million project has been scoped to align with growing opportunities in bioprocessing and light manufacturing across the region within the Illinois Fermentation and Agriculture Biomanufacturing Hub. EnterpriseWorks 2.0 will facilitate the transition of advanced startups with specialized lab and manufacturing needs to space not available at the existing incubator. It features facilities for early-stage manufacturing of high-tech products and high bay space for bioprocessing and fermentation equipment. Construction on the second incubator could start as soon as 2026. Research Park is home to one of the region's fastest growing contract development manufacturing organizations, as well as one of the major industry partners (ADM).

Another local program, We CU Community Engaged Scholars, supports long-term partnerships between local organizations, instructors, and students at the University of Illinois Urbana-Champaign. These mutually beneficial partnerships create impactful learning experiences for students and promote positive change in the Champaign-Urbana community. In the first five years of the program (2020-2025), 3,741 students from 13 colleges dedicated 71,718 hours toward 914 service projects. In 2025, We CU recognized 126 students as We CU Community Engaged Scholars. We CU Scholars completed an additional 12,487 service hours.

The Campus-Community Compact (Compact) is one of the major initiatives of the Community Action and Public Engagement (CAPE) Committee of Illinois' Chancellor's Call to Action to Address Racism and Social Injustice. Comprised of a co-equal partnership between Illinois and the broader Champaign County community, the Compact is an ambitious and visionary initiative to accelerate social justice by addressing structural racism, bias, and social injustice over the next five to ten years in six interrelated grand challenge areas: inclusive education; accessible technology; economic development; health, wellness, and resilience; workforce development; and community relations. The Compact also includes several crosscut areas; namely, accessible campus/transportation, accessible information, community safety, and language (e.g., multilingualism, communications, and messaging).

Three priorities have been identified for the Inclusive Education focus area: restoring opportunity; providing a community-based information delivery service; and professional development. Restoring Opportunity addresses the need for greatly improved access to quality health care, access to a rich array of courses taught by culturally responsive and affirming

health care, access to a rich array of courses taught by culturally responsive and affirming educators, and access to well designed and well-resourced schools. The development, implementation, and sustainability of a community-based information delivery service requires a community that partners with the university to invest in professional development strategies and training opportunities to continuously strengthen the capabilities of our teacher workforce in order to address the needs of an increasingly diverse student population. Illinois, through its College of Education, will work with the local schools' districts to create targeted initiatives to recruit and hire teachers of color at a level proportionate to the population of students of color taught or that increase the total population of teachers of color by 100% of their current numbers. Professional development involves continuous professional development for teachers and administrators.

An example of a professional development activity is the TEACH Academy, a three-day interactive experience designed to strengthen instructional practices using a lens that focuses on educational justice, equity, and inclusion. Now in its third year, the TEACH Academy has already cultivated a community of over 500 TEACH Scholars who are transforming education across Champaign County.

In 2025, the largest cohort of teachers yet, 250, were welcomed in the third year of the TEACH Academy initiative. What began as a bold pilot has grown into a thriving, countywide movement committed to transforming education from the inside out.

To date, over 500 teachers have participated in the TEACH Academy, representing thousands of students impacted across Champaign County each school year. This growing network includes educators from four school districts—Champaign, Urbana, Rantoul City, and Rantoul Township High School—and spans 34 campuses countywide.

Since its launch, the TEACH Academy has introduced innovative, equity-centered teaching strategies, including groundbreaking math instruction methods piloted in 2023. These strategies were implemented in local classrooms during the 2023–2024 school year and have already contributed to notable increases in high school math scores.

The 2025 TEACH Academy featured two dynamic keynote presentations open to all Champaign County educators and Scholars. In the afternoon, participants engaged in interactive workshops and information sessions, diving deeper into core topics and building community with peers and mentors.

With continued momentum and expanded reach, the TEACH Academy is preparing the next generation of educators to lead with purpose, creativity, and courage—and to change the lives of students across the region.

College, department, and program engagement

Illinois has historically been globally connected via transcontinental railways and inland waterways, including since St. Lawrence Seaway improvements in 1887 and 1932. O'Hare International Airport was the world's busiest from 1963–1998 and remains amongst the top 4. Aside from petroleum exporting states Texas and Louisiana, Illinois has the largest per capita export sales of any U.S. state, at over \$5,000 per capita in 2021. That \$65.9 billion in exports is diversified. The agricultural component, albeit important at \$11.2 billion, is nevertheless only 1/6 of the total. For example, recent reorganization of Caterpillar, with \$51 billion total sales and 57% of that outside North America, retains over 17,000 Illinois employees, with over 12,000 in the Peoria area alone and an innovation center working with the University in Champaign. In brief, international engagement and Illinois go hand in hand. The Graduate Certificate augments the already extensive interactions between the University of Illinois and these sectors of the Illinois' local, regional, and state business leaders and employers.

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

Institution level high-impact practices

An example at DPI is the City Scholars program, which pairs top engineering students with Chicago tech companies for semester-long internships. Engineering City Scholars work 20 hours per week at a paid internship with Chicago tech companies, making connections and building a competitive career-focused resume.

As noted in the previous response, the Research Park expands access and opportunities for students by employing 800 interns year-round in part-time research opportunities and career-relevant internships, allowing University of Illinois Urbana-Champaign undergraduate and graduate students to work on campus and be enrolled as full-time students.

The campus Career Services Council, which includes the campus-wide Career Center in partnership with the college and departmental career offices and professionals, offers Handshake@Illinois, a platform for students to connect with career coaches, employers, internship opportunities and job postings. Handshake@Illinois was used by more than 30,000 students and 20,000 employers last year.

To establish and/or enhance sustainable outreach and partnerships with PreK-12 schools, the Chancellor at the University of Illinois Urbana-Champaign established the Office of PreK-12 Initiatives in May 2024. This office develops initiatives designed to create partnerships with superintendents and school districts statewide. It provides us with the ability to rethink and enhance the high school to college pathways in Illinois by partnering with organizations such as Chicago Scholars, Home Chicago, the Discovery Partners Institute (DPI), Illinois Innovation

Chicago Senators, Hope Chicago, the Discovery Partners Institute (DPI), Illinois Innovation Network (IIN), Illinois University System, University of Illinois Chicago & Springfield, Illinois Legislative Representatives and Senators, and the Jackie Joyner-Kersey Foundation.

This office reconceptualizes the important role higher education must play in ensuring Illinois learners gain the confidence and comprehension for college. The goal of this office and associated initiatives is to ensure that the University of Illinois Urbana-Champaign has developed structural outreach and partnerships to systemically close persisting opportunity gaps in our state's school systems.

The Office of Undergraduate Research (OUR) is guided by the philosophy that all Illinois undergraduate students should learn about current disciplinary research, take part in research discussions, and be exposed to research experiences in their regular coursework. Furthermore, where practical, an advanced research experience should be among the capstone options in all major programs of study. Undergraduate research opportunities should be designed to support the pedagogical goals and the research mission of the university. To achieve its mission, OUR seeks to: 1) inspire students and faculty to collaborate on research projects driven by mutual interests by fostering a research mentoring environment that encourages and rewards collaboration; 2) disseminate best practices and models for undergraduate research to campus stakeholders; 3) assist in the development and evaluation of curricular and co-curricular structures that support undergraduate research; 4) encourage the creation of new opportunities for undergraduate research on campus; 5) coordinate and nurture undergraduate research efforts across academic units on campus; and 6) serve as a primary conduit for service and outreach that provide opportunity for students to succeed in the work of the future. Explain how the proposed program will expand its models of teaching and learning, research, and/or public service and outreach that provide opportunity for students to succeed in the work of the future. archiving and enhancing the awareness of undergraduate research efforts among campus

stakeholders and external audiences.

Institution level expansion of models

College, department, and program level high-impact practices

The University of Illinois Urbana-Champaign is a leader in the state in its cutting-edge teaching/learning, research, public service and outreach. The Online Learning Advisory Committee (OLAC) facilitates constructive dialogue among colleges, fostering collaboration to address both of students who spend one semester on campus and those who complete the degree requirements fully online. Also expected is increased interest in a new course dealing with security analysis applications, building on the Global Security course that satisfies a core requirement in the Global Security track. Such an opportunity would be broadly useful, and particularly so for military officers pursuing the degree. The group develops and delivers recommendations on how to design and deliver effective and meaningful online education and support for students. Those models of teaching and learning will be shared among the faculty and trainings will be developed to further impact the campus community. In the 2024-2025 academic year, OLAC focused on developing a set of institutional recommendations for leveraging best practices in online education to help support growing in-person student enrollment. OLAC receives quarterly report-outs from the new Big Ten Online Student Council, a recently chartered institutional peer group formed to address student issues in the online space.

Based in the College of Agricultural, Consumer and Environmental Sciences, U of I Extension works with all colleges and units of the University of Illinois Urbana-Champaign. Extension's

work focuses on eight strategic priorities: Community, Economy, Environment, Food/Agriculture, Health, Partnerships, Technology/Discover, and Workforce Excellence. Illinois Extension leaders work with a network of local stakeholders to define priorities that allow response to evolving and emerging needs while still ensuring meaningful progress toward key outcomes in each of the eight strategic areas. There are approximately 500,000 direct contacts with Extension programming each year, including nearly 150,000 youth and adult volunteers who participate in 4-H youth development programs. Communities are directly served by Extension staff in 27 units located throughout Illinois. Extension educators in local offices and specialists located at the university develop and deliver in-depth programming locally, at regional venues, and through distance-learning technologies.

College, department, and program expansion of models

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

The Graduate Certificate is designed to be fully integrated into the overall campus emphasis on excellence in education and research. All of the courses are planned to be open, without restriction, to students pursuing other campus degrees, certificates, minors, etc. For example, an interdisciplinary Master's degree concentration in Energy Systems has the majority of its required core course student enrollments drawn from students pursuing other degrees. The Graduate Certificate enhances knowledge base and understanding of, and a as byproduct empathy for, people's lives globally. The importance of this is brought out in a curriculum component on climate change, where valuing welfare of people in developing countries turns out to be a necessary condition for a stable and effective international agreement on limiting greenhouse gas emissions. This concept applies more broadly to areas such as broader global addressing to pressing regional security challenges, and (3) attention to particular impacts environmental issues and tension between profits and ethics in international business connections. A key purpose of the Graduate Certificate is to provide a focused education that brings together students with interest in and developing understanding of different aspects of these complex problems. Considerable groundwork has been done on campus both at the undergraduate and graduate education levels. That includes an undergraduate Global Studies Major with over 100 students, a Global Studies Graduate Minor currently at 19 students from its start in 2016, a Gender Relations in International Development Minor, and a long-standing undergraduate certificate in Global Security, as well as that goal is. The World Health Organization has estimated that the number of people affected by hunger in 2021 was 828 million, an increase by 150 million from 2019. The University of Illinois played an important role in the Green Revolution innovations that facilitate total production food if it reached a global population of nearly 8 billion. While more technical innovation would be helpful for feeding a UN extrapolation of 11 billion by 2100, a technological solution alone has not been proven sufficient. With limited arable land in regions with still growing populations dealing with weather variability and climate change, other challenges are income distribution and security. All too often, women are left without adequate support to provide for some of the nearly 150 million inadequately fed young children and 45 million suffering from severe malnutrition. For so many millions of people, this is an ongoing and potentially avoidable crisis that predates its augmentation reflected by growing concerns about additional impacts of climate change. Food insecurity and conflict have contributed to growth of UN High Commission Refugee estimates of forcibly displaced persons

At over 100 million by mid-2022. To try to address these problems, over 230,000 people work for humanitarian organizations and UN programs, and also some of the estimated 300,000 who assist Red Cross and Red Crescent. These people, along with many others who are sovereign government employees, face a complex set of challenges. Needed to meet these and other security challenges are (a) an understanding of the regional contexts in which they unfold, (b) documentation of the gender component of their effects on adults and children, and (c)

Program Description and Requirements

Illinois Administrative Code:

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

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

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

Program Description

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

Provide Program Description here:

The Graduate Certificate in Foundations of Global Studies provides a focused, professionally oriented track that complements the credentialing, certificates, badges, LAS Global Studies B.A. degree, Undergraduate Certificate in Global Security, other degree programs, MS in Global Studies, and more. This Certificate prepare students for leadership in international and domestic careers in non-governmental organizations (NGOs), government, business, and transnational organizations. Interdisciplinary coursework combined with domestic and international practicum opportunities will prepare graduates to meet the intellectual and practical challenges facing global governance and civil society organizations.

The Certificate has four (4) track options being proposed that focus in 1) Global Security and Threat Reduction; 2) Gender, Policy, and Global Development; 3) Global Leadership and Governance; and 4) Global Data Analytics and Policy. Students choose their track as well as face-to-face and online course delivery options. Instruction in the GLBL and CGGE courses will be delivered online and in a hybrid format. IS 445 is offered online. Students can then complete the degree off campus while employed.

The Graduate Certificate in Foundations of Global Studies' four tracks share two (2) common courses and diverge with one (1) specialty course:

Required Core:

- GLBL 500, Global Society (4 hours): Students will examine three propositions: (1) the existence of a global society; (2) the flaws of its principal, global institutions – the state, markets, and democracy; and (3) absent their reform, whether the global society is at risk. Prerequisite: Instructor Approval Required.

- GLBL 570, Methodologies of Global Studies (4 hours): Explores research methodologies within the social sciences and humanities that are often used for research concerning global and globalized problems. Examines both qualitative and quantitative methods with the aim of introducing students to tools and techniques that can be used in professional settings. Focuses on modeling, geographic information system (GIS), statistics, and other quantitative methods and also examines qualitative research methods. Rather than mastery of any one technology or method, this course seeks to build conversance with a variety of methods. 4 graduate hours.

Track Options:

Students should consult with their program advisor before selecting Campus Graduate Certificate electives.

- Global Leadership and Governance

GLBL 520, Institutions of Global Governance (4 hours): Provides students with a conceptual and practical understanding of the scholarly and societal debates that relate to the interdisciplinary study of global governance and the challenges faced in achieving fair and sustainable outcomes. 4 graduate hours. Prerequisite: GLBL 500 or consent of instructor.

- Global Security and Threat Reduction

GLBL 580, Energy and Global Security (4 hours): Explores the intersection between energy resources and global security by examining a broad range of modern security threats both globally and regionally, including the Middle East, East Asia, and Russia. Students will improve their quantitative and qualitative analysis skills through relevant problem sets and security-related simulations, analyze climate change projections with different policy choices and their economic and human security implications, and develop cross-disciplinary technical communication skills through project assignments requiring collaboration and communication between students having different backgrounds that emphasize qualitative and quantitative analyses. 4 graduate hours. Credit is not given toward graduation for GLBL 580 and NPRE 480 or GLBL 480 or PS 480. Prerequisite: Credit or concurrent enrollment in ENG 571 or GLBL 570, or consent of instructor.

- Gender, Policy, and Global Development

CGGE 581, Gender Relations & International Development (4 hours.): Interdisciplinary seminar examining theoretical and empirical research on gender and the transformation of social and economic structures. Students will develop a comparative perspective on issues of women and public policy by contrasting and comparing such policies in North and South America, Eastern and Western Europe, Asia, and Africa. Same as GWS 512 and SOCW 581.

- Global Data Analytics and Policy

IS 445, Data Visualization (4 hours): Data visualization is crucial to conveying information drawn from models, observations or investigations. This course will provide an overview of historical and modern techniques for visualizing data, drawing on quantitative, statistical, and network-focused datasets. Topics will include construction of communicative visualizations, the modern software ecosystem of visualization, and techniques for aggregation and interpretation of data through visualization. Particular attention will be paid to the Python ecosystem and multi-dimensional quantitative datasets. 3 undergraduate hours. 4 graduate hours.

Attach Program

Description Files if
needed

Graduation Requirements

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

Graduate Certificate Requirements:

Minimum Cumulative GPA: 2.75

Minimum hours required for certificate completion: 12 hours

Students who have successfully completed a certificate may use the certificate courses to satisfy the following degree requirements, provided they apply and are admitted to the degree program:

12 hours of coursework requirements of the MSGS degree program.

Required Core:

Code Title Hours

GLBL 500 Global Society 4

GLBL 570 Methodologies of Global Studies 4

Track Options: 4

Students should consult with their program advisor before selecting Campus Graduate Certificate electives.

Global Leadership and Governance

GLBL 520 Institutions of Global Governance

Global Security and Threat Reduction

GLBL 580 Energy and Global Security

Gender, Policy, and Global Development

CGGE 581 Gender Relations in International Development

Global Data Analytics and Policy

IS 445 Data Visualization

Plan to Evaluate and Improve the Program

Describe the program's evaluation plan.

The graduate certificate falls under the same or similar rubric as the MS in Global Studies Program assessment.

To ensure the Program fulfills its mission, including through the Graduate Certificate, measures to assess the Program will be collected and analyzed by:

1. Analyzing enrollment.
2. Analyzing and ensuring the three Learning Objectives of the Illinois Global Institute (IGI) are fulfilled: (a) provide transformative learning experiences; (b) make a visible societal impact; and (c) foster scholarship and innovation.
3. Analyzing and ensuring the Program's previously-mentioned five Learning Outcomes are fulfilled: (a) be well-versed in the global studies field, (b) think critically, (c) become ethically engaged, (d) gain practical experience, and (e) design and implement policies.

The Executive Committee (EC) ensures the processes and methodologies to assess student learning at the program level reflect good practice, including the substantial participation of faculty, instructional, and other relevant staff members. The EC follows the eight Principles of Assessment (summarized description below) adopted by the university, which were adapted from the Principles of Good Practice for Assessing Student Learning provided by the American Association for Higher Education.

1. The assessment of student learning begins with educational values.
2. Assessment is most effective when it reflects an understanding of learning as multidimensional, dynamic, contextual, and experiential.
3. Assessment works best when the programs it seeks to improve have clear, explicitly stated purposes.
4. Assessment works best when it is ongoing, not episodic.
5. Assessment fosters wider improvement when representatives from across the educational community are involved.
6. Assessment makes a difference when it addresses top-priority issues to illuminate outcomes of highest importance to stakeholders.
7. Assessment leads to improvement when it is part of a larger set of conditions that promote change.
8. Through assessment, educators meet responsibilities to students and to the public.

In addition to the Principles of Assessment as guidance, the committee ensures the overall success of the program through:

1. Monitoring

The MS in Global Studies Program coordinator will collect data that reflects on the overall success of the Program and the extent to which student learning objectives or outcomes are fulfilled.

a. Data tracking: track the number of students enrolled in the degree, students' demographic information, the distribution of students across colleges and major fields of study, courses taken, as well as post-graduate employment information, which will be used to update advising materials provided to students in the Program.

b. Student Self-assessment: student self-assessment forms at matriculation and upon completion of degree requirements, regarding their experience with and mastery of concepts and skills.

c. Program Assessment of Students: Grades, homework assignments and class projects as well as exhibitions and presentations of student work will take place on a regular basis and will provide an additional source of data.

d. Ensure Program Student Learning Objectives are met: each core course has well-articulated individual learning outcomes, outlined in the approved HLC Form, which describe the concepts and skills to be gained in relationship to one or more of the Program's Learning Outcomes (ART. II). Collectively, the core courses reinforce each other in contributing to the Program's Learning Outcomes.

Each core course syllabus will list and aim to achieve its respective outcomes (see approved HLC Form), in addition to other learning outcomes determined by the instructor. All elective courses developed by the Program will similarly use the Program's Learning Outcomes or closely related outcomes in their syllabi.

2. Evaluating

a. Evaluation of the overall MS in Global Studies program, including graduate certificates, will take place in a two-year rotation between (year one) macro-level analysis of curriculum, and (year two) a more focused scrutiny of course content/syllabi.

b. In both years, an agile "Assessment and Action," process will occur during which assessment data will be analyzed and used to make programmatic or course changes as quickly as possible, to improve student learning in relationship to our stated outcomes.

c. An Assessment and Action Report will be prepared each spring by the program coordinator, with the support of the Executive Committee.

3. Sharing

3. FINDING

a. The Assessment of Action Report will be shared with the Program Director, the Directors of the partner units managing programmatic tracks, and the Director of the Illinois Global Institute.

Plan to Evaluate
and Improve the
Program
Attachments

Budget Narrative

Fiscal and Personnel Resources

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

Budget Rationale

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

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

The program will be fully supported by student tuition from Graduate Certificates, credentialing, and the MS in Global Studies, thus there will not be a need to financially support the program beyond this.

Overall, the Program is a self-supporting program and will be exempt from most tuition and fee waiver programs. 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 fellowships.

Faculty Resources

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

The proposed teaching responsibilities will be met by the existing core faculty affiliates and staff of ACDIS, CGS, CSGGE, and LAS Global Studies. Instruction within the core degree requirements will be provided directly by each of the co-applicant programs. The Graduate Certificate will leverage existing strengths of the MSGS and University, drawing upon 79 regularly offered courses from across 22 units.

The institution possesses qualified faculty for the program. Hiring guidelines for all faculty and instructional staff are well-defined and ensure compliance with HLC and other accreditors' requirements. A policy regarding the required credentials for instructional staff has been developed at the campus level. A general policy about the credentials for teaching assistants is set by the Graduate College to ensure that all teaching assistants are well-qualified and trained.

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

No immediate impact on faculty resources is foreseen as a result of the new Graduate Certificate. Anticipated enrollment for the program is expected to grow over three years and spread across the Certificate.

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

The Graduate Certificate is administered by the Program Coordinator, who will manage admissions, financial aid, and advising in consultation with the CGS, ACDIS and WGPP Directors, and faculty advisory board sub-committees. Initially, this will be integrated within an existing Program Coordinator position, becoming full-time once enrollment will fully support a position.

Additional student advising and support will take place within each specialization by the Assistant and Associate Directors of ACDIS, WGPP, and CGS. In addition to the resources provided by the career center, the MS in Global Studies Program Coordinator will work with students individually to provide career advising and help place students within practicum and internship opportunities. In addition, the programs within the IGI carry out a robust program on international careers that will be available to program students. Each year the Illinois Global Institute sponsors international career service events and outreach that involves industry, education, and the US government, resulting in successful placements. In addition, CGS collaborates with Illinois' Career Services and other NRCs on workshops for public service careers that support areas of national need; each workshop averages 75 undergraduate/graduate students and includes representatives from the Peace Corps, Department of State, CIA and UN as well as non-governmental organizations.

All Illinois students have access to existing student support services across campus.

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

The MSGS program and its Graduate Certificate will be housed in the Illinois Global Institute, which is in Coble Hall, 801 S. Wright St., Champaign, IL 61820.

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 Certificate will not require further library resources. The MSGS Program was organized in close conjunction with the Head of the International and Area Studies Library and Global Studies subject specialist, who is also the faculty sponsor for the program. The program will be supported by a Global Studies subject specialist librarian, who already supports CGS and ACDIS programming, and a Gender Studies subject specialist librarian.

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

The University of Illinois Urbana-Champaign Library is the U.S.' 2nd largest public academic research library with over 14M volumes and 24M items in all formats and languages. This includes 9M microforms, 270K print serials, 200K electronic serials, about 2M electronic books, 600K physical or digital media materials, millions of pages of manuscript materials and 629K maps. Housed in the main library and 25 specialized libraries, these extensive collections support scholarship and research in all disciplines.

Within the library, the International and Area Studies Library (IASL) curates a collection of materials that consist of nearly 2 million volumes in over 150 languages, which will support the program. Collections are focused on African Studies; East Asian Studies; European Union Studies; Global Studies; Latin American and Caribbean Studies; Middle East and North African Studies; Russian East European, and Eurasian Studies; and South Asian Studies. The combined expertise and research collections of the IASL constitutes one of the campus' gateways to information and scholarship related to area, international, and global studies, connecting students and scholars to the knowledge crucial to developing global competencies through the study of distinct nations and regions, as well as transnational issues and global concerns. The IASL faculty and staff marshal their expertise and the resources of the library to support its mission by delivering international reference services; engaging the campus community; publishing original research, developing resources and media; teaching; and developing world class collections. The IASL works closely with the International Global Institute to provide students with the resources they need to succeed.

The Global Studies librarian who ensures collections and services to support the new MS in Global Studies. The library subscribes to 73 GS-related online databases that provide fulltext and bibliographical access, including Columbia International Affairs Online (CIAO), Organisation for Economic Co-operation and Development (OECD) iLibrary and Public Affairs Information Service (PAIS) Index. The library is also a depository library for the U.S., the European Union (EU), the UN and Canadian documents and has large collections of documents related to GS from the OECD, World Bank, International Labour Organization (ILO), International Monetary Fund (IMF), Organization of American States (OAS) and General Agreement on Tariffs and Trade/World Trade Organization (GATT/WTO).

Journals to support the core courses in the program include the following: Global Networks, International Journal of Interdisciplinary Global Studies, Global Studies Law Review, global-e, Globalizations, Identities: Global Studies in Culture and Power, Journal of Environment and Development, Journal of Global History, Journal of World-Systems Research, New Global Studies, Third World Quarterly.

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

U.S. Department of Education Title VI National Resource Center funding has provided support to develop courses for the MS in Global Studies, including to be used for Graduate Certificates. The Center for Global Studies' current Title VI grant will provide limited support for instruction within the MS in Global Studies Program during the first two years of the program. Additionally, these grant funds will support 10% of the Program Coordinator's initial salary.

Once these funds are exhausted, the program will be sustained through tuition income.

If this is a graduate program, please discuss the intended use of graduate tuition waivers. If the program is dependent on the availability of waivers, how will the unit compensate for lost tuition revenue?

The MS in Global Studies, including the Graduate Certificate, is a self-supporting program as described by the Graduate College Handbook (<https://grad.illinois.edu/gradhandbook/costrec-selfsupport>). Thus, the program will not be dependent on graduation tuition waiver. 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 fellowships.

Budget Narrative

Fiscal and

Personnel

Resources

Attachments

Personnel Budget

Category	Year One	Year Five	Notes
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Faculty (FTE)

Faculty FTE Year1	Faculty FTE Year 5	Faculty FTE Notes
0	0	All faculty and staff are included with the MS in Global

Faculty FTE Year1	Faculty FTE Year 5	Faculty FTE Notes
		Studies budget. The MSGS program's instructional costs will consist of only the two (2) common courses and the four (4) specialized, resulting in no additional FTE instructors.

Faculty (\$)

Faculty Year 1	Faculty Year 5	Faculty Notes
0	0	The cost of instruction for the courses are administered by, and therefore already included, in the MSGS Program budget, resulting in no additional FTE instructors or salary.

Advising Staff (\$)

Advising Staff Year 1	Advising Staff Year 5	Advising Staff Notes
0	0	The Program Coordinator, who will provide the bulk of advising services, will be employed by the MSGS Program whether or not the Graduate Certificate is approved, resulting in no additional FTE for advising staff.

Graduate Students

(\$)

Graduate Students Year 1	Graduate Students Year 5	Graduate Students Notes
0	0	N/A

Other Personnel

Costs

Other Personnel Costs Year 1	Other Personnel Costs Year 5	Other Personnel Costs Notes
0	0	Administrative assistance is already provided for the MSGS Program, resulting in no additional cost for the addition of Graduate Certificate. The Administrative assistant is provided through the Illinois Global Institute and its established shared services model through which units work collaboratively with specialize staff who support functions such as scheduling, human resources, and budget management.

Budget Narrative

Attachments

Facilities and Equipment

Illinois Administrative Code: 1050.30(a)(4): A) Facilities, equipment and instructional resources (e.g., laboratory supplies and equipment, instructional materials, computational equipment) necessary to support high quality academic work in the unit of instruction, research or public service are available and maintained;

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

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

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

As a program under the College of Liberal Arts and Sciences, the MS in Global Studies, including Graduate Certificates, will have access to the facilities and teaching technologies of the college and University of Illinois.

The program will be administered from the Illinois Global Institute, which is in Coble Hall and provides office space and administrative support for CGS, CSGGE, and ACDIS. These offices will be used for student advising and program meetings.

Instructional facilities and technologies will be supported through the College of Liberal Arts and Sciences, which has over 50 buildings on campus. Faculty and students will have access to the Applied Technology for Learning in the Arts & Sciences office (<https://atlas.illinois.edu/>). This office ensures access to classrooms with appropriate technologies and the capacity to provide robust online and hybrid learning support. Instruction is also supported by the campus' Center for Innovation in Teaching & Learning (<https://citl.illinois.edu/>).

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

No

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

No

Are there other costs associated with implementing the program?

No

Facilities and

Faculty and Staff

Equipment

Attachments

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

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

Combined, CGS, CSGGE, and ACDIS engage a large and interdisciplinary group of faculty and staff on campus, cooperating with 90 campus units and 370 faculty affiliates from 14 colleges and schools at Illinois. Throughout the long tenure of these programs, faculty have been able to draw upon resources in the form of networks, expertise, and external funding to develop and maintain interdisciplinary courses and activities that fall within each center's area of focus. The Graduate Certificate will draw upon the expertise of this faculty network and an extensive history of course development to initiate and maintain this unique graduate program. Working in conjunction with faculty affiliates in all three programs, the partnering programs have developed a rich set of core courses, which constitute the required courses for the degree. Like similar professionally oriented degree programs, the Graduate Certificate also leverages the existing strengths of the campus.

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

The attached provides abbreviated biographies of the program faculty affiliates, illustrating the strengths of both the key faculty who will provide instruction in the program and those core faculty and affiliated faculty involved in the Centers.

Faculty and Staff

Attachments

[3_APPX_Illinois-CGS Biosketches.pdf](#)

HLC Section

Credit Hours

Existing or repackaged curricula (Courses from existing inventory of courses): 100	Number of Credit Hours: 0	12 Percent of Total:
Revised or redesigned curricula (Courses for which content has been revised for the new program):	Number of Credit Hours: 0	0 Percent of Total:
New curricula (Courses developed for the new program that have never been offered): 0	Number of Credit Hours:	0 Percent of Total:
Total Credit Hours of the Program: 100	Number of Credit Hours:	12 Percent of Total:

New Faculty Required

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

No

Please explain

existing coverage:

As noted above, this program leverages the campus' rich interdisciplinary expertise in Global Studies to create a new interdisciplinary and professionally focused degree option.

Additional Funds

Will the proposed program require a large outlay of additional funds by the institution?

No

Institutional Funding

Please explain institutional funding for proposed program:

The Graduate Certificate falls under the self-supporting MS in Global Studies Program with current U.S. Department of Education (USDOE) Title VI funding and future tuition income from fee-paying students, a need for additional state funding is not anticipated. Operations for each of the units supporting the Certificate 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 2018-22 cycle. This near doubling of USDOE-awarded resources indicates the USDOE'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.

EP Documentation

EP Control Number EP.26.152

Attach Rollback/
Approval Notices

Non-EP Documentation

U Program Review
Comments

Rollback [Re_ Proposal to Establish Grad Certificate in Global Studies.pdf](#)
Documentation and
Attachment

DMI Documentation

Attach Final
Approval Notices

Banner/Codebook
Name

Program Code:

Minor Code	Conc Code	Degree Code	Major Code
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Senate Approval
Date

Senate Conference
Approval Date

BOT Approval Date

IBHE Approval Date

HLC Approval Date

DOE Approval Date

Effective Date:

Program Reviewer

Comments

Brianna Vargas-Gonzalez (bv4) (09/02/25 2:00 pm): Rollback: Rollback, please refer to email from Emily S. for feedback.

Steve Witt (switt) (10/29/25 4:31 pm): Approved

Stephen Downie (sdownie) (11/07/25 1:33 pm): Rollback: Revisions likely required in light of past and upcoming communications.

Brooke Newell (bsnewell) (03/10/26 11:51 am): Rollback: Per discussion with Melissa R.

Key: 1356