

Reported to the Board of Trustees,
May 19, 2005

Board Meeting
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PRESIDENT'S REPORT ON ACTIONS OF THE SENATES

Establish the Minor in Information Technology, College of Engineering, Chicago

The Chicago Senate, with the recommendation of the College of Engineering, has approved a proposal to establish the Minor in Information Technology.

The explosive growth of the World Wide Web and its universal acceptance by society has changed the computing landscape forever. Today, the typical computer user neither knows nor needs to know very much about how a computer works in order to use it. What users need, however, is a “user’s advocate,” a professional who can help them access new technologies effectively and appropriately. The information technologist is that advocate. The information technologist applies available technology to solve real-world problems. Web masters and content developers, network and systems administrators, multimedia developers, and database specialists—information technologists are the key agents in the societal computing revolution.

The Minor in Information Technology requires completion of 12 semester hours of course work, not including prerequisite courses (another eight-nine hours of credit).

Establish the Software Engineering Concentration,
College of Engineering, Chicago

The Chicago Senate, with the recommendation of the College of Engineering, has approved the establishment of the Software Engineering Concentration within the B.S. in Computer Science.

The creation of the Software Engineering concentration will permit students to take the Professional Engineers examination, a new development by the Illinois Department of Professional Regulation. The Software Engineering concentration emphasizes the knowledge and skills needed to begin a professional practice in software engineering, including in-depth coverage of the fundamental areas of computer science in programming, data structures, discrete mathematics, algorithms, formal languages, computer architecture, and operating systems. In addition, the concentration focuses on key topics of software engineering practice such as software cost estimation, large-scale software development, and risk management.

For the B.S. in Computer Science with a Concentration in Software Engineering, students must complete a total of 128 semester hours of credit, including required technical courses appropriate for the concentration (e.g., CS 440 and 442, Software Engineering I and II).

Redesignate the Concentration in International Development,
Master of Urban Planning and Policy, College of Urban Planning and Public Affairs,
Chicago

The Chicago Senate, with the recommendation of the College of Urban Planning and Public Affairs, has approved a proposal to redesignate the “International Development” concentration as the “Globalization and International Planning” concentration in the Master of Urban Planning and Policy degree program.

The new name will more accurately communicate to students the focus of the concentration on globalization as an ongoing process that transforms the spatial and social dimensions of cities and regions and the nature of planning.

Revise the Master of Occupational Therapy (Entry-Level),
College of Applied Health Sciences, Chicago

The Chicago Senate, with the recommendation of the College of Applied Health Sciences, has approved a revision of the Master of Occupational Therapy (Entry-level) to include a course work only option.

The current M.S. in Occupational Therapy (Entry-level) requires students to complete 36 semester hours, including a project or master’s thesis. Under the revised program, students continue to complete a minimum of 36 credit hours but would be allowed to choose a course only option.

Feedback from both students and faculty members indicate that the thesis or project requirement exceeds the intended outcome of the degree program that is targeted to prepare students for clinical practice. Students who do not intend to pursue

additional graduate study do not benefit from completing a thesis, but would benefit more from increased flexibility to choose other focused course work through elective courses.

Eliminate Several Concentrations Offered by the Department of Medical-Surgical Nursing, College of Nursing, Chicago

The Chicago Senate, with the recommendation of the College of Nursing, has approved a proposal to eliminate several concentrations in the Department of Medical-Surgical Nursing offered as part of the M.S. in Nursing Science. The concentrations include:

- Oncology/HIV Clinical Nurse Specialist
- Oncology/HIV Acute Care Nurse Practitioner
- Cardiopulmonary Clinical Nurse Specialist
- Cardiopulmonary Acute Care Nurse Practitioner
- Critical Care Acute Care Nurse Practitioner
- Neurocognitive/Musculoskeletal Clinical Nurse Specialist
- Neurocognitive/Musculoskeletal Acute Care Nurse Practitioner

In 1998, the Department of Medical-Surgical Nursing redesigned the core concentrations based on Acute Care Nurse Certification exams, which all students, regardless of their specialty, must sit for upon completion of the program. The content that is needed to care for acutely ill patients is not specialty focused. The specialty focus will be addressed in the required practicum course work.

Revise the General Education Curriculum, Chicago

The Chicago Senate, with the recommendation of the Senate Committee on Educational Policy, and the Educational Policy Committee of the College of Liberal Arts

and Sciences, has approved a proposal to redesign the general education curriculum for undergraduate students at the Chicago campus.

During the last twenty years, several campus groups have been charged with reviewing and reworking the current general education system. Faculty groups and task forces met in 1985, 1987, 1997, 1998, and most recently in Fall 2003. From these discussions, there emerged the recurrence of a common theme: the current system needs better coherence and intellectual direction.

During its last accreditation visit in 1997, the North Central Association was concerned about general education's "cafeteria style" (i.e., long, unstructured lists of courses under the three divisional headings of natural sciences, social sciences, and humanities) and recommended that UIC create a model that would be more coherent and circumscribed.

In developing the new model, the Educational Policy Committee of the College of Liberal Arts and Sciences attempted to provide enough structure to guarantee a certain level of intellectual breadth, while at the same time allowing students the opportunity to select courses or clusters of courses around areas of their own interests.

Specifically, the model:

- Provides intellectual guidance by identifying six broad areas of knowledge that correspond to the kinds of experiences that a liberally educated person should have. The six categories are:
 - Analyzing the Natural World
 - Understanding the Individual and Society
 - Understanding the Past
 - Understanding the Creative Arts

- Exploring World Cultures
 - Understanding U.S. Society
- Makes clear to students what they are taking and why.
 - Allows students to gain interdisciplinary perspectives.
 - Gives individual colleges some freedom to adjust the general education requirements to suit their own needs.

The new model of general education at UIC is designed to serve as a foundation for lifelong learning. It will help prepare students to:

- think independently
- understand and critically evaluate information
- analyze and evaluate arguments
- develop and present cogent written and oral arguments
- explore one's own culture and history as well as those of others
- understand, interpret, and evaluate the arts
- think critically about how individuals influence and are influenced by political, economic, cultural, and family institutions

The specific requirements vary from college to college. All colleges, however, require a minimum of 24 semester hours of credit with at least one course in each of the six categories of general education for the first component and proficiency in writing (as demonstrated by successful completion of English 160 and 161 or by certain scores on placement or other tests) for the second component.

Eliminate Areas of Concentration in the Doctor of Public Health Program,
School of Public Health, Chicago

The Chicago Senate, with the recommendation of the School of Public Health, has approved a proposal to eliminate three concentrations within the Doctor of Public Health degree program, as follows: (1) Community Health Sciences;

(2) Environmental and Occupational Health Sciences; and (3) Health Policy and Administration.

Public Health is a multidisciplinary field. It would be difficult, if not impossible, to identify a single public health problem which can be solved by professionals within only one discipline. Public health professionals confront a complex and dynamic array of problems on a local and global scale. Instead of training students in one discipline, the revised Doctor of Public Health curriculum will prepare professionals for real world situations and consequences and training in the full spectrum of public health disciplines. Consequently, the School of Public Health is eliminating the three concentrations that more narrowly define preparation in a single discipline.

Establish a Post-Baccalaureate Certificate in Legal Aspects of Education, Educational Leadership Program, College of Education and Human Services, Springfield

The Springfield Senate has approved a proposal from the College of Education and Human Services to establish a Graduate Certificate in Legal Aspects of Education.

The purpose of this certificate program is to provide professional educators and other interested individuals with knowledge of the fundamental legal issues that impact elementary and secondary school districts. To receive the certificate, students will be required to complete 18 hours of graduate course work selected from a series of ten courses. These courses already are being offered as electives in the Master of Arts in Teacher Leadership program. Each course is two credit hours and is offered in an online

format. The demand for these courses has been strong since Spring 2003 when the first group of courses was offered.

Because all of these courses are currently being offered, no additional resources will be needed to offer the graduate certificate.

College of Fine and Applied Arts Minor in Architecture, Urbana

The Urbana-Champaign Senate has approved a proposal from the College of Fine and Applied Arts to create a Minor in Architecture.

The Minor in Architecture will allow non-architecture undergraduate students to gain an overview of architecture by taking a series of required courses in different disciplines within architecture.

College of Engineering Minor in Materials Science and Engineering, Urbana

The Urbana-Champaign Senate has approved a proposal from the College of Engineering to create a Minor in Materials Science and Engineering.

The Minor in Materials Science and Engineering is designed to give students in other areas of engineering and science a broad view of all materials, as well as several courses in a particular area of materials; knowledge that will be of value whether the student pursues a career in industry, government, or academia.