Reported to the Board of Trustees

January 20, 2022

Board Meeting

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## PRESIDENT’S REPORT ON ACTIONS OF THE SENATES

Establish the Campus Graduate Certificate in Advanced Design Thinking, College of Fine and Applied Arts and the Graduate College, Urbana

The Urbana-Champaign Senate has approved a proposal from the College of Fine and Applied Arts and the Graduate College to establish the Campus Graduate Certificate in Advanced Design Thinking. The program will enable students to engage in the theory and practice of design thinking as used in human-centered design. Design thinking has gained popularity in recent years as a practice with a high level of transferability and applications in business and society, including K through 12 education and Fortune 500 companies alike.

This program is applicable to students with an undergraduate degree in design as well as those from other disciplines who wish to expand their professional horizons. Students graduating with this Certificate will be able to capitalize on enhanced professional opportunities in the design field or in broader business or social ventures.

Establish the Campus Graduate Certificate in Cancer Education Management in Underrepresented and Diverse Communities, College of Education and the Graduate College, Urbana

The Urbana-Champaign Senate has approved a proposal from the College of Education and the Graduate College to establish the Campus Graduate Certificate in Cancer Education Management in Underrepresented and Diverse Communities. Disparity in cancer, particularly in underrepresented and diverse communities, is a challenging reality that demands timely, interdisciplinary, effective, and sustainable actions. For innovative cancer education and management research and practices to create translational impact in underrepresented and diverse communities, cancer researchers, health care providers, and community stakeholders must be ready to engage with underrepresented and diverse community members and stakeholders with best practices driven by evidence. These best practices can not only directly benefit cancer patients in underrepresented and diverse communities; they can generate field data in order to continuously improve efficacy of implementation for innovative cancer management solutions.

The proposed program will train cancer researchers, cancer education professionals, health care providers, and community stakeholders to design cancer education and management implementation solutions and conduct implementation studies that either assess naturalistic variability or measure change in response to cancer management intervention in underrepresented and diverse communities. Students will be trained to identify factors prominent in underrepresented and diverse communities that impact application of cancer management innovations across multiple levels, including patient, provider, clinic, facility, organization, and often the broader community and policy environment. The program will produce capable cancer education practitioners and implementation scientists to address disparities in cancer among underrepresented communities.

Establish the Concentration in Instrumentation and Applied Physics within the Master of Engineering in Engineering, The Grainger College of Engineering and the Graduate College, Urbana

The Urbana-Champaign Senate has approved a proposal from The Grainger College of Engineering and the Graduate College to establish the concentration in Instrumentation and Applied Physics within the Master of Engineering in Engineering (MENG). This concentration will provide students with solid foundational and practical experience in the planning and execution of technical projects using a wide range of laboratory tools, instrumentation, and analysis techniques. They will become familiar with the underlying principles of key physical measurement techniques and develop competence and integrate interdisciplinary knowledge. The goal of the proposed concentration is to teach instrumentation and applied physics skills intentionally to professionally-oriented students in the MENG program. This will allow students intent on industry careers to develop highly marketable skills as part of a deliberate curriculum.

Establish the Campus Graduate Certificate in Health and Well-being for Designed Environments, College of Fine and Applied Arts and the Graduate College, Urbana

The Urbana-Champaign Senate has approved a proposal from the College of Fine and Applied Arts and the Graduate College to establish the Campus Graduate Certificate in Health and Well-being for Designed Environments. The program will focus early and mid-career environmental design professionals on the mental and physical health consequences of built space and increase knowledge about how environmental design can become a tool for improving occupant health and the health of the public more broadly. The courses comprising this program will increase research literacy among professionals, expose them to research linking built environments and health, and introduce design and construction strategies that result in healthier environments. The Campus Graduate Certificate in Health and Well-being for Designed Environments builds competency that will enable assessment of health impact of environmental design throughout the design process and following construction in order to improve occupant outcomes and address health equity in renovation and new construction projects.

Market studies indicate significant demand for a design and health-focused certification among early and mid-career professionals in architecture who have earned at least a pre-professional degree in architecture and are working in the profession. This program is designed for learners who have a desire to develop a knowledge base and skill set in the area of environmental design and health. Architecture is a field where most professional licensure jurisdictions require annual continuing education (CE). There is potential for the courses in this program to meet those professional CE requirements. The program will prepare graduates to be advocates for and meet current demands within architecture firms for designers of healthier built environments.

Establish the Joint Bachelor of Science in Sustainable Design and Master of Fine Arts in Art and Design: Design for Responsible Innovation, College of Fine and Applied Arts and the Graduate College, Urbana

The Urbana-Champaign Senate has approved a proposal from the College of Fine and Applied Arts and the Graduate College to establish the joint Bachelor of Science in Sustainable Design (BSSD) and Master of Fine Arts in Art and Design: Design for Responsible Innovation (MFA in DRI). This highly selective program allows students completing the BSSD to complete the MFA in DRI on an accelerated timeline. The joint degree will equip students with a multidisciplinary skill set relevant to academic, civic, and private sector career paths in community-engaged design, graphic design, product design, and integrative design.

Coordinated strengths in visual communication, storytelling, prototyping, iteration, need-finding, user testing, team-based problem solving, and public engagement will be combined with research skills and a deep understanding of the intersection of social, spatial, structural, and environmental factors. This will equip students to be competitive, visionary, and expressive leaders in these disciplines. Design is increasingly understood as a diverse discipline in which the resources of multiple professions are coordinated to address complex social and environmental issues. As such, graduates of this joint degree program will possess strong technical and social skills with which to engage design as an approach to solving social and environmental problems wherein the solution simultaneously performs and communicates.

Establish the Campus Graduate Certificate in Learning Design and Leadership, College of Education and the Graduate College, Urbana

The Urbana-Champaign Senate has approved a proposal from the College of Education and the Graduate College to establish the Campus Graduate Certificate in Learning Design and Leadership. This program addresses the theories and practices of learning in the context of digital media and learner diversity. Its focus is on innovative practices in a wide range of sites, including formal education from K through 12 to higher education, workplace and community settings, and informal learning. The Campus Graduate Certificate in Learning Design and Leadership offers students the opportunity to learn how to design and implement purposeful, engaging learning environments, including the integration of new media, learning, and advancement technologies.

The proposed program supports career advancement for current or aspiring teachers, college professors, instructional designers, learning resource developers, educational technology analysts, e-learning consultants, and anyone with a personal or professional interest in the future of education.

Establish the Concentration in Agricultural Communications Within the Bachelor of Science in Agricultural Leadership, Communication, and Education, College of Agricultural, Consumer and Environmental Sciences, Urbana

The Urbana-Champaign Senate has approved a proposal from the College of Agricultural, Consumer and Environmental Sciences to establish the concentration in Agricultural Communications within the Bachelor of Science in Agricultural Leadership, Communication, and Education (ALEC). As noted in companion report items, this concentration will replace the currently existing concentrations in Advertising and in Journalism. The field of agricultural communications has been growing steadily over the past two decades as the public’s interest in food production has increased, food producers are becoming more technology dependent, and decision-makers face growing pressure to ensure legislation is in place to support sustainable production. Stakeholders depend on skilled communicators to help them make balanced decisions, mobilize knowledge, and connect with consumers. The concentration’s curriculum is predicated on the tenets of skill development, critical thinking, and global awareness in the context of agricultural communications. These tenets will prepare graduates for careers in a field that exists worldwide and has taken on added relevance as food systems grew through the pandemic.

Establish the Campus Graduate Certificate in International Education Administration and Leadership, College of Education and the Graduate College, Urbana

The Urbana-Champaign Senate has approved a proposal from the College of Education and the Graduate College to establish the Campus Graduate Certificate in International Education Administration and Leadership. This program will train professionals to lead, develop, implement, and evaluate international programming and internationalization activities in business, industry, and education sectors, including postsecondary settings in both private and public sectors. Students in the Campus Graduate Certificate in International Education Administration and Leadership will choose from courses to specialize in an area of internationalization, and they may elect a global education abroad program and/or an internship in order to develop expertise in a particular region or skill set.

Revise the Bachelor of Music in Instrumental Music, College of Fine and Applied Arts, Urbana

The Urbana-Champaign Senate has approved a proposal from the College of Fine and Applied Arts to revise the Bachelor of Music (BMUS) in Instrumental Music. The revisions to the program are the result of five years of departmental evaluation, study, and discussion with the best interests of students and increased flexibility at the heart. A seminar course has been added to help orient students, credit hours for existing courses adjusted to better reflect the amount of work students are doing in them, and advanced level, applied lessons, and ensemble requirements reduced or eliminated. Junior and Senior Recital requirements have been added as zero-credit hour courses to allow for transcription of these degree milestones. Finally, the minimum hour requirement will change from 130 to 120 credit hours.

Revise the Bachelor of Music in Music Composition, College of Fine and Applied Arts, Urbana

The Urbana-Champaign Senate has approved a proposal from the College of Fine and Applied Arts to revise the Bachelor of Music (BMUS) in Music Composition. The revisions to the program are the result of five years of departmental evaluation, study, and discussion with the best interests of students and increased flexibility at the heart. A seminar course has been added to help orient students, credit hours for existing courses adjusted to better reflect the amount of work students are doing in them, and advanced level, applied lessons, and ensemble requirements reduced or eliminated. The requirement of two courses in French, German, or Italian has been deleted. Finally, the minimum hour requirement will change from 130 to 120 credit hours.

Revise the Bachelor of Music in Music--Open Studies, College of Fine and Applied Arts, Urbana

The Urbana-Champaign Senate has approved a proposal from the College of Fine and Applied Arts to revise the Bachelor of Music (BMUS) in Music--Open Studies. The revisions to the program are the result of five years of departmental evaluation, study, and discussion with the best interests of students and increased flexibility at the heart. A seminar course has been added to help orient students, credit hours for existing courses adjusted to better reflect the amount of work students are doing in them, and advanced level, Music Electives, and Professional Electives are reduced or eliminated. Finally, the minimum hour requirement will change from 130 to 120 credit hours.

Revise the Bachelor of Music in Musicology, College of Fine and Applied Arts, Urbana

The Urbana-Champaign Senate has approved a proposal from the College of Fine and Applied Arts to revise the Bachelor of Music (BMUS) in Musicology. The revisions to the program are the result of five years of departmental evaluation, study, and discussion with the best interests of students and increased flexibility at the heart. A seminar course has been added to help orient students, credit hours for existing courses adjusted to better reflect the amount of work students are doing in them, and advanced level, applied lessons, and ensemble requirements reduced or eliminated. The Foreign Language Requirement is also reduced from eight hours to zero to four hours. Finally, the minimum hour requirement will change from 130 to 120 credit hours.

Revise the Bachelor of Music in Jazz Performance, College of Fine and Applied Arts, Urbana

The Urbana-Champaign Senate has approved a proposal from the College of Fine and Applied Arts to revise the Bachelor of Music (BMUS) in Jazz Performance. The revisions to the program are the result of five years of departmental evaluation, study, and discussion with the best interests of students and increased flexibility at the heart. A seminar course has been added to help orient students, credit hours for existing courses adjusted to better reflect the amount of work students are doing in them, and advanced level, applied lessons, and upper-level aural skills requirements reduced or eliminated. Finally, the minimum hour requirement will change from 130 to 120 credit hours.

Eliminate the Executive MBA Concentration Within the Master of Business Administration in Business Administration, Gies College of Business and the Graduate College, Urbana

The Urbana-Champaign Senate has approved a proposal from the Gies College of Business and the Graduate College to eliminate the Executive MBA concentration within the Master of Business Administration in Business Administration. In recent years, the Executive MBA concentration has not been admitting students, and no students are currently enrolled. The Gies College of Business now offers only an online MBA program, the iMBA.

Eliminate the Undergraduate Minor in Polymer Science and Engineering, The Grainger College of Engineering, Urbana

The Urbana-Champaign Senate has approved a proposal from The Grainger College of Engineering to eliminate the undergraduate minor in Polymer Science and Engineering. This minor has had very low enrollment, zero to one students, in recent years. There are no currently enrolled students. Most students interested in studying polymers are better served by taking the Materials Science and Engineering minor and selecting polymers courses for their elective choices.

Eliminate the Concentration in Advertising Within the Bachelor of Science in Agricultural Leadership, Communication, and Education, College of Agricultural, Consumer and Environmental Sciences, Urbana

The Urbana-Champaign Senate has approved a proposal from the College of Agricultural, Consumer and Environmental Sciences to phase down the Advertising concentration within the Bachelor of Science in Agricultural Leadership, Communication, and Education (ALEC). As noted in a companion report item, the ALEC program is proposing a new comprehensive concentration in Agricultural Communications which will result in the Advertising concentration no longer effectively serving students interested in studying agricultural communications. Currently enrolled students will have the choice to continue in the concentration through graduation or to transfer into the new concentration, and necessary courses will continue to be offered for students who choose to remain in the existing concentration so they may finish their degrees.

Eliminate the Concentration in Journalism Within the Bachelor of Science in Agricultural Leadership, Communication, and Education, College of Agricultural, Consumer and Environmental Sciences, Urbana

The Urbana-Champaign Senate has approved a proposal from the College of Agricultural, Consumer and Environmental Sciences to phase down the Journalism concentration within the Bachelor of Science in Agricultural Leadership, Communication, and Education (ALEC). As noted in a companion report item, the ALEC program is proposing a new comprehensive concentration in Agricultural Communications which will result in the Journalism concentration no longer effectively serving students interested in studying agricultural communications. Currently enrolled students will have the choice to continue in the concentration through graduation or to transfer into the new concentration, and necessary courses will continue to be offered for students who choose to remain in the existing concentration so they may finish their degrees.

Establish the Concentration in Business Law in the Juris Doctor,

School of Law, Chicago

The Chicago Senate with the recommendation of the School of Law, has approved the establishment of the Concentration in Business Law in the Juris Doctor.

The School of Law seeks to add an 8th concentration in the Juris Doctor, allowing students to develop specialized expertise and enhance their employment opportunities. Overall, the JD requires 90 credit hours—50 hours of required courses and 40 hours of elective courses, and students may use their electives to complete an optional concentration. The Business Law concentration will be 16 credit hours, 11 to 14 hours of required courses and 2 to 5 hours in electives. The concentration utilizes existing courses within the curriculum.

Establish Six Additional Concentrations in the Doctor of Pharmacy: Pharmaceutical Sciences, Health Economics and Outcomes Research, Acute Care Pharmacy, Ambulatory Care Pharmacy, Experimental Therapeutics and Clinical Research, and Pharmacy Administration and Leadership, College of Pharmacy, Chicago

The Chicago Senate with the recommendation of the College of Pharmacy, has approved the establishment of six additional concentrations in the Doctor of Pharmacy: Pharmaceutical Sciences, Health Economics and Outcomes Research, Acute Care Pharmacy, Ambulatory Care Pharmacy, Experimental Therapeutics and Clinical Research, and Pharmacy Administration and Leadership.

The Doctor of Pharmacy (PharmD) is the highest level of professional education in pharmacy and has been approved by the Accreditation Council for Pharmacy Education as the sole entry-level degree for the profession. The PharmD is offered at both the Chicago and Rockford campuses, with two current optional concentrations. This proposal adds six optional concentrations to the degree, allowing students to engage in focused study and research, thus making them more competitive for residencies, fellowships, graduate school, and employment.

Admission to the new concentrations will take place in the Fall of the second year of the program, although it is possible for students to switch concentrations. Each concentration requires nine credit hours in didactive electives and selectives, as well as four credit hours in experiential electives. These 13 credit hours may be applied to broader PharmD requirements in relation to elective and experiential credit hours; as a result, the PharmD program will continue to require 133 credit hours for graduation.

Establish the Campus Certificate in Co-Operative Career Experience, College of Applied Health Sciences, Chicago

The Chicago Senate with the recommendation of the College of Applied Health Sciences, has approved the establishment of the Campus Certificate in Co-Operative Career Experience for students with intellectual and developmental disabilities (I/DD).

As the prevalence and incidence of I/DD continues to grow, there is a need to keep pace with the changing demand for diversity and inclusion in post-secondary education and in the workplace. UIC is uniquely positioned to lead the way by creating the first 100 percent integrated model based in disability employment research evidence grounded in a disability studies framework, which is participatory, emancipatory, and benefits the disability community.

The program is based on a co-operative educational model where students engage in both classroom-based learning and experiential learning through internships in the community. Applicants must be high school graduates. Once enrolled, Co-Op students will explore their career interests through a combination of work placements and academic coursework relating to one of three areas of focus: (1) Arts and Culture; (2) Social Justice, Policy, and Leadership; and (3) Health and Care across the Lifespan. Students will complete 36 credit hours over four terms, including 4 required courses (12 hours) and 4 electives (12 hours) offered by the Department of Disability and Human Development, and internships (12 hours across 4 terms). Supports to Co-Op students include an academic advisor, and academic and employment coaches and mentors.

The Co-Op Program is funded by a five-year, $2.5 million grant from the U.S. Department of Education called the Transition and Postsecondary Programs for Students with Intellectual Disabilities (TPSID). At the conclusion of the grant period, the program will apply for continued funding, but plans to be sustained through tuition revenue.

Revise the Master of Business Administration, College of Business Administration, Chicago

The Chicago Senate with the recommendation of the College of Business Administration, has approved the revision of the Master of Business Administration.

The market for Master of Business Administration (MBA) programs has changed significantly over the last decade, with students looking for programs that cost less and require fewer credit hours to complete. In order to remain competitive, the MBA at UIC will reduce the total credit hours required from 54 to 42, with students now being asked to complete one elective course (4 credit hours) instead of four electives (16 credit hours). As it is estimated that a typical MBA program requires 36 credit hours, this reduction should allow UIC’s program to be an affordable and competitive option. Moreover, as the total credit hours are being reduced by 12, it will now be possible for students to complete the MBA in one calendar year, and to complete joint programs within the college (e.g., MBA/MS in Management Information Systems) in two years. To maintain the integrity of the MBA at UIC, there are no proposed changes to the core (26 credit hours), and students will still be required to complete a concentration (12 credit hours) to reflect specific career goals. [Note: This change will affect the on-campus and online MBA; however, contract MBA programs—cohort-based programs where students are recruited through international partners—will remain 54 credit hours.]

Revise the Grading System of the Doctor of Medicine, College of Medicine, Chicago,

The Chicago Senate with the recommendation of the College of Medicine, has approved the revision of the grading system of the Doctor of Medicine (MD) degree.

The College of Medicine has long had a distinct grading system for the MD that does not use standard letter (A to F) grading. In Fall 2017, when a revision to the first- and second-year MD curriculum was implemented, the grading for Phase 1 courses (roughly the first two academic years) was revised. Phase 1 grades were subsequently reported on the transcript as Pass or Fail, replacing the previous grading of Outstanding, Satisfactory, or Unsatisfactory. This change was made because Pass/Fail grading in the pre-clerkship curriculum had become the norm at most U.S. medical schools, due to demonstrable positive impacts on student well-being and lack of evidence of any negative impact on academic outcomes.

With third- and fourth-year MD curriculum revisions now implemented, the college will update grading in Phases 2 and 3 (the next two academic years). Specifically, there are four grading changes. These changes apply to the MD at Chicago, Peoria, and Rockford campuses, and align the grading system with terminology used at most other medical schools.

First, clerkships, sub-internships, and clinical electives (four weeks or longer) will be graded on a scale of Honors/High Pass/Pass/Fail (replacing Outstanding/ Advanced/Proficient/Unsatisfactory). Second, non-clinical elective courses and clinical electives (of less than four weeks) will be graded Satisfactory/Unsatisfactory (replacing Outstanding/Advanced/Proficient/Unsatisfactory). Third, the grading option of Withdrawn will be added to existing grades of Incomplete, Deferred, and Non-graded Experience. Finally, clerkships and courses can have differential grading (i.e., different grading scales within the same clerkship/course based on the number of weeks in each course section).

Eliminate the Coordinated Program Concentration in the Bachelor of Science in Nutrition, College of Applied Health Sciences, Chicago

The Chicago Senate with the recommendation of the College of Applied Health Sciences, has approved the elimination of the Coordinated Program Concentration in the Bachelor of Science in Nutrition.

The B.S. in Nutrition has two concentrations: Nutrition Science and the Coordinated Program. Both concentrations are designed to prepare students to take the Registration Examination for Dietitians and become registered dietitians. However, the Coordinated Program (131 credit hours in total) combines the didactic courses and the supervised practice hours that are required to sit for examination. The Nutrition Science program only includes the didactic courses (120 credit hours in total), and additionally serves students who wish to pursue advanced degrees in nutritional sciences, public health, applied health, and medicine. Nutrition Science program graduates are eligible to apply for an accredited dietetic internship, and then sit for examination.

Recently, the Commission on Dietetic Registration has changed the eligibility requirement for taking the Registration Examination for Dietitians—going forward, students must have a master’s degree, rather than a baccalaureate degree. As a result, the Coordinated Program will be eliminated (and the Fall 2020 cohort was the last class admitted to the program). Instead, students interested in becoming a registered dietitian will now complete the Nutrition Science concentration and be advised to complete two additional courses in preparation for post-baccalaureate studies and activities (HN 330: Quantity Food Production and HN 332: Food Service Management). Upon graduation, students can then pursue graduate education in nutrition and complete the required supervised practice hours at UIC or other institutions.

Establish the Graduate Certificate in Gerontology, College of Public Affairs and Administration, Springfield

The Springfield Senate with the recommendation of the College of Public Affairs and Administration, has approved the establishment of the Graduate Certificate in Gerontology.

The proposed certificate will provide an opportunity for students to obtain graduate-level training in gerontology to serve an increasingly-aging American population. The 16-hour certificate, which grew out of the Gerontology Concentration currently offered within the Master of Arts in Human Services, is expected to be of interest to students and social and community service managers seeking an educational opportunity in gerontology that does not require obtaining a full Master’s degree. Coursework for the certificate aligns with the competencies developed by the *Academy for Gerontology in Higher Education* in 2018*.* The certificate will be delivered in an online format, providing time and locational flexibility for students.

Because the proposed certificate utilizes coursework currently being offered for the Gerontology concentration, no additional personnel or funding are required or requested to implement the certificate program.

Establish the Graduate Certificate in Nursing Home Administration,

College of Public Affairs and Administration, Springfield

The Springfield Senate with the recommendation of the College of Public Affairs and Administration, has approved the establishment of the Graduate Certificate in Nursing Home Administration (NHA).

The proposed certificate grew out of the Nursing Home Administration Concentration currently offered within the Master of Arts in Human Services. The 16-hour certificate will provide an option for students to obtain graduate-level training needs appropriate for a growing job market for Nursing Home Administrators and Nursing Home Managers in lieu of obtaining a full Master’s degree. The NHA certificate aligns with the Illinois Department of Financial and Professional Regulation licensure standards and courses required for the certificate are mapped to current National Association of Long-Term Care Administrators Board standards. The concentration will be delivered in an online format, providing time and locational flexibility for students.

Because the proposed certificate utilizes coursework recently developed for the NHA concentration, no additional personnel or funding are required or requested to implement the certificate program.

Establish the Concentration in Economics in the Bachelor of Business Administration, College of Business and Management, Springfield

The Springfield Senate with the recommendation of the College of Business and Management, has approved the establishment of the concentration in Economics in the Bachelor of Business Administration.

The Bachelor of Arts in Economics degree began as a distinct program of study in the College of Business and Management, but has experienced low enrollments for more than a decade. Despite declining enrollments, Economics is central to business activity and is an essential component of an undergraduate Business curriculum. To address these issues, the department has restructured the Economics program to better serve both on-ground and online students in the College of Business. As part of the restructuring plan, the Bachelor of Arts in Economics will be eliminated and replaced by an Economics concentration within the Bachelor of Business Administration.

Through 15-hours of Economics coursework, students will build strong conceptional thinking and problem-solving skills by understanding and applying economic theory to real work problems. Learning objectives of the concentration include providing students with basic knowledge of microeconomic and macroeconomic theory and a fundamental understanding of quantitative methods of analysis. Students will acquire research competencies using the theories and methods of economic analysis and acquire skills for applying theories and models to contemporary economic issues and policies. The concentration will be available to students in both in-person and online formats.

All required and elective courses for the concentration will be taught by existing faculty. Because UIS has both the facilities and faculty to support the concentration, no additional funding is required or requested to implement the program.