

## PRESIDENT'S REPORT ON ACTIONS OF THE SENATES

Establish four concentrations in: Agricultural Production and Processing; Digital and Precision Agriculture; Energy and the Environment; and Construction Management, 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 rename and revise the B.S. in Technical Systems Management, which is included as a companion action item. The major will be called “Engineering Technology and Management for Agricultural Systems.” A departmental task force proposed this name change and curricular revisions to make the program more appealing to a wider audience. The four concentrations proposed within the B.S. in Engineering Technology and Management for Agricultural Systems are Agricultural Production and Processing; Digital and Precision Agriculture; Energy and the Environment; and Construction Management.

Students in the Agricultural Production and Processing concentration will learn the technology, machinery, and management of agricultural processing and production systems, and graduates will be prepared for careers in the agricultural retail and service industries, production farming operations, food and bioprocessing facilities, government, and environmental agencies, or for entrance into graduate or professional school.

Digital and Precision Agriculture students will learn application of technology in agriculture and the larger system of production agriculture, including

machinery, agronomy, and business management. Graduates will be prepared for industry careers in agriculture retail and service, production farming operations, government, and environmental agencies, or for entrance into graduate or professional school.

Students who choose the Construction Management concentration are trained in construction skills and concepts as well as management practices and principles. Graduates will be prepared for careers with private construction companies, government and environmental agencies, or for entrance into graduate or professional school.

The Energy and the Environment concentration will focus on renewable energy systems and environmental systems, with graduates prepared for careers with private consulting firms, technology companies, government, and environmental agencies, or for entrance into graduate or professional school.

Establish the undergraduate minor in Wildlife and Fisheries Conservation, 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 undergraduate minor in Wildlife and Fisheries Conservation. This minor is expected to be appealing to students who want to learn more about working with wild populations of animals and those who want exposure to applied ecological sciences. Required courses in the minor are an introductory ecology course and an advanced fish and wildlife ecology course. Students then complete 11 to 12 hours of advanced courses focused on habitat/ecosystem

conservation, natural history of a particular taxon, and advanced population ecology or fisheries science.

Establish the undergraduate minor in Health Administration, College of Applied Health Sciences, Urbana

The Urbana-Champaign Senate has approved a proposal from the College of Applied Health Sciences to establish the undergraduate minor in Health Administration. This minor is designed for undergraduate students seeking to understand the business side of health care and for those who feel health administration knowledge will help them succeed in their careers. The coursework in the Health Administration minor offers exposure to health care systems, hospital and insurance administration, and management principles relative to health care institutions. The proposed minor is particularly timely as undergraduate students with this foundational knowledge will be better prepared to deal with the complexities of healthcare and the novel challenges that emerge from unpredictable health situations, such as the COVID-19 pandemic. The field of health administration is interdisciplinary and expected to appeal to students in a variety of majors with a variety of interests.

Establish the undergraduate minor in Public Health, College of Applied Health Sciences, Urbana

The Urbana-Champaign Senate has approved a proposal from the College of Applied Health Sciences to establish the undergraduate minor in Public Health. This minor is designed for undergraduate students seeking an introduction to the field of public health and its disciplines and for those who feel knowledge in public health will

help them succeed in their careers. The Public Health minor coursework offers exposure to concepts, core functions, and applications of public health in a variety of specializations including health promotion and education, epidemiology, and environmental health. The COVID-19 pandemic has underscored the importance of public health to the successful functioning of society. With increased societal awareness of public health, this minor is particularly timely. The minor will allow students to acquire foundational knowledge of the public health field through the required 13 hours of courses while also providing the opportunity to develop deeper knowledge in a specific area through six hours of coursework in their chosen area.

Establish the joint Bachelor of Science in Sustainable Design and Master of Urban Planning in Urban Planning, 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 and Master of Urban Planning in Urban Planning (BSSD/MUP). The joint program will allow students to complete the BSSD in 120 hours over the course of four years of study and then the MUP upon completion of an additional 32 graduate credit hours in year five. Students interested in the BSSD will apply to this “4 + 1” program in their junior year to ensure they have taken appropriate coursework. This streamlined pathway will allow graduates to pursue career opportunities in sustainable design and urban planning in a variety of sectors, including private industry; local, state, and national government; and non-profit sectors. Program

graduates will be more competitive for positions in general, particularly those at a managerial level, compared to job seekers with just a bachelor's degree.

Establish the Campus Graduate Certificate in Middle Grades Education, 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 Middle Grades Education (CGC in MGE). In May 2020, the University of Illinois Urbana-Champaign Senate approved establishment of the Campus Graduate Certificate (CGC), a graduate-level, transcribed credential available to students who have previously earned bachelor's degrees who are not pursuing other degree programs at the university. CGCs will require at least 12 hours of 400-level or higher coursework to be completed over a minimum of ten weeks of instruction. Designed for those seeking professional advancement or transitioning to a new field, the credential helps the university further serve the state's and the world's workforce with a new educational opportunity with these short, focused programs of coherent coursework on a particular subject. The proposed CGC in Middle Grades Education along with accompanying report items to establish CGCs in the Gies College of Business represent the university's first such transcribed certificate programs.

The CGC in MGE will address the state of Illinois teacher shortage to prepare professionals to teach in the middle grades (grades 5 to 8). It will provide an avenue for those who have completed bachelor's degrees who are seeking a license to teach students in the middle grades. The CGC in MGE will use many of the 400-level

existing courses that are part of the established B.S. in Middle Grades Education.

Students will complete a minimum of 33 hours of coursework over 15 months. All courses will be available online, allowing students to complete coursework while fulfilling teaching residency responsibilities or while they are employed in other positions.

Establish eight Campus Graduate Certificates in: Value Chain Management; Accounting Data Analytics; Digital Marketing; Entrepreneurship and Strategic Innovation; Financial Management; Global Challenges in Business; Managerial Economics and Business Analytics; and Strategic Leadership and Management, 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 establish eight Campus Graduate Certificates in: Value Chain Management; Accounting Data Analytics; Digital Marketing; Entrepreneurship and Strategic Innovation; Financial Management; Global Challenges in Business; Managerial Economics and Business Analytics; and Strategic Leadership and Management. In May 2020, the University of Illinois Urbana-Champaign Senate approved establishment of the Campus Graduate Certificate (CGC), a graduate-level, transcribed credential available to students who have previously earned bachelor's degrees who are not pursuing other degree programs at the university. CGCs will require at least 12 hours of 400-level or higher coursework to be completed over a minimum of ten weeks of instruction. Designed for those seeking professional advancement or transitioning to a new field, the credential helps the university further serve the state's and the world's workforce with a new educational opportunity with these short, focused programs of coherent coursework on a particular subject. These proposed

CGCs from the Gies College of Business along with the accompanying report item to establish the CGC in Middle Grades Education represent the university's first such transcribed certificate programs. All CGCs from the Gies College of Business leverage existing coursework taught by existing faculty, and all are designed for learners who do not have the time or interest in pursuing a full degree but who are interested in gaining foundational skills in these spaces.

The CGC in Accounting Data Analytics (ADA) is designed to enhance students' knowledge, skills, and professional opportunities related to using information technology to solve accounting and business problems and effectively communicate analyses, findings, and conclusions. Professions where these skills are high in demand are those involving increasingly complex scenarios and large data sets, including auditors, finance managers, management accountants, business analysts, and tax accountants and advisors. The CGC in ADA is reflective of an existing focus area within the online Master of Science in Accountancy (iMSA) and will draw on coursework that exists as part of this area of focus.

The CGC in Digital Marketing is designed to provide an understanding of the foundations of the digital marketing landscape, allowing learners to acquire a new set of concepts and tools to help them digitally create, distribute, promote, and price products and services to make informed decisions and set the direction for a company, business unit, department, or product line in a digital ecosystem. Those with roles in advertising, promotions, marketing, public relations, fundraising and market analysis would benefit from the coursework and certification offered through the CGC in Digital Marketing. It

too is reflective of an existing area of focus within the iMSA and draws on coursework in that area of focus.

The CGC in Entrepreneurship and Strategic Innovation (ESI) is designed to develop students' entrepreneurial mindset, allowing learners to understand how to manage and innovate in uncertainty; understand when, why, and how to think creatively; and assess the feasibility of new ventures and the diversity of potential challenges. The courses in this CGC are drawn from this focus area that exists within the online Master of Business Administration (iMBA). The courses address how to recognize and question assumptions and constraints so as to identify and capitalize on opportunities. Learning innovative value propositions and discovering new market positions for sustained competitive advantage are some of the actionable lessons the CGC in ESI will offer to both aspiring and practicing entrepreneurs as well as employees in established firms who are interested in being innovative leaders in an interconnected world.

Also reflective of an iMBA focus area and drawing on courses within that area, the Financial Management CGC prepares learners with the skills essential for evaluating major strategic corporate and investment decisions to understand capital markets from a financial perspective. Students will gain a solid foundation in developing an integrated framework for strategic financial decision making, establish a thorough understanding of financial statements and the financial information they provide, develop the ability to critically evaluate and analyze cash flow statements, learn about the management and evaluation of portfolios and firm valuation techniques, how to incorporate risk and uncertainty into investment decisions, and an understanding of how



companies make financial and investment decisions. The CGC in Financial Management will attract those who seek professional development opportunities to upgrade their knowledge, skills and abilities in financial management as well as those who, by acquiring financial management knowledge, will be empowered to improve their current employment prospects. It is expected to also attract students from disciplines outside of business seeking to develop business credentials and an understanding of financial management.

The Global Challenges in Business CGC will allow students to understand how businesses function in the global marketplace, consider ethical decisions to run a responsible business in the global marketplace, and understand the role of business in addressing global challenges such as poverty and the environment, understand how business can pursue opportunities and confront challenges in the complex global marketplace. Individuals with high demand for these skills include business professionals who seek professional development opportunities to upgrade their knowledge, skills, and abilities in global business; individuals who, by acquiring valuable business knowledge, will be empowered to improve their current employment prospects; students in disciplines outside business who seek to develop business credentials; and those pursuing an understanding of how businesses operate in a global environment. This CGC is reflective of an existing iMBA degree focus area and draws on courses from this area.

The CGC in Managerial Economics and Business Analytics (MEBA) prepares students to effectively manage and operate a business by developing their

understanding of the market characteristics and economic environment in which they operate. The CGC in MEBA is reflective of an existing iMBA degree focus area and draws on courses from this area. Students will build a solid understanding of the operation of markets, how to assess the macro-economic environment with examples of real-world events, and to how to develop an analytical framework to combine the power of theory and data to make effective business decisions. These skills will be sought by those looking for professional development opportunities to upgrade their knowledge, skills, and abilities to effectively manage and operate a business as well as by students in disciplines outside of business who seek to develop credentials and an understanding of economics and business analysis.

Learner leadership and business skills for immediate impact will be enhanced by the CGC in Strategic Leadership and Management, which is reflective of and draws coursework from an existing area of focus in the iMBA. Students will learn how to effectively work with and manage people individually and in teams, understand how organizations are designed and managed, and how to analyze business situations and formulate and implement strategies to gain and sustain competitive advantage.

Individuals with high demand for these skills include those seeking professional development opportunities to upgrade their knowledge, skills, and abilities in organization and team leadership and students in disciplines outside business who seek to develop credentials and skills which will allow them to pursue roles in leadership and management.

The CGC in Value Chain Management focuses on the core activities of organizations that create value: identifying and meeting customer needs, designing and managing operations, and using information to facilitate and align operational and strategic decisions. The courses in this CGC specifically cover how to apply a financial perspective of accounting for costs and how financial and non-financial accounting information facilitates strategic performance measurement, the role of operations management and process improvement and how to synthesize information to make decisions for organizational initiatives, and how marketing works in the business world. The Value Chain Management CGC is expected to attract individuals working in business seeking to upgrade their knowledge in the fundamental areas of organizational value creation and those who have responsibility for business decision making and value creation within their organizations. It is reflective of an existing area of focus in the iMBA and draws upon courses in that area.

Eliminate two concentrations in: Family Studies; and Child and Adolescent Development, 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 eliminate the two concentrations within the B.S. in Human Development and Family Studies, the Family Studies concentration and the Child and Adolescent Development concentration. A revision of the B.S. in Human Development and Family Studies includes removing the required concentrations, as dividing the curriculum in this way no longer reflects the state of the field or the kinds of careers graduates pursue. Instead of prescribed concentrations,

students in the B.S. in Human Development and Family Studies will have the flexibility to develop an individualized plan based on career interests in consultation with the program's academic advisor. Those currently enrolled will have the option to continue and complete their selected concentration or to move to the revised version of the curriculum.

Establish Concentrations in Disability Studies and Assistive Technology in the Master of Science in Disability and Human Development, College of Applied Health Sciences and the Graduate College, Chicago

The Chicago Senate with the recommendation of the College of Applied Health Sciences and the Graduate College has approved the establishment of the Concentrations in Disability Studies and Assistive Technology in the Master of Science in Disability and Human Development.

The M.S. in Disability and Human Development is being revised to reflect current changes in the field. These broader revisions to the degree program include a reduction in credit hours required from 36 to 32, the removal of the GRE admission requirement, and the addition of a course to the core requirements, among other revisions. Specifically, two existing "areas of concentration", in Disability Studies and Social Policy, and in Rehabilitation Technology, will now be renamed as the Concentration in Disability Studies and the Concentration in Assistive Technology. Consistent with this change, the course requirements formerly associated with each of these content areas have been expanded, and students will now have available more course options to complete selective requirements.

Establish Five Additional Concentrations in the Bachelor of Science in Chemical Engineering: Polymers and Molecular Engineering, Energy and Environment, Nanotechnology, Process Automation, and Entrepreneurship, College of Engineering, Chicago

The Chicago Senate with the recommendation of the College of Engineering has approved the establishment of five additional concentrations in the B.S. in Chemical Engineering: the Concentrations in Polymers and Molecular Engineering, Energy and Environment, Nanotechnology, Process Automation, and Entrepreneurship.

The B.S. in Chemical Engineering currently has one optional concentration (in Biochemical Engineering). The addition of the five concentrations will strengthen the curriculum by providing more in-depth study in key areas of chemical engineering and will make the degree more competitive with other chemical engineering programs in the nation. Different concentrations range from eight to 16 credit hours, but this typically will add only two to six credit hours beyond the minimum degree requirement of 128 credit hours, as students can apply some of their elective coursework towards a concentration.

Establish the Joint Bachelor of Science in Pharmaceutical Sciences/Doctor of Pharmacy, College of Pharmacy, Chicago

The Chicago Senate with the recommendation of the College of Pharmacy has approved the establishment of the joint Bachelor of Science in Pharmaceutical Sciences/Doctor of Pharmacy.

The B.S. in Pharmaceutical Sciences (BSPS) offers two pathways: the BSPS Pathway and the BSPS/PharmD Pathway. For both pathways, the fourth-year features coursework typically taken during the first year of the Doctor of Pharmacy

(PharmD). In the BSPS Pathway, students complete the existing pre-pharmacy curriculum in the College of Liberal Arts and Sciences (LAS), and then take upper-level courses in LAS and the College of Pharmacy. Students are prepared for work or further study in the pharmaceutical, biomedical, or healthcare fields. In the BSPS/PharmD Pathway, students can complete both degrees in seven years instead of the traditional eight years. Students in the BSPS/PharmD Pathway are considered to be part of the doctoral program in their fourth year, and their undergraduate degree is conferred after the completion of BSPS requirements, rather than after the full seven years.

Earned separately, the BSPS is 120 credit hours and the PharmD is 133 credit hours. In the BSPS/PharmD Pathway, students complete the requirements of both degrees with 22 shared credit hours applied to each degree. It is anticipated that 100 students will be enrolled in the BSPS program once the degree is fully implemented, and that 80 percent of these students will be in the BSPS/PharmD Pathway.

Establish the Post-Baccalaureate Campus Certificate in Disability Legal Studies, College of Applied Health Sciences and the Graduate College, Chicago

The Chicago Senate with the recommendation of the College of Applied Health Sciences and the Graduate College has approved the establishment of the Post-Baccalaureate Campus Certificate in Disability Legal Studies.

Disability Legal Studies is a rapidly emerging area of study, research, and legal practice that promotes critical analysis of laws involving people with disabilities. Students can focus their study within human rights law, employment law, or health law. The certificate program is a joint effort of the Department of Disability and Human

Development and the UIC John Marshall Law School. The certificate serves current UIC graduate students enrolled in UIC Law or College of Applied Health Sciences graduate programs, or non-degree students. The curriculum requires a minimum of 12 credit hours (six classes), with four required courses, and four to five credit hours in electives (minimum of two classes). The program will be offered through utilization of both online and in-person classes.

Establish the Post-Baccalaureate Campus Certificate in Special Education, College of Education and the Graduate College, Chicago

The Chicago Senate with the recommendation of the College of Education and the Graduate College has approved the establishment of the Post-Baccalaureate Campus Certificate in Special Education.

The certificate program provides an opportunity to pursue a higher level of knowledge and skill related to the field of special education, with the goal of improving the educational experiences and quality of life of urban children, youth, and young adults with disabilities. Applicants are required to have a bachelor's degree and be state-licensed teachers. Students in the program must complete four courses (12 credit hours) from a list of graduate courses in the Department of Special Education. Courses are chosen based on professional goals and in consultation with an advisor. All courses are offered in a blended/hybrid or online format that enables students to work full-time while completing this program.

Establish the Post-Baccalaureate Campus Certificate in Materials Engineering, College of Engineering and the Graduate College, Chicago

The Chicago Senate with the recommendation of the College of Engineering and the Graduate College, has approved the establishment of the Post-Baccalaureate Campus Certificate in Materials Engineering.

The certificate program will address the principles and practices required for materials engineering professionals by developing a range of competencies. Applicants must have earned a bachelor's degree in engineering or a related field. Students in the program must complete four courses (16 credit hours) from two categories: Materials Science and Engineering Basic Principles, and Materials Science and Engineering Application Areas. Courses are chosen in consultation with a faculty advisor. All courses are delivered face-to-face and involve: (a) an individual or team project with real-world engineering design application; (b) cross-disciplinary learning in engineering fields; and (c) a computer application package.

Rename the Secondary Concentration in General Community Health Science in the Master of Public Health, Concentration in Community Health Sciences, School of Public Health, Chicago

The Chicago Senate with the recommendation of the School of Public Health has approved the renaming of the Secondary Concentration in General Community Health Science in the Master of Public Health, Concentration in Community Health Sciences.

The secondary concentration will be renamed as the Secondary Concentration in Community Health Practice and Methods. By moving away from the



description of this as a “generalist” approach, and by placing emphasis on both health practice and methods in the title, this designation will more accurately describe the content and skills addressed within the concentration.

Eliminate the Secondary Concentrations in Population Health, Community Health Interventions, and Community-Based Research Methods in the Master of Public Health, Concentration in Community Health Sciences, School of Public Health, Chicago

The Chicago Senate with the recommendation of the School of Public Health has approved the elimination of the Secondary Concentrations in Population Health, Community Health, and Community-Based Research Methods in the Master of Public Health, Concentration in Community Health Sciences.

This proposal eliminates three of the current seven secondary concentrations. The current availability of faculty in the Division of Community Health Sciences prevents some courses for these secondary concentrations from being offered consistently. As a result, students too often have only limited choices as to which selective courses are available to fulfill their concentration requirements. It should be noted that none of the selective courses in these eliminated concentrations will be removed from the catalog, as all will be offered as selective courses within the Community Health Practice and Methods secondary concentration.

Eliminate the Concentrations in Hispanic Studies, Hispanic Linguistics, and Hispanic Literatures and Cultural Studies in the Bachelor of Arts in Liberal Arts and Sciences, Major in Spanish, Chicago

The Chicago Senate with the recommendation of the College of Liberal Arts and Sciences has approved the elimination of the Concentrations in Hispanic

Studies, Hispanic Linguistics, and Hispanic Literatures and Cultural Studies in the Bachelor of Arts in Liberal Arts and Sciences, Major in Spanish.

The three concentrations will be eliminated and replaced with a streamlined common set of core requirements for the major and new guidelines for elective choices. Eliminating the concentration requirements and increasing the elective component of the major will have a positive impact on degree completion and allow students to align their coursework with their interests and post-graduation goals.

Establish the Concentration in Applied Business Analytics in the Bachelor of Science in Management Information Systems, 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 Applied Business Analytics in the Bachelor of Science in Management Information Systems.

Business Analytics is a specialized area of analytics that is widely-used and increasingly vital to public, for-profit, and not-for-profit organizations. The field of Business Analytics requires a wide range of skills and expertise. In practice, however, the most commonly applied skills of Business Analytics are Structured Query Language (SQL) for data preparation, statistical and analytical skills, statistical software, and statistical languages for data exploration and analysis. The 18-credit hour concentration in Applied Business Analytics, which will be offered in both face-to-face and online formats, will focus on these most commonly-used and sought-after skills. The proposed concentration is expected to be of interest to students across all majors in the College of

Business and Management who are seeking to complement their business degree with analytic skills to improve their marketability and career advancement opportunities.

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.

Establish the Minor in Art History, College of Liberal Arts and Sciences, Springfield

The Springfield Senate with the recommendation of the College of Liberal Arts and Sciences has approved the establishment of the minor in Art History.

The proposed minor in Art History will explore the field from multiple perspectives, including the foundations, meanings, and implications of the history of art. Students will study the various roles art plays in individual lives and societies as a whole, how visual arts have been used by different social institutions to develop a variety of ideologies, and how artists deal with the fundamental questions of human existence. The 15- to 16-hour minor, which requires the completion of at least three upper-division level courses, will be housed within the Visual Arts program and will be offered in face-to-face, online, and blended formats. The Art History minor is expected to be of interest to students in social science majors, especially Visual Arts majors, who would only need to take one additional course to complete the minor.

With the exception of the creation of a new capstone course, all of the course options that compose the minor are currently offered as part of the existing Visual Arts curricula. For this reason, no additional staffing will be required to offer the minor.